



# PACE Climate Survey for Community Colleges

## Base Survey and Racial Diversity Question Subset

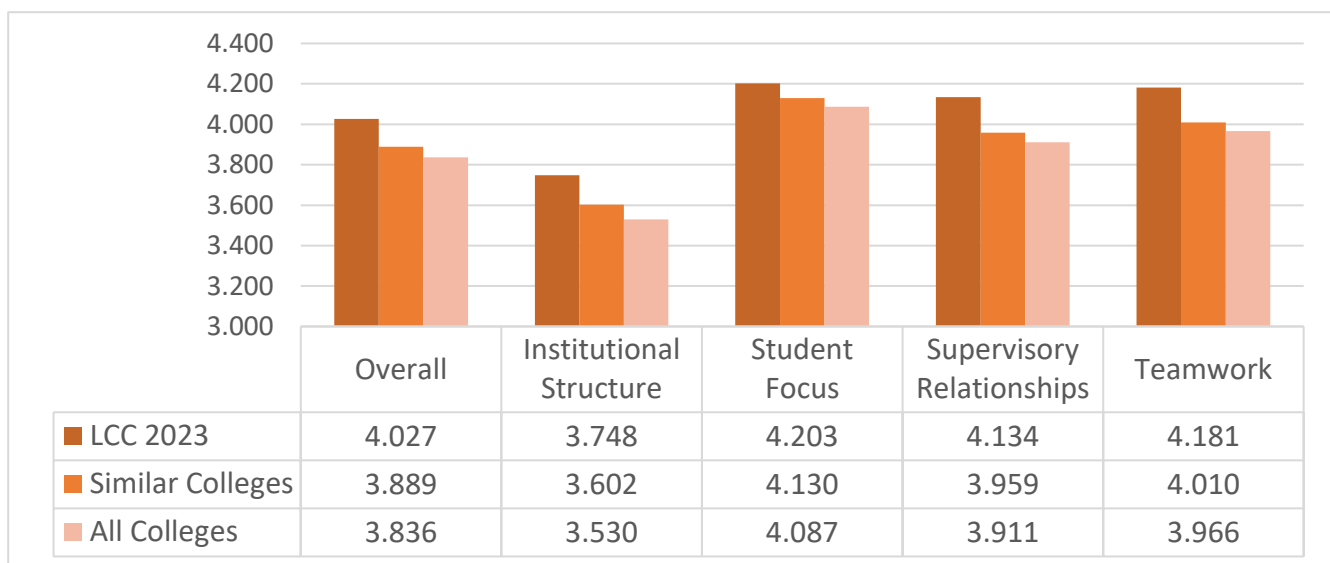
The PACE Climate Survey at LCC included 66 five-point Likert-type scale questions ranging from one (low) to five (high). LCC’s survey included the standard 46 PACE questions and the Racial Diversity Subscale. PACE results are organized into four climate factors: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. Administered in October of 2022 by North Carolina State University, 191 LCC employees took the survey for a response rate of 33.5%.

### Part 1: Base Survey Questions

#### Base Survey Mean Benchmark Scores (External 2023 Comparison)

Externally, LCC scored higher overall and across all benchmark categories compared to similar (mixed transfer) colleges, and to all other colleges who participated in the survey. All differences were statistically significant at varying “p” levels except for the Student Focus category compared to similar (mixed transfer) colleges, which was not statistically significant.

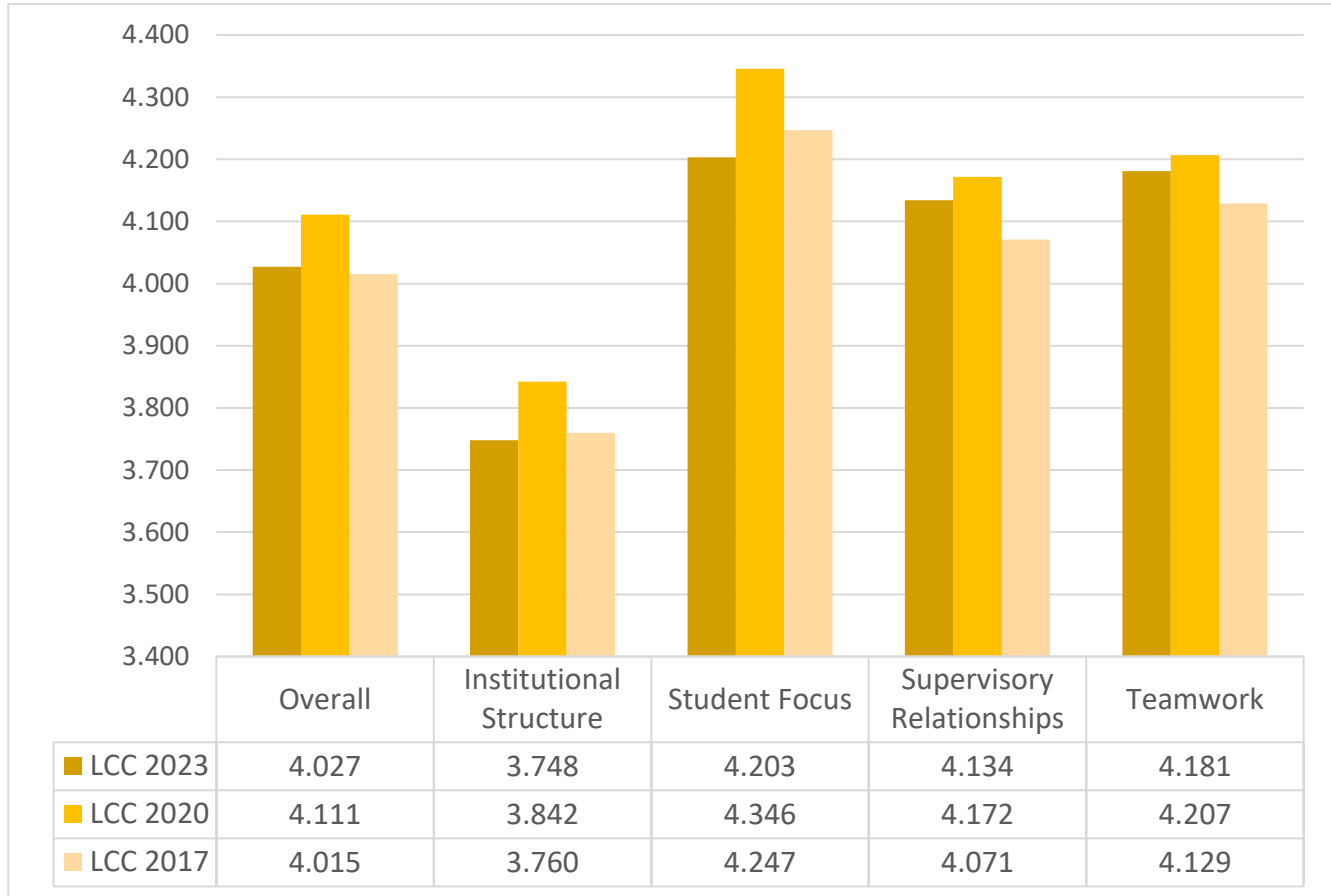
**Figure 1: LCC Benchmark Mean Scores (External Comparison)**



