

**OFFICE OF DIVERSITY AND INCLUSION
ADMINISTRATIVE DEPARTMENT REVIEW
2020-21 REPORT OVERVIEW**

Report to be submitted annually.

Data and analysis from three annual report will inform a new assessment plan.

Section 6a: Measurement Tool and Timeline

Outcome 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. The data is found in the COCC enrollment reports and through IE data gathering resources.

Outcome 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. The evaluations will be distributed at the end of each training.

Outcome 3: The College Climate Survey for students is administered every three years. A Campus Climate Survey for employees will be developed in 2019-2020 and administered every three years after that. The 2020 Campus Climate Survey will be administered in the winter. Data will be reviewed by the Diversity Committee, presented to appropriate groups from the College, and made accessible to College employees. As for the employee survey, in lieu of a creating two separate surveys the Institutional Efficiency Goal Workgroup will be administering and distributing results of the Great Colleges to Work for survey in the spring.

Section 7: Data

Outcome 1:

	#Credit Students 2018-19	#Credit Students 2019-20	COCC FT Faculty & Staff 2018-2019	COCC FT Faculty & Staff 2019-2020	Central Oregon Comparison 2019-20
Latinx	12.4%	11.9%	2.3%	2.8%	11.9%
Amer Indian or AK Native	4%	3.8%	1.2%	2.3%	7%
Asian	3.3%	3.1%	2.3%	3.5%	1%

Black or African American	1.5%	1.6%	.8%	1.3%	.8%
Native Hawaiian/ Other Pacific Islander	1.2%	1.4%	.5%	.65%	.2%
Two or More Races					2.8%
Total:	.3%	20.09%	8%	10.55%	23.2%
White	68.93%	66.48%	92%	90%	76.8%
Race/Ethnicity Unknown		13.43%			Not available

What this data tells us is that while we are doing a better job at hiring diverse candidates our employee ethnic demographics do not match that of the population in Central Oregon and of the student demographics.

Outcome 2: We have had several successful and well-attended trainings and events during the 2019-2020 and 2020-2021 school years. Given the restrictions of COVID-19 we had to convert all of our in person trainings to remote settings. Feedback has been extremely positive. Participants appreciate being able to connect and learn about equity and inclusion, and how to be an ally. Many people commented favorably on the accessibility to the trainings. When asked for more feedback themes included more time for breakout rooms, more trainings, and continued access to resources.

Outcome 3: The College Climate Survey was administered during winter term 2020. The following information was included in our executive summary.

Overall Highlights of Survey Results

Areas of Satisfaction: Most students reported feeling safe and comfortable at COCC with the overall campus climate and in regards to staff and faculty.

- 83% responded that they felt comfortable or very comfortable with the overall climate at COCC.
- 93% responded that they felt comfortable or very comfortable with the climate in class.

- 90% responded that they felt comfortable with faculty/staff whose ethnicity is different than their own.
- 88% responded that they felt comfortable with faculty/staff whose sexual orientation is different than their own.
- 81% responded that they felt comfortable with faculty/staff whose religion is different than their own.

Most students reported feeling safe and comfortable at COCC in regards to student/student interactions.

- 89% responded that they felt comfortable with other students whose ethnicity is different than their own.
- 86% responded that they felt comfortable with other students whose sexual orientation is different than their own.
- 81% responded that they felt comfortable with other students whose religion is different than their own.

Areas of Concern: While the general results of the survey convey a positive atmosphere, when students elaborated on their experiences, some comments relay instances that depict areas where improvement is needed or should be addressed.

We asked the students to comment on and share their experiences with conduct. This included questions about personal experiences and/or witnessed or third-account behaviors.

Incidents that students observed or were made aware of:

Forty-one students (13.5% of respondents) have *observed or been made aware* of conduct directed toward a person or group of people that created an offensive or hostile learning environment. The majority of these incidents were related to:

- political views (29.3%)
- gender or gender expression (27%)
- religious/spiritual views (24.5%)
- disabilities (22%)
- race/ethnicity (22%)
- sexual orientation (17%)
- English language proficiency/accents (12.2%)
- socioeconomic status (12.2%)
- immigrant status (7.3%)
- military or veteran status (7.3%)

The types of conduct that were mentioned related to these incidents were:

- derogatory remarks (42%)
- isolated or feeling left out (34%)

- deliberately ignored or excluded (29.3%)
- intimidated or bullied (29.3%)
- racial/ethnic profiling (19.5%)
- received a poor grade because of hostile classroom (17%)
- graffiti (12.2%)
- threatened or fear of physical violence (12.2%)
- victim of a crime (7.3%)

The sources of these types of behaviors were primarily students (54%), with faculty members cited for 20% of the incidents.

