



Orange Coast College  
**DIVERSITY,  
EQUITY,  
INCLUSION, &  
ACCESSIBILITY  
PLAN**

FALL SEMESTER 2022



ORANGE  
COAST  
COLLEGE



COLLEGE CENTER

# Table of Contents

.....

Message from the President .....	2
Taskforce .....	3
Introduction.....	4
DEIA Journey.....	4
DEIA and Academic Freedom .....	6
DEIA Strategic Planning Approach.....	6
DEIA Definitions .....	6
DEIA Indicators .....	7
Employee & Student Profiles .....	7
Achievement Gaps .....	9
Diversity & Equity Climate.....	10
DEIA Impact Goals .....	10
Goal 1: Establish a Sustainable Diversity, Equity, Inclusion, and Accessibility Infrastructure and Culture.....	10
Goal 2: Build DEIA Knowledge for Employees .....	12
Goal 3: Improve Recruitment and Retention of Employees from Underrepresented Populations.....	13
Goal 4: Implement Student-Centered Scheduling, Support Services, and Programs.....	14
Goal 5: Provide Culturally Responsive Curriculum.....	16
Goal 6: Evolve and Expand Robust Data-Informed Culture Designed to Address and Close Educational Equity Gaps .....	17
Glossary .....	19
End Notes .....	21

# Message from the President

Dear Campus Community,

As I reflect on the importance of our collective efforts to advance diversity, equity, inclusivity, and accessibility at our institution and across the District, I am reminded of our early conversations centered on OCC's Culture of Care and creating a sense of belongingness for our students and employees. These conversations, which began in 2019, led to an equity-focused revision of the Educational Master Plan (2021-27) and a foundation for this DEIA plan. Today, I celebrate with you the first version of our DEIA Plan that represents the collective work of the President's Taskforce for Equity and Inclusion and our campus community. Recognizing that the path is continuous, we humbly note that this is a first version of a dynamic plan that will continue to evolve with new iterations.



As you read this plan, you will see that it is organized in two parts — a) historical context, definitions, strategic planning approach and DEIA indicators; and b) DEIA impact goals, objectives, action items and participatory governance entities that will lead in the implementation of the plan.

I want to express my sincere appreciation to the Taskforce members for their investment of time, effort, candor, and heart throughout our DEIA journey together.

Thank you to the college community for highlighting the importance of advancing the work of DEIA and look forward to walking this path with you.

A handwritten signature in blue ink that reads "Angelica L. Suarez". The signature is fluid and cursive.

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



# Taskforce

Below are current and past members who have contributed to this DEIA plan. OCC is grateful for the work members of the taskforce have put into creating its first iteration of the plan.

<b>CHAIRPERSONS</b>		
<b>Angelica L. Suarez</b> President	<b>Shannon Wells</b> Faculty	<b>Juan Gutierrez</b> Management
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<b>Maricela Sandoval</b> Manager, Student Equity	<b>Sheri Sterner</b> Dean, Institutional Effectiveness	<b>Daisy Segovia</b> DEIA Plan Development Facilitator
<b>Rendell Drew</b> Faculty Coordinator, Multicultural Center	<b>Rebecca Morgan</b> Director, Human Resources	<b>Michelle Wang</b> Administrative Assistant, Taskforce support

# Introduction

Orange Coast College (OCC) was founded in 1947 with the mission to serve 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.

## DEIA Journey

In July 2019, OCC President Angelica Suarez began campus dialogues where vital themes emerged, among others, that focused on creating a culture of inclusive excellence by uplifting employees and students through an environment that is equitable, diverse, and inclusive.

In 2020, the College created the President's Taskforce on Diversity, Equity, Inclusion, and Accessibility (DEIA) to focus this work through a racial justice and equity lens. Consistent with the College's Educational Master Plan's strategic priorities, the taskforce worked to better understand the institutional practices, policies, and structures to create an environment that incorporates equity and inclusion in its work, designed for meaningful engagement and collaboration.

In addition, as part of the College's foundational work, the Coast District undertook an effort to comprehensively study its climate related to diversity, equity, inclusion, and accessibility among students, classified professionals, faculty, and management. To this end, in March 2021, the District consulted out the administration of the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey and follow-up focus groups.