**Base Survey Mean Benchmark Scores (Internal Historical Comparison)**

Internally, LCC did less well in the overall score and across all benchmark categories in 2023 compared to the previous administration. The decline in Student Focus was statistically significant at the  $p < .01$  level.

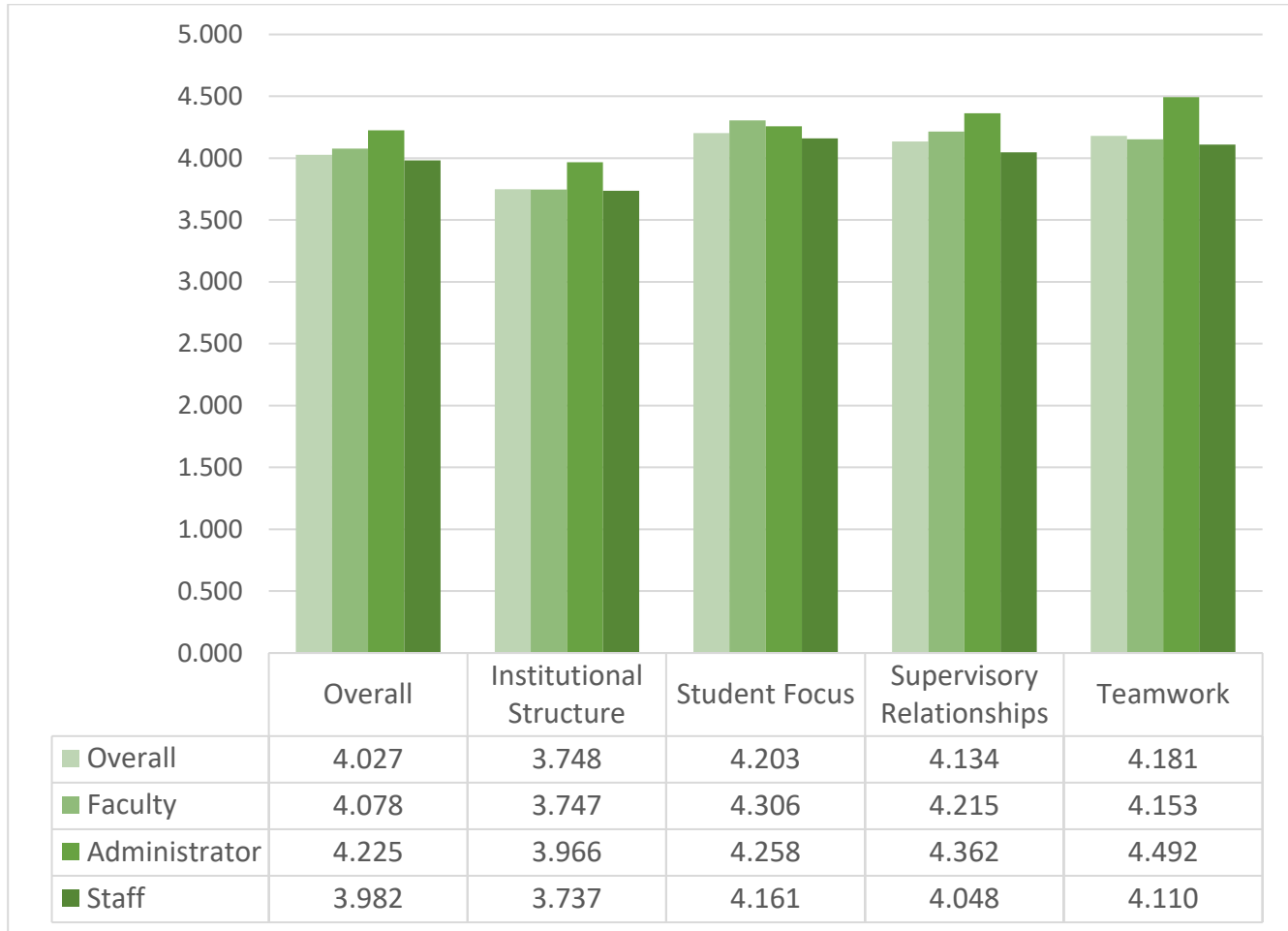
**Figure 2: Overall and Benchmark Mean Scores (LCC Historical)**



### Base Survey Mean Benchmark Scores (Comparison by Employee Category)

When disaggregated by employee group, LCC’s scores show that for the overall score and three benchmark categories (Institutional Structure, Supervisory Relationships and Teamwork), administrators have the highest scores. In the Student Focus area, faculty have the highest score. Across all categories, faculty scores are slightly to substantially higher than staff scores.

