

Exploring what we mean by “Excellence in Equitable Teaching & Learning” at CCC

Who we are

EETL Strategic Priority Implementation Team Members:

Carol Burnell-English Faculty & Team Co-coordinator

Josh Aman-Tutoring Coordinator & Team Co-coordinator

David Plotkin-VP & Team Administrative Sponsor

Team Members:

DW Wood-OLET Coordinator & Associate Faculty

Jil Freeman-Center for Teaching and Learning Faculty

Jen Miller-Computer Science Faculty

Carrie Kyser-Math Faculty

Joseph Shelton-Social Sciences Faculty

Sue Goff-Arts & Sciences Dean

Katrina Kline-Student Representative

Special thanks to former members:

Payton Hammock-Student Representative

Kelly Mercer-Math Faculty

Camilo Sanchez-Skills Development Faculty

Clackamas Community College

Strategic Plan Fall 2021 – Spring 2026

VISION

Empowering individuals, strengthening communities.

MISSION

As our community's college, we cultivate equitable, innovative, and responsive education.

VALUES

Learning: CCC is committed to continuous improvement and innovation in support of student-centered teaching and learning

Equity: CCC is committed to understanding and dismantling systems of oppression and to co-creating a more equitable educational system that in turn fosters a more equitable society

Student success: CCC strives to be a student-ready institution that supports and partners with students to promote discovery and growth

Community: CCC works to mobilize community-wide awareness and action related to College strategic priorities and seeks to build relationships in support of community well-being

Belonging: At CCC, individuals are celebrated for their experience and expertise, validated for their unique perspectives, and engaged in ways that reflect their needs and interests

POSITION

We collaborate to create a shared understanding of present and future needs and opportunities, to infuse our offerings with the highest possible quality and relevance, and to empower the kind of learning and discovery that will have positive and long-lasting impacts for our students and community.

STRATEGIC PRIORITIES

Excellence in Teaching and Learning

Lead and support ongoing development and improvement of equitable innovative and responsive learning environments for students and employees

Holistic Student Support

Collaborate with students both in and out of the classroom to understand and respond to their needs and goals

Diversity, Equity & Inclusion

Attract, retain, and uplift systemically non-dominant students and employees

Organizational Health

Strengthen our organizational culture, our systems, and our stewardship of resources in order to better empower employees to fulfill our central mission: serving the community with high-quality education and training

Community Connections

Cultivate and nurture responsive and sustainable community relationships

STRATEGIC INDICATORS

- Quality of student learning experience as measured by student engagement surveys
- Teaching and learning survey results indicate positive progress regarding implementation of equitable best practices
- Employees report understanding and confidence in supporting student learning and feel they have the necessary tools to enact their role effectively

- CCC employees confidently and consistently connect students to the services they need
- Students' ease of access to services is improved
- Students' sense of belonging and connectedness to CCC is increased

- Annual action plans are created for implementation of the DEI strategic plan, leading to comprehensive implementation of the full DEI strategic plan by SP26.
- Increased employee use, and growth in confidence in applying the DEI Framework to policies, procedures, and decisions.
- Establish baseline information regarding the factors impacting the retention of non-dominant students and employees.

- Develop and implement a multi-year cycle for review of and revision to major processes
- Demonstrated growth related to organizational learning objectives
- Campus climate survey results indicate positive progress regarding key measures

- Establish an approach to measure the health of our community relationships
- Increase in the number of formal partnerships in areas of community need

STRATEGIC ACTIONS

- Define and implement equitable best teaching and learning practices
- Utilize student and employee feedback and student outcomes to improve teaching and learning practices
- Invest in equitable, innovative, and responsive professional development and learning

- Finalize and implement a strategic enrollment management plan for CCC.
- Use SEM plan to focus, align, and cultivate new resources used in support of goals related to access, enrollment, retention, and completion.
- Launch ongoing evaluation of SEM tactics to ensure continuous improvement.

- Modify and regularly deploy DEI Climate Survey, including strategies to collect information about factors impacting the retention of non-dominant students and employees.
- Create tracking process for use of DEI Framework. Track current use of DEI Framework, and assess for ease and understanding of use. Build support tools to complement use of DEI Framework.
- Extend DEI planning efforts beyond the current three-year strategic plan ending in spring 2023, in alignment with the College's strategic plan ending spring 2026

- Commit to continuous quality improvement of major processes, including the College's approach to the CQI cycle.
- Coordinate and improve the approach to empowering employees through training and transfer of knowledge
- Create and curate a knowledge base of operational documentation
- Implement an Employee Climate Survey

- Develop and implement an approach to assess the health of our relationships
- Align our relationship tracking, systems, and supports
- Engage thoughtfully and intentionally with our community

Strategic Priority: Excellence in Teaching and Learning

Lead and support ongoing development and improvement of equitable, innovative, and responsive learning environments for students and employees

Strategic Indicators

- Quality of student learning experience as measured by student engagement surveys
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- Employees report understanding and confidence in supporting student learning and feel they have the necessary tools to enact their role effectively

Strategic Actions

- **Define and implement equitable best teaching and learning practices**
- Utilize student and employee feedback and student outcomes to improve teaching and learning practices
- Invest in equitable, innovative, and responsive professional development and learning

How we did this work

The team's charge: "Lead and support ongoing development and improvement of equitable innovative and responsive learning environments for students and employees."