Central to the taskforce's approach was acknowledging the history of higher education and the events that have led to structural inequities, especially for students of color and marginalized groups. Community colleges were developed in the late 1800s to focus on the first two years of college. Although their creation provided greater access to post-high school education, community colleges were intended initially to maintain intellectual and class separation of the higher education system<sup>1</sup>. Several practices and policies implemented throughout community colleges' national and state history continue to play a pivotal role in achievement and opportunity gaps still present today. Empowered by this knowledge, the public outcry over the murder of George Floyd in May of 2020 and other racially based events, and the California Community Colleges Chancellor's Office



“Call to Action<sup>2</sup>” and feedback from OCC’s constituents, the taskforce developed this plan to actively advance the College’s values of fostering an equity-minded and inclusive campus environment.

<b>DEIA Journey Timeline</b>			
<p><b>Cookies &amp; Conversations</b></p> <p>In July 2019, OCC President Angelica Suarez began campus dialogues where themes of culture of inclusive excellence emerged</p>	<p><b>CCCCO Call to Action</b></p> <p>Chancellor Eloy Oakley hosted “Call to Action” webinar calling for community college leaders to actively strategize &amp; take action against structural racism</p>	<p><b>EMP Visioning Sessions</b></p> <p>Visioning sessions for the Educational Master Plan (EMP) were held across campus where themes of commitment to equity &amp; inclusion emerged</p>	<p><b>DEIA Plan V1.0</b></p> <p>President’s DEIA Taskforce uses themes from EMP, campus dialogues, Call to Action, and climate survey to draft plan to actively advance the college’s values of fostering an equity minded and inclusive campus environment.</p> <p>The draft plan undergoes College consultation and incorporation of HEDS survey and focus group results.</p>
	<p><b>OCC DEIA Taskforce Created</b></p> <p>President’s Taskforce on DEIA to focus this work through a racial justice and equity lens</p>	<p><b>Diversity &amp; Equity Climate Survey &amp; Focus Groups</b></p> <p>In March 2021, Coast District undertook effort to comprehensively study its diversity &amp; equity climate among employees and students</p>	
<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>



## DEIA and Academic Freedom

The implementation of this plan will honor the established participatory governance processes and academic freedom as outlined in [Board Policy 4030 on Academic Freedom](#) and further articulated in the Academic Senate's Academic Freedom Committee's statement on Academic Freedom.

## DEIA Strategic Planning Approach

In parallel to the President's Taskforce on Diversity, Equity, Inclusion and Accessibility, the College refreshed its Educational Master Plan (EMP). As a result of campus visioning, internal and external data scans, and dialogue, solid and pervasive diversity, equity, inclusion, and accessibility themes were infused throughout the College values and goals. As a result, the EMP provided a robust framework and springboard for developing the College's first DEIA plan. The DEIA plan's impact goals and activities further articulate concrete actions and responsible parties to strategically develop the College's DEIA infrastructure, address structural inequity in policies and procedures, address opportunity gaps, and foster a culture of belonging.

The plan underwent a consultation process led by constituent representatives on the President's taskforce that included the Classified Senate, Academic Senate, Student Senate and management.

## DEIA Definitions

Definitions are integral to allow readers a common language that advances an understanding of the plan's meaning, values, and goals. To this end, one of the critical tasks of the (DEIA) taskforce included defining key terms. For more information about terms that relate to DEIA, please refer to the [DEIA Glossary](#).

**Diversity:** The proportionate representation across all dimensions of human difference, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, age, and disability status.

**Equity:** Creating opportunities for equal access and success in higher education among historically underrepresented student populations, such as ethnic and racial groups whose exclusionary practices have systematically disadvantaged<sup>3</sup>.

**Inclusion:** A commitment to structuring our educational system so that all students, regardless of race, disabilities, gender, family structure, etc., are educated together as a community. All voices are heard and valued equally<sup>4</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<sup>5</sup>.