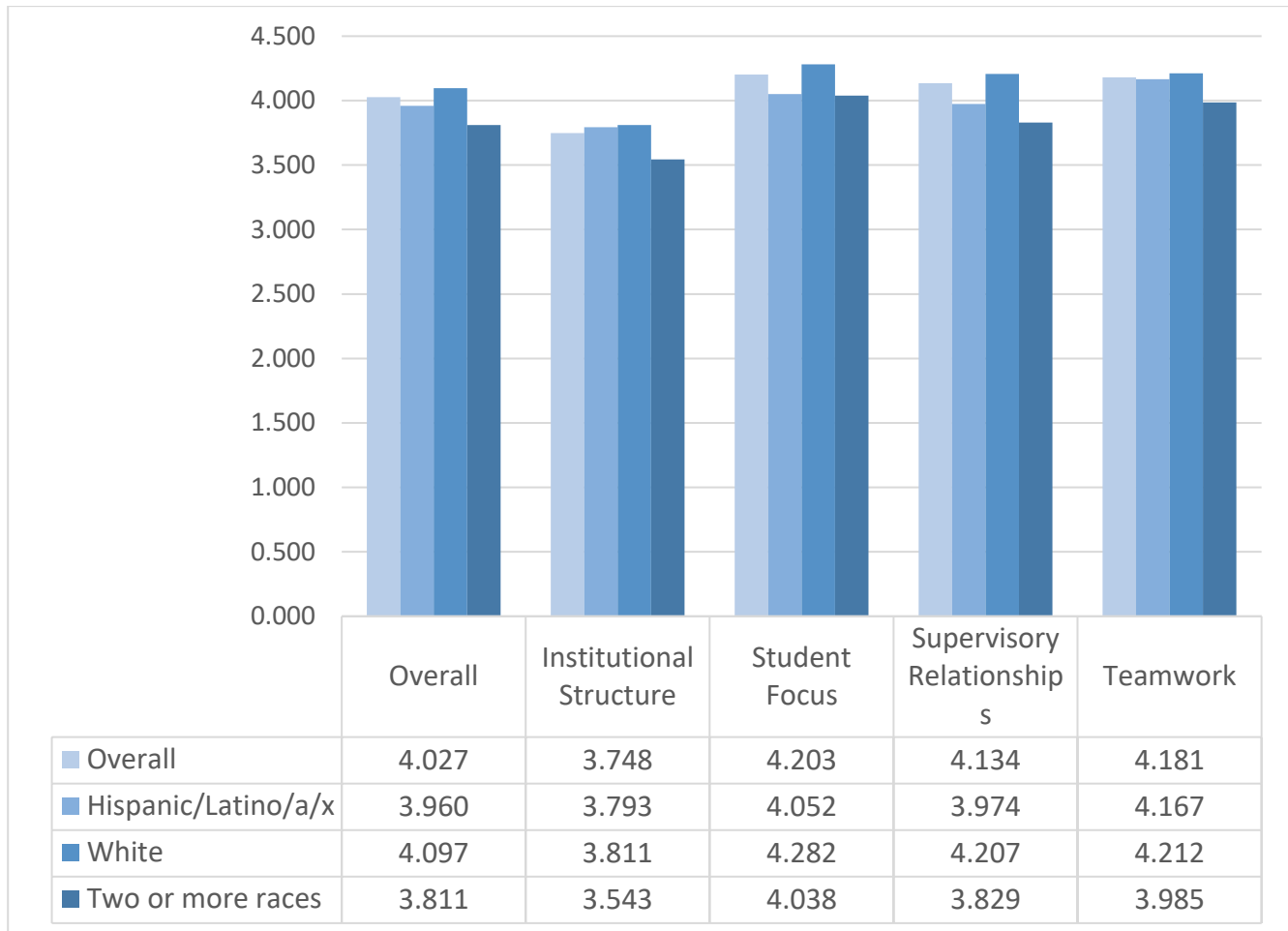
Figure 3: LCC Benchmark Mean Scores by Employee Category



### Base Survey Mean Benchmark Scores (Comparison by Race-Ethnicity)

There were three reportable race/ethnic categories in this survey administration: Hispanic/Latino/a/x, white, and two or more races. The overall and individual benchmark scores were all higher for white employees than the other reportable categories.

Figure 4: LCC Benchmark Mean Scores by Race-Ethnicity (Reportable Categories Only)



## Base Survey Mean Scores by Individual Question (Ranked by Mean Score)

The following table includes mean scores for individual questions, ranked in order by mean score for the 2023 administration. Historical LCC scores are also provided, in addition to the 2023 external comparison groups.