- **We gathered a core team**
- **We created a reading plan for the team; read and discussed these resources to become more knowledgeable about theory and practice**
- **We partnered with DEI, Institutional Research, and other strategic priority groups as well as individual faculty and staff**
- **We developed a draft of five elements that sum up the basics of what is considered excellent and equitable teaching and learning**

Excellence in Teaching & Learning Elements:

- Evidence-based instructional strategies
- Equity and inclusion
- A sense of belonging
- Continuous improvement
- Learner-centeredness

What are the foundational practices and mindsets for each of these elements?

Evidence-Based Instructional Strategies

Practices relevant and inclusive instruction in course design, resources, policies, and classroom management

Actively engages and empowers learners using a variety of instructional strategies

Provides multiple and timely opportunities for learners to practice and receive feedback through formative assessment

Communicates high expectations to learners. Partners with learners to provide resources and support to meet expectations.

Provides structure, clarity, transparency, and alignment at accessible and appropriate levels for learners.

Stays up-to-date in discipline and the practice of teaching and learning. Aligns their knowledge about learning with their knowledge of content.

What are the foundational practices and mindsets for each of these elements?

Equitable and Inclusive

Purposefully employs strategies that disrupt systems and traditions of power and inequity in education

Examines and reflects on their own biases, positions, experiences, and power

Takes an equity-focused, asset-based approach with learners

Partners with learners to look and identify evidence of deep learning and growth

Connects learners with resources and tools to support their unique learning needs and situations

What are the foundational practices and mindsets for each of these elements?

A Sense of Belonging

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| Creates inclusive and welcoming learning environments and experiences that affirm diversity and lived experiences |
| Creates community amongst learners, encouraging collaboration, peer-to-peer learning, constructive disagreement, and interaction |
| Creates opportunities for learners to experience creativity, fun, play, and/or curiosity as essential to learning |
| Is present, available, and meaningfully interacts with learners |

What are the foundational practices and mindsets for each of these elements?

Continuous Improvement

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| Uses current research and evidence-based teaching and learning practices |
| Encourages and engages in reflection and metacognition practices for themselves and learners |
| Develops and demonstrates key mindsets (equity, growth, belonging, purpose) for themselves and students |
| Commits to assessment and growth at personal, programmatic, and professional levels |
| Invites feedback from students to improve instruction and educational experiences |

What are the foundational practices and mindsets for each of these elements?

Learner-Centeredness

Centers learners, de-centers themselves; empowers learners and engages in “power sharing” (instead of “power over”) relationships with learners

Develops understanding and knowledge of where and who learners are and tailors instruction, resources and support to meet learners at their level and represent their lived experiences and goals.

Takes an equity-focused and asset-based approach with learners; celebrates expertise and knowledge that learners bring to their learning experience.

What the list is:

- An aspirational floor
- An attempt to describe and synthesize the best practices and research in the Scholarship of Teaching and Learning (SOTL) that helps us get to equitable student success in teaching and learning
- A way for us to transparently communicate to students about the teaching and learning experience we hope they have at CCC
- A way for us to think about and prioritize how we resource and build systems and programs to support, develop, and continuously improve teaching and learning at the College
- An opportunity to learn about best practices together and build shared community and meaning in the service of students and learning
- Something to “move in the direction of”

What the list is **NOT**:

- A ceiling
- An exhaustive checklist
- An evaluation tool or part of contracts
- Something you are expected to be doing or know how to do right now
- All encompassing list of every person's excellent teaching and learning work
- A prescriptive list of specific tools or ways to do these things

Next steps

- We offered three listening sessions for full time faculty and associate faculty
- We will conduct orientation sessions with Deans, ADs, Directors and instructional staff that may interact with teaching and learning
- Will make adjustments based on the feedback we received from faculty, then respond back to the community about what we learned and how we are using the feedback to inform our next steps
- We will regroup at the beginning of next year to continue this work (TBD)

Thank you!!

Thank you for being with us here today! We appreciate your participation in this community and the insights and feedback you offered.

If you have questions or want to talk more about this work, feel free to reach out to Josh Aman, Carol Burnell, or Jil Freeman.