## DEIA Indicators

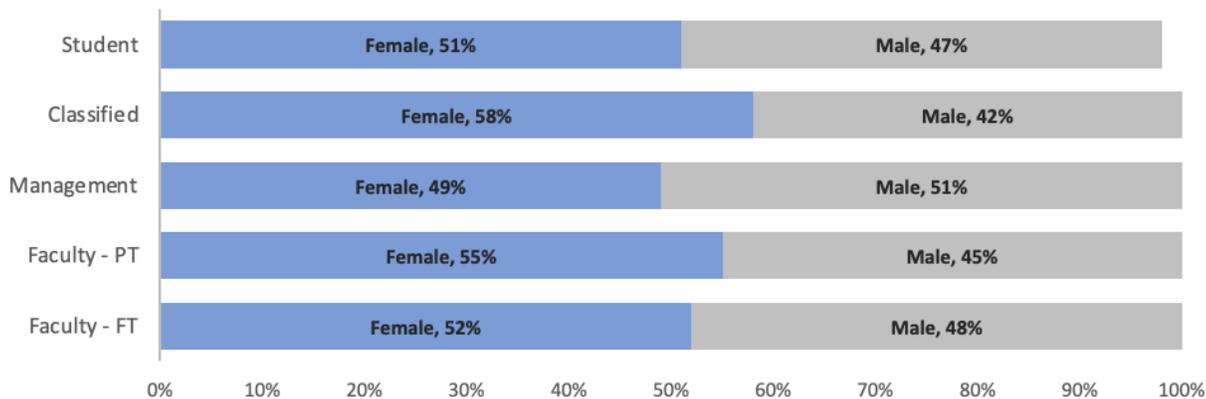
These data highlight areas where disproportionate impact exists and inform where the College can direct resources and additional services. These data are provided as a means to direct focus to areas of improvement. As the College engages in strategies and evaluates its goals, the information will further be disaggregated and expanded to ensure all aspects of diversity are addressed.

## Employee & Student Profiles

To measure progress toward the DEIA plan's goals and essential action items, we provide a snapshot of the College's demographic diversity below.

Employee and student information is based on the unduplicated number of employees and students, respectively, from the fall of 2021. The [Employee/Student Profile Comparison dashboard displays additional data](#). This data show that overall employee and student gender makeup is similar (55% vs. 51% female, respectively). See Figure 1.

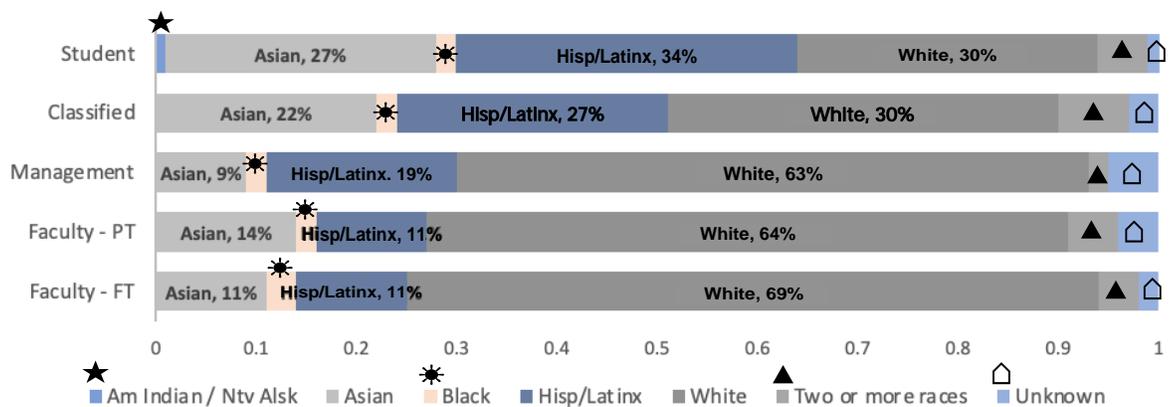
**Figure 1. Gender by Student & Employee Groups (Fall 2021)**



The ethnic/racial composition is vastly different between employees and students. Overall, employees comprise 58% White, 16% Hispanic/Latinx, 15% Asian, while OCC students comprise 34% Hispanic/Latinx, 30% White, and 27% Asian. African-American/Black populations make up 2-3% of each employee and student group. American Indian and Alaska Native students made up 1% of their population, while there were no employees who identified as American Indian/Alaska Native.

Figure 2 shows the ethnicity/race distributions disaggregated by employee groups and students. Discrepancies between ethnic and racial proportions are largest between management, faculty (full-time and part-time), and students. Management and faculty (full-time and part-time) were 63-69% White, 11-19% Hispanic/Latinx, and 9-14% Asian. Students and classified professional were similar in ethnic/racial makeup. Students were 30% White, 34% Hispanic/Latinx, and 27% Asian, while classified professionals were 39% White, 27% Hispanic/Latinx, and 22% Asian.