The benchmark categories are as follows:

- SF = Student Focus
- SR = Supervisory Relationships
- TW = Teamwork
- IS = Institutional Structure

**Table 5: LCC Ranked Mean Scores by Individual Question**

Benchmark Category	Question	2023 LCC Mean Score	2023 LCC Rank	2020 LCC Mean Score	2020 LCC Rank	2017 LCC Mean Score	2017 LCC Rank	2023 Similar Colleges Mean	2023 Similar Colleges Rank	2023 All Colleges Mean	2023 All Colleges Rank
SF	8 - I feel my job is relevant to this institution's mission	4.640	1	4.623	1	4.602	1	4.472	1	4.441	1
SR	2 - my supervisor expresses confidence in my work	4.444	2	4.399	4	4.338	3	4.291	2	4.252	2
SF	37 - this institution prepares students for further learning	4.371	3	4.437	2	4.380	2	4.246	3	4.188	3
SR	9 - my supervisor is open to the ideas, opinions, and beliefs of everyone	4.330	4	4.339	8	4.281	5	4.180	6	4.150	6
SF	35 - this institution prepares students for a career	4.308	5	4.393	5	4.269	6	4.229	5	4.186	4
TW	3 - there is a spirit of cooperation within my work team	4.300	6	4.209	20	4.233	10	4.074	10	4.030	9
SF	7 - student needs are central to what we do	4.265	7	4.325	9	4.210	12	4.075	9	4.005	11
TW	14 - my primary work team uses problem-solving techniques	4.255	8	4.265	13	4.194	13	4.048	13	4.005	12

Benchmark Category	Question	2023 LCC Mean	2023 LCC Rank	2020 LCC Mean	2020 LCC Rank	2017 LCC Mean	2017 LCC Rank	2023 Similar Colleges Mean	2023 Similar Colleges Rank	2023 All Colleges Mean	2023 All Colleges Rank
SF	31 - students receive an excellent education at this institution	4.240	9	4.415	3	4.291	4	4.236	4	4.178	5
TW	43 - a spirit of cooperation exists in my department	4.237	10	4.233	17	4.133	19	4.007	17	3.960	17
SR	39 - I am given the opportunity to be creative in my work	4.233	11	4.344	7	4.244	8	4.088	8	4.059	8
SR	12 - positive work expectations are communicated to me	4.193	12	4.140	26	4.000	27	3.880	31	3.818	30
SF	40 - students are assisted with their personal development	4.180	13	4.293	11	4.186	15	4.026	16	3.984	15
TW	36 - my work team coordinates its efforts with appropriate individuals and teams	4.168	14	4.211	19	4.173	16	4.029	15	3.977	16
SF	19 - students' competencies are enhanced	4.145	15	4.233	16	4.194	14	4.049	12	3.996	13
SR	34 - my supervisor helps me to improve my work	4.129	16	4.105	28	4.064	22	3.941	24	3.889	24
IS	41 - I receive adequate information regarding important activities at this institution	4.127	17	4.014	35	3.884	35	3.750	35	3.713	35
SR	<b>46 - professional development and training opportunities are available*</b>	<b>4.117</b>	<b>18</b>	4.115	27	3.996	28	3.911	26	3.889	25
SR	<b>27 - my supervisor seriously considers my ideas*</b>	<b>4.110</b>	<b>19</b>	4.258	14	4.124	20	3.989	19	3.946	19
SF	17 - faculty meet the needs of students	4.097	20	4.230	18	4.220	11	4.069	11	4.023	10

Benchmark Category	Question	2023 LCC Mean	2023 LCC Rank	2020 LCC Mean	2020 LCC Rank	2017 LCC Mean	2017 LCC Rank	2023 Similar Colleges Mean	2023 Similar Colleges Rank	2023 All Colleges Mean	2023 All Colleges Rank
SF	42 - students are satisfied with their educational experience at this institution	4.097	21	4.282	12	4.081	21	4.005	18	3.948	18
SF	28 - classified personnel meet the needs of students	4.092	22	4.344	6	4.235	9	3.975	21	3.938	21
IS	6 - administrative leadership is focused on meeting the needs of students	4.070	23	4.204	21	3.974	30	3.908	27	3.820	29
SR	26 - my supervisor actively seeks my ideas	4.061	24	4.158	25	4.027	25	3.935	25	3.890	23
TW	24 - there is an opportunity for all ideas to be exchanged within my work team	4.060	25	4.202	22	4.062	23	3.950	23	3.907	22
SF	18 - student diversity is important at this institution	4.049	26	4.190	23	4.135	18	4.147	7	4.141	7
SR	21 - I receive appropriate feedback for my work	4.049	27	4.081	31	3.965	34	3.894	29	3.826	28
SR	20 - I receive timely feedback for my work	4.038	28	4.058	32	3.978	29	3.864	32	3.793	32
SF	23 - non-teaching professional personnel meet the needs of students	4.034	29	4.313	10	4.250	7	4.032	14	3.988	14
TW	33 - my work team provides an environment for free and open expression of ideas, opinions and beliefs	4.034	30	4.169	24	4.058	24	3.989	20	3.946	20
SR	30 - work outcomes are clarified for me	4.022	31	4.058	33	4.013	26	3.846	33	3.776	33
IS	29 - institution-wide policies guide my work	3.994	32	4.094	29	3.973	31	3.880	30	3.807	31

Benchmark Category	Question	2023 LCC Mean	2023 LCC Rank	2020 LCC Mean	2020 LCC Rank	2017 LCC Mean	2017 LCC Rank	2023 Similar Colleges Mean	2023 Similar Colleges Rank	2023 All Colleges Mean	2023 All Colleges Rank
IS	1 - the actions of this institution reflect its mission	3.963	33	4.236	15	4.139	17	3.970	22	3.880	26
SR	13 - unacceptable behaviors are identified and communicated to me	3.956	34	4.045	34	3.858	37	3.811	34	3.748	34
SR	45 - I have the opportunity to express my ideas in appropriate forums	3.906	35	4.083	30	3.973	32	N/A	N/A	N/A	N/A
IS	<b>25 - a spirit of cooperation exists at this institution*</b>	<b>3.852</b>	<b>36</b>	3.902	39	3.785	38	3.583	37	3.495	37
IS	11 - institutional teams use problem-solving techniques	3.789	37	3.923	37	3.731	40	3.604	36	3.520	36
IS	5 - the institution effectively promotes diversity in the workplace	3.781	38	3.921	38	3.970	33	3.901	28	3.873	27
IS	22 - this institution has been successful in positively motivating my performance	3.755	39	3.928	36	3.876	36	3.562	38	3.489	38
IS	<b>16 - open and ethical communication is practiced at this institution*</b>	<b>3.706</b>	<b>40</b>	3.747	40	3.690	42	3.512	39	3.430	39
IS	32 - this institution is appropriately organized	3.621	41	3.713	41	3.691	41	3.438	42	3.319	42
IS	<b>4 - decisions are made at the appropriate level at this institution*</b>	<b>3.602</b>	<b>42</b>	3.626	42	3.606	43	3.450	41	3.356	41
IS	44 - my work is guided by clearly defined administrative processes	3.556	43	3.573	44	3.766	39	3.478	40	3.421	40



