

**OFFICE OF DIVERSITY AND INCLUSION
ADMINISTRATIVE UNIT REVIEW
2021 PLAN**

Office of Diversity and Inclusion Mission Statement

Through campus and community engagement, COCC's Office of Diversity and Inclusion fosters equity and cultural understanding, promotes a respectful learning and work environment that supports student success, and provides culturally relevant assistance to current and perspective under-represented and under-served students.

Section 1: Mission Fulfillment

COCC's Office of Diversity and Inclusion (ODI) office serves both prospective students and current students, and through various programs and services, assists the College in fulfilling their mission.

Student Success

The Office of Diversity and Inclusion contributes to student success by providing support to under-represented and under-served students, many of whom are first-generation college students. This support includes on-going personal and academic advising, information about scholarships and other financial resources, and development of a sense of community and engagement through student clubs, social activities, and cultural pride. Students who feel a part of the campus experience and find mentors who understand their needs will achieve greater success at college.

Community Engagement

The Office of Diversity and Inclusion contributes to the mission of community engagement by offering a wide range of educational and cultural events that foster dialogue about critical topics related to diversity and cross-cultural differences. These campus and community conversations help to foster a vibrant, respectful, and inclusive environment and contributes to students' sense of well-being and academic success.

Section 2: Department Purpose

The Office of Diversity and Inclusion has the following main responsibilities:

- The recruitment and retention (student success) of under-represented and under-served students with a focus on Native American, Latinx, and Afro-Centric high school and college students. The Native American, Latinx, and Afro-Centric Program Coordinators provide personal advising, academic coaching, and cultural culturally relevant support to college students. The Latinx College Preparation Program Coordinator teaches ¡Avanza! classes to high school students to bolster their aspirations to graduate from high school and consider higher education. The Native American College Preparation Program Coordinator offers a similar program, The Good Road, for Native American high school students. All of the staff plan the summer leadership

symposiums or summer bridge activities that promote going to college and succeeding academically.

- The development and implementation of multicultural education and training, including workshops, speakers, dialogues, films, etc. Activities include: Latinx Heritage Month, Native American Heritage Month, Black History Month, Asian Heritage Month, Season of Nonviolence, Safe Zone workshops, Culturally Respectful Hiring Workshops, Allies for Equity series, and other programs that educate the campus and community on all aspects of cultural awareness and understanding.
- The promotion of a respectful and equitable campus learning and work environment in accordance with the Principles of Community. The Diversity Committee, in collaboration with the Office of Diversity and Inclusion, advances the work to ensure that COCC fosters respect, equity, and inclusion. Every three years, a College Climate Survey asks students to report on how comfortable and respected they believe the College to be.

Section 3: Strengths and Accomplishments

- Strong, vibrant College Preparation Program for Latinx high school students that supports student recruitment at COCC. In recent years, this program has grown from serving approximately 50 students to over 100 students each year. From 2017-2019 the average high school graduation rate for students who participated in ¡Avanza! or Ganas was 98%. The average rate of aforementioned students entering attending college upon completion of ¡Avanza! or Ganas is 85%, primarily at COCC.
- Reimplementation of The Good Road for Native American high school students in Redmond, Madras, and Warm Springs. The success rate of this program continues to grow. In 2018-2019 the high school graduation rate for students who completed The Good Road or Strive was 100% with an average of 78% continuing on to college.
- Implementation of an Afro-Centric Student Program that mirrors our current Native American and Latinx Student Programs.
- High quality cultural events, diversity workshops, guest speakers, and other educational opportunities for the campus and community. Over the last several years, attendance numbers have averaged over 2000 attendees at these events.
- Assessment of campus climate for students and broad communication of the results throughout the College.
- Advocacy and support of Native American, Latinx, and Afro-Centric college students.
- Grant funding to expand and enhance existing programs and provide scholarships for students. Most of the grants have provided funding to increase the high school college preparation programs for both Latinx and Native American students, to offer scholarships to Native American, Latinx, and Afro-Centric college students, and to fund the summer symposiums, Ganas and STRIVE.

- Grant funding to implement a new Afro-Centric College Preparation program for local high school students in the 2021-2022 school year.

Section 4: Department Challenges

- Reliance on grants for program continuation challenges our ability to consistently provide programs and services needed to support the Native American and Latinx Student Programs and the College Preparation Programs for high school students and to begin and support similar Afro-Centric Programs.
- Insufficient attention to the needs of Asian and Pacific Islander and LGBTQ+ students.
- Lack of ethnic diversity among staff and faculty to provide mentors for students, teach ethnic studies classes, and influence decision-making processes that support equity at the College.
- Lack of ethnic studies classes that further students' education about multicultural issues and prepare them for working in a diverse society.
- Need for greater awareness and understanding among faculty and staff on the needs of under-represented students and how to address the needs throughout the students' experience at COCC.

Section 5: Department Goals and Outcomes

Goals

- In collaboration with other College departments, advance the college's efforts to recruit and support student success for under-represented and under-served students.
- Provide opportunities to enhance the cultural fluency of college employees and students in order to prepare them to work and serve in a multicultural environment.
- In collaboration with campus staff and faculty, develop a safe, respectful, equitable, and inclusive campus community.

Outcomes

1. The ethnic demographics of College faculty, staff, and students mirror the demographics of COCC's service district.
2. College faculty, staff and students demonstrate improved cultural competence following attendance at workshops and educational events as measured by surveys administered after the programs.
3. Students and employees feel safe, respected, and included at COCC as measured by College Climate surveys.

Section 6a: Measurement Tool and Timeline

Measurement Tools and Timelines

1. Annually, statistics gathered from IE and HR about COCC's students and employees will be used to assess the current demographics of College faculty, staff, and students.

2. Training evaluations after each workshop will be used to measure the effectiveness of the workshop and the level of cultural competence that has been gained by the participants who attend the workshops.
3. The College Climate Survey for students is administered every three years. Support a College Climate Survey for employees.