**Figure 2. Ethnicity/Race by Student & Employee Groups (Fall 2021)**



Student's ethnic and racial composition has diversified over the past 10 years. For example, the proportion of students identified as Hispanic/Latinx increased from 25.2% to 33.7% between fall 2010 and fall 2020. Students who identified as multiracial increased from 2.9% to 5.1% in this same time period, while the White student population has decreased from 40.7% to 30.2%. However, the proportions of American Indian/Alaska Native, Black or African-American, and Asian students did not change significantly over the past 10 years<sup>6</sup>.

In contrast, the employee composition for faculty and administrators did not experience this same increase in diversity, remaining relatively White during this period (ranges: 73.8% to 77.8%). The proportions of other ethnic/racial groups either decreased or remained stable, with the exception of part-time faculty who identified as Hispanic/Latinx increased from 7.6% to 15.2% over the past 10 years<sup>7</sup>.

## Achievement Gaps

It is important to assess how different student groups are performing to gauge for disproportionate impact when examining achievement data. [The Student Equity and Achievement \(SEA\) Plan](#) focuses on success indicators outlined in Education Code that follows students through access<sup>8</sup>, retention<sup>9</sup>, transfer-level math and English completion, degree or certificate completion, and transfer to a 4-year university to highlight which student groups may be disproportionately impacted through the student pipeline. Baseline data from the 2022 plan showed that Hispanic and Latinx students are disproportionately impacted at almost every stage in the access-to-transfer pipeline, especially with male students in retention, transfer-level math and English completion, and transfer. Other groups—such as Black or African American students and first-generation students—are impacted at multiple stages (see Figure 3).

**Figure 3. OCC Student Groups Disproportionately Impacted (OCC SEA Plan, 2022)**

Subgroup	ACCESS	RETENTION	ENGL/MATH	COMPLETION	TRANSFER
<b>Ethnicity</b>					
American Indian or Alaska Native					
Asian					
Black or African American	Female		Female		
Filipino					
Hawaiian or Pacific Islander				Male	
Hispanic or Latina/o/x		Male	Male		Male
Two or more races					
White		Male			
<b>Special Groups</b>					
Disability					
Economically Disadvantaged					
Homeless					
First-Generation		Male			Male
Foster Youth			Male	Male	
LGBT		Female		Male	
Veteran			Female*		

Note: Subgroups with disproportionate impact (DI) are highlighted in orange. Gender groups called out within highlighted cells experienced DI compared to other gender groups within the same subgroup. Gender groups with \* denote DI was experienced with a group smaller than 10.



## Diversity & Equity Climate

In March of 2021, the Coast Community College District set out to examine its diversity and equity climate by exploring the specific experiences and perceptions of students, faculty, classified professionals and managers. As such, the District hired a consultant to manage the administration of the Higher Education Data Sharing Consortium (HEDS) Diversity and Equity Campus Climate Survey, conduct follow-up focus groups, analyze the data, and make recommendations. The CSU Fullerton Center for Research on Educational Access and Leadership (C-REAL) employed a mixed-methods study that utilized quantitative and qualitative data. Quantitative data was collected using the HEDS survey, after which qualitative data collection occurred via focus groups to explain and provide context to the quantitative results. Recommendations for action from the climate report were incorporated into the goals and key actions of this plan.

## DEIA Impact Goals

DEIA impact goals were developed to support the College's mission and focus on the College's Educational Master Plan (EMP). Each goal is accompanied by a specific EMP 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. Note that any key action plans that may need to be collectively bargained will honor established processes.

### Goal 1: Establish a Sustainable Diversity, Equity, Inclusion, and Accessibility Infrastructure and Culture

- Linkages:*
- OCC Educational Master Plan, Stewardship Goal, Objective 3
  - OCC Educational Master Plan, Student & Employee Engagement, Objective 3

#### OBJECTIVE 1.1: ESTABLISH THE STRUCTURE AND ROLE OF A DEIA OFFICE

KEY ACTIONS:		LEAD:
1.	Identify a dedicated individual (e.g., DEIA officer, ombudsperson) and dedicated team members to coordinate DEIA efforts	President's Cabinet
2.	Provide dedicated office/physical space for the DEIA function	President's Cabinet
3.	Define a participatory governance role for DEIA work	DEIA Taskforce, College Council
4.	Develop a marketing and communication plan to expand awareness of DEIA Plan efforts and events across campus	Public Relations/Marketing