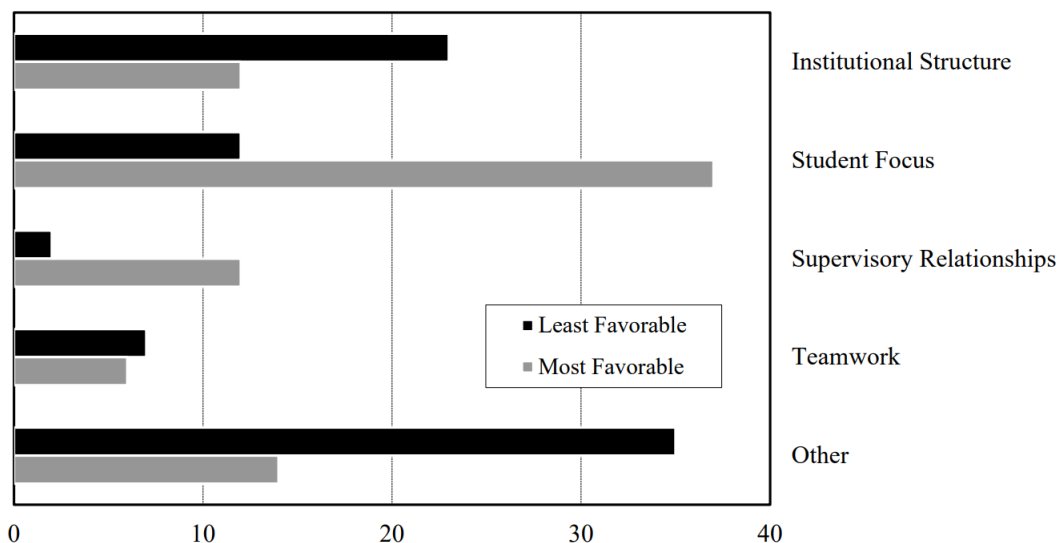
Benchmark Category	Question	2023 LCC Mean	2023 LCC Rank	2020 LCC Mean	2020 LCC Rank	2017 LCC Mean	2017 LCC Rank	2023 Similar Colleges Mean	2023 Similar Colleges Rank	2023 All Colleges Mean	2023 All Colleges Rank
IS	15 - I am able to appropriately influence the direction of this institution	3.478	44	3.617	43	3.530	44	3.275	44	3.207	44
IS	38 - I have the opportunity for advancement within this institution	3.473	45	3.449	46	3.479	45	3.235	45	3.193	45
IS	10 - information is shared within the institution	3.453	46	3.535	45	3.461	46	3.380	43	3.315	43

\*Questions in bold were selected as particular areas of focus by the LCC Board of Trustees.

## Summary of Qualitative Responses – Base Survey Questions

Survey respondents were asked to provide comments on the most and least favorable aspects of the institution, which were grouped by benchmark category by the survey administrators at North Carolina State University.

**Figure 6: Lower Columbia College Comment Response Rates by Benchmark Category**



**Table 7: Favorable Institutional Structure responses**  
 (“favorable” or “least favorable” designation determined by survey respondents)

1. Although I could address the question, I prefer to address the validity of some of the questions in the survey. There is a definite bias among the questions toward the actions of administration when asking about “direct supervisors” - The problems with the institution, especially related to equity, employee engagement, and student success may not be evident because the direct supervisor, who often is a middle manager, may not be able to adequately share the opinions of their staff with the top level administrators. We currently have a significant leadership vacuum at the top level that is hampering the efforts of all employees. Consequently, creating a divisive culture that is affecting student success.
2. Commitment. Innovation. Progress.
3. Communication is very good. Following policies.
4. I am new to this campus and every single employee on campus has been extremely welcoming. There is a dynamic you can just feel that everyone is happy working here. I heard the President’s presentation at the welcome week fall activities and I felt like he didn’t just discuss the mission of the college, but actually believed what he was saying. It is a nice feeling to be surrounded by mission and values that are not just written, but truly valued and carried out.
5. I appreciate this institution’s clear communication to me about things I need to do and the consistently quick responses from administrators and staff to my requests and questions. The trust in my

professional capabilities that the institution places in me makes me feel valued. I work remotely so my view is limited, but transparency and self-evaluation by Lower Columbia College about its diversity and commitment to righting historical exclusions and oppressions of nonwhite people from jobs and educational advancement seem to be lacking. The college's public relations information and mission have evolved as required by accrediting agencies and the SBCTC in recent years to avow such commitments, but the look at the college's own history and role in such injustices, and current measurable indicators of having changed, seem to be missing.

6. I feel well supported by my dean and faculty. I am able to freely be myself and educate with academic freedom.
7. I've felt supported from LCC from the minute I was hired. I love the support we receive and the community feel.
8. Individuals at this institution are very focused on the mission of the college and working to support the mission.
9. Information about the college is timely notify.
10. People are friendly and helpful on campus. It's a great place to work!
11. The ability to network and connect with people across disciplines and professions.