Most of the incidents occurred in the following spaces:

- in class (56%)
- in a public space on campus (29%)
- while walking on campus (22%)
- while working at a campus job (10%)
- campus housing (7.3%)

Only 12 respondents indicated that they filed an official complaint and two said that they were satisfied or very satisfied with how the incident was handled and four said they were dissatisfied or very dissatisfied with how the incident was handled.

Incidents that were personally experienced:

20 students (6.58% of respondents) indicated that they had *personally experienced* disrespect based on:

- gender or gender expression (35%)
- political (35%)
- race/ethnicity (25%)
- socioeconomic status (25%)
- religious/spiritual views (20%)
- physical, learning, or psychological disability (20%)
- sexual orientation (15%)
- immigrant status (5%)
- English language proficiency or accent (5%)

The students indicated that the types of conduct they experienced were:

- deliberately ignored or excluded (25%)
- target of offensive remarks (20%)
- intimidated/bullied (20%)
- poor grade because of a hostile learning environment (15%)

- staring (5%)
- target of physical violence (5%)
- feared for personal wellbeing and family's safety (5%)

Most of this experienced conduct occurred in:

- the classroom (70%)
- in a public space on campus (20%)
- in a meeting with one or more people (15%)
- while walking on campus (10%)
- campus housing (10%)
- faculty office (5%)

The primary source of the conduct was:

- students (55%)
- faculty members (25%)
- faculty advisor 10%)
- campus security (5%)
- other staff (5%)

Only seven respondents filed an official complaint and three indicated that they were neutral and four indicated they were very dissatisfied with how it was handled.

Section 8: Summary and Analysis

Outcome 1: The Office of Diversity and Inclusion (ODI) is working with HR in focusing on recruitment processes. Alicia Moore and Christy Walker conducted an HR specific Culturally Respectful Hiring Practices training that focused on developing equitable initiatives and practices. There have also been several meetings with ODI and current hiring committees to discuss equitable practices in hiring. This is continuous work.

Outcome 2: We have been able to offer all of our established trainings throughout the year in a remote environment. While we had difficulty in finding facilitators due to capacity (as a result of COvid-19 changes), we were still successful in our outreach and participation. Our biggest area of need continues to be identifying appropriate times to offer the trainings and making sure we have enough facilitators. Now that we are able to offer all trainings remotely, we will focus on creating new trainings on topics including but not limited to immigration, cultural appropriation, and ableism.

Outcome 3: The Diversity Committee distributed the College Climate Survey in the winter of 2020 using Qualtrics. The following includes our conclusions and next step ideas.

Conclusions

Most students surveyed agree that COCC is an institution that is inclusive and welcoming. They find the overall climate to be comfortable and generally feel valued and accepted. While these findings are positive it is important to take note of the continuous themes thought their responses: Student-to-student offenses are the most common, offenses occur most often in the classroom, and students are unsure or dissatisfied with how complaints are handled.

Next Steps

The Diversity Committee recommends taking the following steps to address the issues and concerns raised by students in the survey.

1. Training Opportunities for Students

While the Office of Diversity and Inclusion (ODI) offers regular diversity, equity, and inclusion trainings for staff, the next phase is to develop parallel trainings for students. Currently, there is only one student training: Safe Zone, a training to be an ally for LGBTQ+ individuals. 69% of respondents indicated interest in these types of trainings.

2. Expand Training Opportunities for Staff

It is not surprising that students report most incidents taking place in the classroom as this is where students spend the majority of their time. As such, the Diversity Committee and ODI staff will consider future trainings focused on mitigating classroom incidents.

3. Transparency of Reporting Process

Several students reported that they were not satisfied with the reporting process especially as related to follow-up. Federal privacy laws prohibit sharing the outcomes of a student conduct hearing, even with the victim or reporting parties. This information may need to be more fully explained to avoid concerns about lack of follow up.

4. Provide Support for LGBTQ+ Students

Nearly 40% of students who provided demographic information indicated they were part of the LGBTQ+ community. The Diversity Committee and ODI staff will begin exploring best practices in supporting LGBTQ+ students, including feedback from statewide peers.