## OBJECTIVE 1.2: CULTIVATE AN INCLUSIVE, INVITING, AND SUPPORTIVE CAMPUS CULTURE

KEY ACTIONS:		LEAD:
1.	Develop supportive spaces (physical and virtual) for students and employees	College Council, Facilities Committee, Technology Committee, President's Cabinet
2.	Identify and recognize Equity Champions to highlight DEIA work done across the campus	New Governance Committee
3.	Providing intentional opportunities for the development of meaningful connections for employees and students (e.g., storytelling, narratives, testimonials, affinity groups)	Marketing, DEIA Office, Student Equity, Multicultural Center/International & Multicultural Committee

## OBJECTIVE 1.3: CULTIVATE A SUPPORTIVE AND INFORMED CAMPUS CULTURE CENTERED AROUND POLICIES, PROCEDURES, AND PROCESSES TO ADDRESS DISCRIMINATION, HARASSMENT, AND CONCERNS

KEY ACTIONS:		LEAD:
1.	Broadly disseminate policies, procedures, and processes for reporting discrimination, harassment, and concerns for students and employees	Campus Human Resources
2.	Review and revise policies and procedures for serving people with temporary and permanent disabilities. Ensure clear protocols are in place and advertised for students and employees	Campus Human Resources, Disabled Student Programs & Services
3.	Provide a safe and supportive space for reporting microaggressions and other biased behaviors	DEIA Office, Campus Human Resources



## Goal 2: Build DEIA Knowledge for Employees

- Linkages:*    *OCC Educational Master Plan, Community, Objective 1*  
                   *OCC Educational Master Plan, Community, Objective 2*  
                   *OCC Educational Master Plan, Stewardship Goal, Objective 3*  
                   *OCC Educational Master Plan, Stewardship Goal, Objective 4*  
                   *OCC Educational Master Plan, Student & Employee Engagement, Objective 3*

### OBJECTIVE 2.1: DEVELOP DEIA KNOWLEDGE BASE

KEY ACTIONS:		LEAD:
1.	Identify DEIA knowledge base for employees	District/Campus Human Resources
2.	Provide antiracist learning (accessible learning, accountability in evaluation, standard of DEIA)	District/Campus Human Resources
3.	Establish a repertoire of DEIA learning for the professional journey of the employee	District/Campus Human Resources
4.	Create professional development and training programs that address culturally responsive curriculum and pedagogy for faculty	District/Campus Human Resources, International & Multicultural Committee
5.	Evaluate and expand on EEO and other DEIA learning for hiring committees	District/Campus Human Resources

### OBJECTIVE 2.2: INTEGRATE HIGH IMPACT DEIA LEARNING DURING ALL PHASES OF EMPLOYMENT

KEY ACTIONS:		LEAD:
1.	Integrate intentional DEIA learning opportunities with institutionalized programs (e.g., FLEX Day, new employee orientation, TTFA)	District/Campus Human Resources
2.	Develop DEIA professional development plan that includes assessment throughout the professional journey of the employee to ensure DEIA learning continues and is sustained	Campus Human Resources, Professional Development Advisory Committee

**OBJECTIVE 2.3: INVESTIGATE WAYS TO ENCOURAGE AND REWARD EMPLOYEES FOR SUSTAINED DEIA LEARNING PARTICIPATION**

<b>KEY ACTIONS:</b>		<b>LEAD:</b>
1.	Establish Employee DEIA Recognition Awards and criteria to highlight those who have been doing excellent DEIA work	Campus Human Resources, Professional Development Advisory Committee
2.	Develop a method for recognizing and sharing best practices to ensure DEIA work is not siloed and employees can move from allyship to proficient use of DEIA in everyday work	New Governance Committee

**Goal 3: Improve Recruitment and Retention of Employees from Underrepresented Populations**

*Linkages: OCC Educational Master Plan, Stewardship, Objective 3  
OCC Educational Master Plan, Student & Employee Engagement, Objective 3*