**Table 8: Favorable Student Focus responses**  
**("favorable" or "least favorable" designation determined by survey respondents)**

1. At the department level, I find a strong atmosphere of cooperation and commitment to students. Instructional leadership in particular is specific, clear, and outcomes oriented (in a good way) with decisions being made at the appropriate level (often empowering faculty), soliciting appropriate feedback, and communicated clearly. The vast majority of work on campus is focused on serving students, which is exactly as it should be.
2. Ethnic diversity, assisting students financially in need, friendly and approachable personnel in some departments, closely tied with local communities.
3. Faculty, staff, and administration are focused on student success. Administration supports faculty innovation.
4. For being a small institution, it tries to really bring students out with activities and events.
5. I am constantly impressed by the dedication of our faculty members to their students. They should be commended.
6. I enjoy and appreciate working for an institution that works hard for the students, by doing whatever it takes as a whole, to make the student's experience satisfying and stress free. Although we are a small community, our institution focuses its efforts on being diverse and welcoming to any and all students, regardless of race/ethnicity. We also do many events to bring the students together with other students and the institution. It provides the students any opportunity to feel more comfortable and build relationships.
7. I enjoy the people here who actually seem to care about our students, I like when we can work as a team to help our students meet their goals. I enjoy my students.

8. I feel, for the most part, people at this institution have the student's best interest at heart when decisions are being made. I feel most people want the students to succeed and believe in the mission of the college and are willing to go the extra mile to help students.
9. I have personally assisted students from all backgrounds, as well as others in my department. All students are welcome and need support. Student never seem intimidated to ask for help even if there is a language barrier. I think that speaks a lot to how all students are cared for across campus.
10. I like how my institution always focuses on its primary objective in helping students to achieve their goals.
11. I really enjoy having the opportunity to find creative ways to improve the student experience. I really appreciate my team, they're great to work with, and feel that my supervisor appreciates and advocates for us.
12. I think we have some amazing faculty, dean and VP's. I think we try and support out students to the fullest. I think everyone believes and wants student success.
13. I was just at a job fair and a student mentioned to the staff member at the table next to me that they (the student) were having a hard time in class due to grief. The staff member engaged them in further conversation leading to asking the student if they would like to meet with a counselor. The student said they were willing to try it but didn't know where to go. Within a minute, the staff member had made the student an appointment with the counselor and given them instructions on where the counselor's office was. I was super-impressed with the seamless ability to connect the student with resources, and also that the staff member, who didn't know the student previously, was able to build rapport with the student so quickly.
14. Another example is how many faculty donate money to the student food pantry. They are actively working to help their students thrive.
15. Inclusive environment, student needs always come first, very cooperative environment, great place to work
16. It feels like everyone is working towards the same goal: Serve the students
17. It is noticeable how the administration is working actively toward supporting all students.
18. LCC Changes lives through the education and support we offer. When we prioritize our students based upon economic class and address our most vulnerable, low-income students, we tend to do the most good--in my opinion.
19. LCC has a tradition of innovation at the ground level that is supported as those people build skills, experience, and put their energy into success for our students.
20. LCC is a necessity for this community.
21. LCC is consistently student-focused.
22. Many people care deeply about the student experience and improving students' sense of belonging and outcomes.
23. Our drive to help students as best as we can, no matter what background they come from. How much the staff and faculty care for the students who attend the institution.
24. Our institution is committed to helping students complete their programs. Faculty and staff actively work to help students find resources that will allow them to continue their studies, whether the need is technology, food/housing resources, counseling, or other needs.

25. Our institution is very student focused and there is a true team spirit of working together for student success.
26. People come together at LCC to help support the needs of students, whether they be academic or personal. We have tons of accessible resources to help students be successful.
27. Staff and faculty work well together to assist students.
28. Student needs are prioritized and most staff bend over backwards to accommodate students. This can create an unhealthy burden on the staff, but it helps with retention.
29. Student-centered focus and the willingness to be adaptive to student needs. Inclusive attitudes of the institution as a whole and desire to make inclusivity and diversity stronger. Opportunity of open dialog and discussion with work teammates, supervisors and administrators.
30. Students are treated equally and with respect. Opportunities are given fairly, and the campus is safe. The priority is to the student and faculty.
31. The college provides good education for students and prepares them for the next step. Could be better at considering all perspectives of student population.
32. The goal is clear, to make a student's experience better and provide all the help we can.
33. There is a sense of community around serving students and putting students first. Creativity is allowed and encouraged. There can be a high level of collaboration.
34. There is significant focus on student success at LCC. I really feel that the faculty and staff strive to exemplify the mission, vision, and values of the institution. The climate of the college is generally open, welcoming, and supportive. I feel supported in my job and I feel that I have the appropriate level of autonomy to do my work. I truly enjoy my work and the people I work with. I think our willingness to take a hard look at our practices and being open to changing for the better is a strength as well.
35. We are able to serve local students on our campus, especially those students whom are low-income and assist them with their child care needs and assist those students with food insecurity and other students needs such as school supplies, household items (diapers, etc.) and other items that are needed to maintain a healthy and happy life in order to learn.
36. We are completely focused on the needs of students.
37. We are constantly trying to do better and revise processes and procedures to help students feel included, represented, and give them a sense of belonging. We try to be as equitable as possible in the classroom and meet students where they are. The amount of resources and connections students have access to at this campus is impressive!
38. We offer amazing services starting from prenatal through adult. We have a Head Start/ECEAP/Early Head Start program and an Early Learning Center for Childcare. This helps students place their children in a place to be cared for that is high quality and children are learning while the adult learns. We offer many ways to for adults to learn such as online classes, in-person classes and hybrid classes. We have great partnerships so that people can go on for bachelor and master programs right here at our college. Students are encouraged to be the best they can be and find a career path that meets their needs and wants.