**OBJECTIVE 3.1: EVALUATE AND MONITOR HIRING POLICIES AND PRACTICES**

<b>KEY ACTIONS:</b>		<b>LEAD:</b>
1.	Implement new EEO Plan changes to ensure alignment with State guidelines	District EEOAC & District/Campus Human Resources
2.	Evaluate and augment HR Systems (e.g., Adverse Impact reviews) to strengthen and support DEIA efforts	District EEOAC & District/Campus Human Resources
3.	Review the application process to minimize barriers to applicants	District/Campus Human Resources

**OBJECTIVE 3.2: INCREASE DIVERSITY OF SEARCH COMMITTEES**

<b>KEY ACTIONS:</b>		<b>LEAD:</b>
1.	Increase opportunities for faculty training on the critical role of diversity in all phases of hiring processes	District/Campus Human Resources
2.	Diversify recruitment efforts and increase access to hiring committee participation	District/Campus Human Resources
3.	Ensure transparency of applicant and hiring data	District/Campus Human Resources
4.	Identify metrics to gauge the progress of diversity efforts in hiring	District/Campus Human Resources

### OBJECTIVE 3.3: RETAIN A DIVERSE WORKFORCE

KEY ACTIONS:		LEAD:
1.	Establish a mentoring program for new employees as a means to increase retention	District/Campus Human Resources
2.	Build accessible and highly distributed support systems for new and existing employees designed to address or respond to DEIA issues in the workplace	Campus Human Resources, Administrative Leadership Team

## Goal 4: Implement Student-Centered Scheduling, Support Services, and Programs

*Linkages:* OCC Educational Master Plan, Learning, Objective 3

### OBJECTIVE 4.1: AUDIT AND AUGMENT SCHEDULING TO BEST SERVE STUDENTS

KEY ACTIONS:		LEAD:
1.	Engage with the student population to better understand the demand for class offerings, scheduling, availability of support services	VP Instruction/Instructional Wing VP Student Services/Student Services Wing
2.	Develop a class schedule based on multiple factors that include student demand, enrollment trends, drop data, success, retention, course completion pathways, and completion data	VP Instruction, Deans, Faculty Schedulers/Department Chairs, Student Success & Enrollment Committee

### OBJECTIVE 4.2: ENSURE EQUITABLE ACCESS TO COURSE OFFERINGS

KEY ACTIONS:		LEAD:
1.	Provide students with diverse and accessible instructional modalities (e.g., online, short-term, evening, and weekend class offerings, etc.)	VP Instruction, Deans, Schedulers
2.	Reduce barriers to more costly instructional programs	VP Instruction/VP Student Services Academic Senate, Online Educational Resources (OER) Subcommittee
3.	Consider Guided Pathway principles when scheduling course offerings	VP Instruction, Deans, Schedulers

## OBJECTIVE 4.3: ENHANCE STUDENT SERVICES TO REACH UNDERSERVED STUDENT POPULATIONS

KEY ACTIONS:	LEAD:	
1.	Conduct and review analysis of special programs to determine the extent to which they are part of the College's continuous improvement processes to ensure strategic and operational plans are being addressed	Planning Councils/College Council
2.	Expand services for underserved student populations where needed, as highlighted by the Student Equity Plan	Planning Councils/College Council
3.	Expand partnerships with external organizations to further expand services in relation to defined needs	President's Cabinet
4.	Create infrastructure that supports students who might struggle with college (both academics and navigation) through their educational journey to help them identify and complete their goals	Guided Pathways Infrastructure
5.	Front-load programs so that new students are saturated with diversity opportunities and cross-cultural initiatives as an approach for changing the campus culture	International & Multicultural Committee, Student Services
6.	Create and support employment and internship opportunities for students through the Federal Work Study, Learning Aligned Employment Program (LAEP), and the Department of Rehabilitation	Campus Human Resources, Financial Aid Office, Disabled Student Programs & Services (DSPS)



## Goal 5: Provide Culturally Responsive Curriculum

Linkages: OCC Educational Master Plan, Learning, Objective 4

OCC Educational Master Plan, Access & Equity, Objective 3

### OBJECTIVE 5.1: CREATE A PEER-REVIEW PROCESS FOR CURRICULUM AND PEDAGOGY/ANDRAGOGY WITHIN DEPARTMENTS AND DIVISIONS

KEY ACTIONS:		LEAD:
1.	Create materials to define and demonstrate key terms, areas, and best practices for creating culturally responsive curricula	Curriculum Committee
2.	Utilize campus experts for mentoring, peer-to-peer training, and support related to curriculum and pedagogy/andragogy	Academic Senate

### OBJECTIVE 5.2: FORMULATE, DESIGN, AND PRODUCE CULTURALLY RESPONSIVE CURRICULUM IN ALL ACADEMIC DISCIPLINES

KEY ACTIONS:		LEAD:
1.	Provide training opportunities on best practices to develop culturally responsive curriculum in all disciplines, including resources and examples of application for faculty curriculum writers	Academic Senate, Professional Development Advisory Committee, Curriculum Committee
2.	Create a space and learning community for faculty who want to learn more can share and gather ideas	Academic Senate, International & Multicultural Committee
3.	Create and curate best practices in all disciplines, and identify discipline-specific examples, resources, and information	Academic Senate, International & Multicultural Committee, Curriculum Committee
4.	Promote, support, and grow certificate/degree programs for ethnic studies, identity-based (e.g., LGBTQ+, Latinx, disability, etc.), and intersectionality disciplines	Academic Senate, VP Instruction, VP Student Services, Deans, Curriculum Committee

### OBJECTIVE 5.3: DEVELOP PROCESSES AND ACTION PLANS TO ENSURE SAFE AND WELCOMING CLASSROOM ENVIRONMENTS THAT VALIDATE STUDENTS' LIVED EXPERIENCES

KEY ACTIONS:		LEAD:
1.	Investigate ways for faculty and staff to support different identity groups across disciplines and departments	Academic Senate, Classified Senate, Administrative Leadership Team
2.	Develop classroom practices and structures that cultivate a sense of belonging for all students, including the assessment of the classroom environment and physical space	Academic Senate, VP Instruction, VP Student Services, Deans

## Goal 6: Evolve and Expand Robust Data-Informed Culture Designed to Address and Close Educational Equity Gaps

*Linkages:* OCC Educational Master Plan, Learning, Objective 1  
 OCC Educational Master Plan, Learning, Objective 4  
 OCC Educational Master Plan, Learning, Objective 5  
 OCC Educational Master Plan, Access & Equity, Objective 3

### OBJECTIVE 6.1: MAKE EDUCATIONAL EQUITY GAPS VISIBLE WITH APPROPRIATE DATA DISAGGREGATION

KEY ACTIONS:		LEAD:
1.	Audit and augment current institutional data for the appropriate level of disaggregation	Office of Institutional Effectiveness
2.	Identify institutional data to be augmented by intersectional disaggregation	Office of Institutional Effectiveness
3.	Ensure the student voice is integrated throughout different data collection methods and processes that utilize these results	Office of Institutional Effectiveness/ Institutional Effectiveness Committee

### OBJECTIVE 6.2: FOSTER EQUITY-MINDED SENSEMAKING AND ACTION WHEN INTERPRETING DATA

KEY ACTIONS:		LEAD:
1.	Engage in the equity-minded interpretation of results (i.e., no deficit-minded thinking)	Office of Institutional Effectiveness
2.	Communicate data findings responsibly to reduce bias and deficit-minded thinking	Office of Institutional Effectiveness
3.	Engage faculty and employees in the examination of data and critical self-reflection	Office of Institutional Effectiveness



## OBJECTIVE 6.3: DEVELOP INSTITUTIONAL CAPACITY TO USE DATA IN EQUITY-MINDED WAYS

KEY ACTIONS:		LEAD:
1.	Develop a monitoring system and process to follow up promptly with consideration of how often new data are generated, presented, and considered	Office of Institutional Effectiveness
2.	Engage in additional data collection methods (e.g., qualitative) to create a more robust understanding of student needs	Office of Institutional Effectiveness
3.	Develop a Data Coaching program to expand data knowledge and use across the campus	Office of Institutional Effectiveness
4.	Consider the role of the new DEIA structure and other entities (e.g., Student Equity, IMC, IE) in reviewing the efforts and efficacy of campus-wide DEIA initiatives and interventions	College Council President's Cabinet
5.	Evaluate critical institutional processes to determine how they effectively address gaps and lead to improvement.	Office of Institutional Effectiveness, Planning Councils



# Glossary

**Accessibility:**<sup>10</sup> 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.

**Affinity Group:** An affinity group is a group formed around a shared interest, common goal, or common identity characteristic, to which individuals formally or informally belong. The unifying characteristic is usually something that's traditionally underrepresented. Some examples include gender, sexual orientation, race, nationality, religion, family structure, and physical or mental ability. See also, Identity Group.