**Table 9: Favorable Supervisory Relationships responses**  
**(“favorable” or “least favorable” designation determined by survey respondents)**

1. As a college in the high school teacher, I appreciate the autonomy that I am given to create a class fitting LCC standards, tailored to my students. My faculty liaison is communicative, straightforward, and helpful. I see her upholding standards and practices that benefit all groups of people, as I aim to.
2. As a faculty member, I feel very encouraged, empowered, and supported in my role.
3. Autonomy in my job.
4. I am impressed with the communication within my department, specifically communication with peers and my direct supervisor. Communication is always respectful and backed up with kindness and compassion.
5. I am lucky to work in a department that is energetic and inclusive, but that’s not to say other departments are not. We have great leadership, and I feel supported in many aspects of my job.
6. I believe LCC has its sights set on innovation and how we can continually improve. LCC has a balance between tradition and strong roots in our community, while also being open to innovation and growth.
7. I feel supported and valued in my work. My work team is very positive and is committed to creating a positive experience for students and other staff.
8. I have worked in a number of locations on campus, but regularly in student support. Staff and faculty care about our students and about each other. It is common to see faculty advocate on a student’s behalf, and it is almost as common to understand how staff loses sleep trying to figure out how to help students and coworkers sometimes. We don’t always get it right, or sleep wouldn’t be threatened, but the intent to do great things is chronically there.
9. Institution overall furthers staff development and supports well-being. Supervisors work towards equity and inclusion within roles and offer ways to challenge through own work.
10. My department encourages problem solving and thinking outside the box. We are encouraged to develop better procedures and solutions.
11. My experience is valued, and I am encouraged to share my knowledge and engage in problem solving.
12. My supervisor and the work team in my area are the absolute best. In our area, at least, we really enjoy collaborating with other parts of campus to meet student needs. The “we not me” mentality helps all of us be better and do better.

**Table 10: Favorable Teamwork responses**  
**(“favorable” or “least favorable” designation determined by survey respondents)**

1. Areas I find most favorable about this institution is the team work in my department. It is such a blessing to be able to work with respectful, educated, and professional coworkers who do care about the students first. The institution itself has been a great place to get my education and has provided professional growth.
2. Heads of the departments want to see change and are open to new ideas and change in relation to diversity and inclusion.
3. My department is a well melded team that works on all forms of accessibility and inclusion in our work and have very open and meaningful conversations because there is a lot of trust on our team.

4. I enjoy and respect my department colleagues, I appreciate the overall institutional focus on student success, and I appreciate division leadership.
5. Spirit of cooperation, student-centered efforts, and encouragement.
6. There is a sense of collaboration and community on campus. We get support from other areas of campus and are able to partner to support student success.
7. Working with my great team, supervisor, and colleagues who are 100% committed to student success.

**Table 11: Favorable “Other” responses  
 (“favorable” or “least favorable” designation determined by survey respondents)**

**Diversity, Equity, & Inclusion**

1. I have not been working here very long and I am a little bit separated from the direct campus atmosphere but [people I know well] have worked here and been involved with LCC for a long time and have nothing but good things to say about it. But they do mostly fall into the majority and therefore may not have the same experiences as one who is of different race/ethnic background, etc. I do want to say, I think that this college does try in regards to being inclusive and really doing their best to serve students in the community who are under-resourced which I find extremely important and crucial.
2. I know that LCC is working on racial diversity---this must continue.
3. I love the inclusive climate here. I love the focus on active learning. And that grading and class assessments aren’t as important as student success and learning exploration. I love working here because I feel that my goal as an instructor aligns with my administration’s goals. I don’t receive any academic shame for making my classes fun and inclusive, and there is a general understanding that fun and inclusive doesn’t “water down” academic rigor.
4. I think that the institution cares and prioritizes needs of historically underserved students, but needs to have more representative staff & faculty that reflect the student body. Also, more action needed on addressed equity gaps. I think that they college does a good job in institutional research of identifying gaps, but now action is needed to address the gaps.
5. LCC actively seeks input from various groups in developing ideas and improvements for the campus community. I feel like they have prioritized diversity and are continually trying to improve in that area.
6. Our community is mainly white, our institution collaborated to create opportunities for foreign exchange students.
7. Our student diversity is higher than the community we serve. This is a slippery-slope though, because do we give equitable service to our community or do we search to serve those outside our community to improve our diversity statistics. I don’t believe there is a correct answer, but we as an institution should always assess this.
8. The college is making a strong, concerted effort to foster diversity, equity, and inclusion.
9. There is a commitment to DEI. Examples, many trainings and exposures.
10. There is a very inclusive atmosphere, and lots of collaboration between staff members and departments.

11. While the college is trying to hire people from a more diverse background I know it is sometimes difficult to find qualified people who wish to move here.

**Table 12: Least Favorable Institutional Structure responses  
("favorable" or "least favorable" designation determined by survey respondents)**