**Ally:** A person of one social identity group who stands up in support of members of another group. Typically, a member of the dominant group standing beside member(s) of the targeted group; e.g., a male arguing for equal pay for women.

**Anti-Racist:** Being critically aware of the existence of racism and understanding how it is systemic. An anti-racist person actively seeks to acknowledge the impacts of racism.

**Belonging:** Belonging means existing in a culture that invites people to be themselves: that encourages anyone to feel comfortable in their own skin. We create a sense of belonging with an environment where people feel the psychological safety to bring themselves and their best ideas to campus.

**Bias:** Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.

**Campus Climate Study:** A measure of the real or perceived quality of interpersonal, academic, and professional interactions on campus and consists of “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities and potential” (Hurtado, 1992; Rankin, 2005).

**Culturally Responsive Pedagogy:** Culturally responsive pedagogy facilitates and supports the achievement of all students. In a culturally responsive classroom, reflective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring to school are identified, nurtured, and utilized to promote student achievement.

**Deficit-based Approach:** Sometimes, people begin their work with communities by “needs assessments” that identify problems and focus on the weaknesses of communities. Unfortunately, this perspective has a way of reinforcing the idea that “the problem” should be the focus of attention.

**Discrimination:** Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation, etc.

**Disproportionate Impact:** Occurs when “the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a particular service or placement based on an assessment instrument, method, or procedure is significantly different from the representation of that group in the population of persons being assessed, and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.” [Title 5 Section 55502(d)]

**Diversity:** The proportionate representation across all dimensions of human difference, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, age, and disability status.

**Educational Equity Gaps:** Refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, physical or mental abilities, and other demographic traits and intersectionalities.

**Equity:** Equity involves creating opportunities for equal access and success in higher education among historically underrepresented student populations, such as ethnic and racial groups whose exclusionary practices have systematically disadvantaged<sup>11</sup>.

**Equity-Mindedness:** Refers to the perspective or mode of thinking exhibited by practitioners who call attention to patterns of inequity in student outcomes. These practitioners are willing to take personal and institutional responsibility for the success of their students, and critically reassess their own practices. It also requires that practitioners are race-conscious and aware of the social and historical context of exclusionary practices in American Higher Education.

**Hierarchical White Institutional Culture:**

A system of stratification that is based on the belief that some racial groups, genders, sexual orientations, abilities, roles, and statuses are superior to others. (white, male, straight, and able-bodied perspectives dominate). An organizational structure in which people/issues/items are ranked in accordance to the level of importance.

**Identity Group:** A group formed around a shared interest, common goal, or common identity characteristic, to which individuals formally or informally belong. The unifying characteristic is usually something that's traditionally underrepresented. Some examples include gender, sexual orientation, race, nationality, religion, family structure, and physical or mental ability. See also, Affinity Group.

**Inclusion:** We are inclusive when we are committed to structuring our educational system so that all students, regardless of race, disabilities, gender, family structure, etc., are educated together as a community<sup>12</sup>. All voices are heard and valued equally.

**Intersectionality:** Is structural, political, and representational. It is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

**Justice:** To be just is to be committed to meeting the educational needs of all students in a fair, caring, respectful, non-discriminatory manner. To recognize and understand the impact of one's privileges, biases, perspectives, and beliefs on the interactions one has with students<sup>13</sup>.

**LGBT or LGBTQIA+:** Acronym encompassing the diverse groups of lesbians, gay, bisexual, transgender, intersex, and asexual and/or corresponding queer alliances/associations. It is a common misconception that the "A" stands for allies/ally. The full acronym is "Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual, with all other queer identities that are not encompassed by the letters themselves being represented by the "+".

**Microaggressions:** Commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory racial slights. These messages may be sent verbally, ("You speak good English"), non-verbally (clutching one's purse more tightly around people from certain race/ethnicity) or environmentally (symbols like the confederate flag or using Native American mascots). Such communications are usually outside the level of conscious awareness of perpetrators.

**Ombudsperson:** An appointed official who works independently as an intermediary to provide individuals with a confidential avenue to address complaints and resolve issues.

# End Notes

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8. Access is defined as successful enrollment in the first year.
9. A student is retained when they persist from their first primary term to the subsequent primary term (e.g., fall-to-spring).
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