1. Administration and the lack of diversity among leadership.
2. As a college in the high school teacher, I am annoyed when Zoom meetings are scheduled at a time when most high school teachers are teaching. I understand (and support) having a scheduled, inperson retreat during high school teaching time, but feel that Zoom procedural meetings would be best after 3:30 when most high school teachers could attend without a sub.
3. As a staff member that has been employed at LCC many years, oftentimes it feels like our commitment to this institution isn't always valued. The same practices aren't used for internal promotions/title changes/salary increases, etc for everyone. It seems like it depends on who you know and private conversations. Supervisors should also receive evaluations from their staff, not only staff being evaluated by supervisors, etc. The outcome of departmental and individual morale and overall happiness, or lack thereof, including "burnout" is strongly determined by leadership within each department, as well as recognizing the commitment of the long standing employees that work hard for the institution and especially our students.
4. Communications among administrative departments and with faculties do not seem to be organized or efficient sometimes.
5. Difficulties arising with staffing creating scarcity and driving less cooperative work interactions this year and last.
6. Employees need to be back at work, in the office. Students are not able to get the help they need navigating financial aid and enrollment. HR and Accounting are unable to help staff in a timely manner due to not being in office. Student workers should not be treated the same as part time employees.
7. General information about departments is more readily available on some LCC websites. Other departments or offices have little to no information provided about their area and how they support students.
8. Getting anything officially done can take forever, even when students and/or staff/faculty need it done soon. Nothing is ever really on time (such as the remodeling of a building that is still unfinished even though the remodeling was way over its due time) and it can negatively affect the students and staff/faculty of the institution.
9. I do not think it represents the college well having instructors from the Midwest or other parts of the world be adjunct faculty. This is a community college and we should have faculty from the community.
10. It's upsetting that this institution does not provide the basic needs of students, faculty and staff in many buildings. Many of the older buildings DO NOT HAVE GOOD DRINKING WATER, WE HAVE NO HOT OR EVEN WARM WATER, and the bathrooms are not EVER clean! Students, faculty and all other staff deserve a healthy work environment! DO BETTER LCC!
11. Lack of transparency and the Siloing that goes on here. It hinders the help we can give our students.
12. Old school way of thinking and approach toward new employees.



13. Shared governance is just a word thrown around. Nothing is actually shared. Departments put on a façade of working with each other and people look to shift blame. There is a lack of transparency in decision making. Administration tends to make decisions without equal and adequate feedback from faculty. We keep people in positions who are not doing their jobs correctly, repeatedly, which leads to other people having to work harder and frustrated students. Our climate is one of frustration and incompetence. There is not a forum for honest communication with positive intent it's just lip service. Our hiring process is flawed and yet there doesn't seem to be a real desire to recognize or improve or think outside of normal hiring norms. Our HR staff are busy, thoughtful, kind people but our process is nonetheless flawed. Departments are treated differently and personnel within those departments are treated differently. We need a reset button.
14. Some information on activities does not get to Board of Trustees.
15. Somewhat recently, our leadership has started to try to lead too much. More energy put into enabling and supporting the 100+ innovators at lower levels across campus.
16. The communication and connected efforts of multiple departments at times.
17. The silo-ing of efforts at an institutional level means that commitments to things like racial and ethnic diversity aren't always as strong as they might be. For example, the emphasis on security (theft, equating to classrooms that are locked immediately when not in use) might have a triggering effect on students of color. A focus on career education and narrowing of choices through Guided Pathways initiatives reduces the amount of courses that we offer that engage more overtly on race and ethnicity (especially considering these courses often live in the humanities and social sciences). Another example is learning outcomes - which when focusing on consistency across colleges in the region might seem nonproblematic, but can lead to a reduced hiring diversity if they're not also examined through a racial lens. (For example, the Nutrition 101 outcomes, which prioritize Western focused over holistic concepts).
18. There are some siloes here that hamper forward progress.
19. There does not seem to be a lot of cooperation. Also, there does not seem to be a good perspective of the bigger picture. Individual departments are only concerned about their small picture and not how it fits into the puzzle as a whole. Decisions are made that positively impact a small number of people, but negatively impact a larger number of people.
20. There seem to be the lack of communication between the upper level of management and the lower level.
21. This isn't the fault of the institution or myself, but I work a great geographical distance ([miles redacted]) away from the campus, so I only know one other faculty peer in person. Perhaps an annual on-site team building event could be offered?
22. What I find least favorable is being excluded from potential positions due to communication gaps.
23. Work continues to be siloed and institutional commitment and demonstration of real equity and inclusion work is spotty and shallow. Overall decision making, particularly at the executive level, is not transparent or inclusive. Hoarding power and resources is the norm.

**Table 13: Least Favorable Student Focus responses**  
**(“favorable” or “least favorable” designation determined by survey respondents)**

1. I am concerned about the quality of some adult basic education programs.
2. I believe we have some work to do on the technology side of things (second to last school to implement direct deposit in WA). I believe we need to work on bulking our staffing in the Admissions and Financial Aid Departments for more efficient service delivery.
3. I feel our institution is working hard at meeting our diversities; but I also think our students need to be educated as well on equity/equality/cultural diversity.
4. I know many students who have English as their second language and want to gain higher education, but struggle in the classes with reading and grammar when putting answers on paper even if they understand the material. They feel a disconnect from instructors because the instructor does not understand WHY they don't understand and the language barrier/difficulties. The only offered help is to take an ESL class which does not help, only adds to their work-load. Alternate options like oral assignment and translation help and tutors would be more beneficial to our demographic of Spanish and other second language speakers so they can succeed in taking classes while simultaneously learning/expanding their English.
5. I think we have a lot of work to do to make enrollment easier, to break barriers for students.
6. I think some departments work well. I think ours will improve with the current dean but I have felt left out many times over the 4 years or so. I sometimes feel like decisions happen to me not with me.
7. I wish we had a fully online degree for Early Childhood Education.
8. I'm deeply disappointed in how long the hiring processes have taken within Student Services. My department has been short staffed the entire year, leading to burnout and reducing our ability to serve students, and we're not alone. Many departments are already running lean, so when staffing shifts it is critical to fill positions ASAP and be responsive. People shouldn't be carrying the responsibilities of multiple positions for weeks or months. I also find it disappointing that there is a sense of animosity expressed by some faculty toward Student Services. It feels like while some are great partners, some in Instruction/faculty seek to work against us rather than with us, causing students to suffer, and nothing is done about it. I would like to see efforts to improve this relationship as we should be teammates, not enemies.
9. Most employees are aware that there is dysfunction within Student Services. I don't think we will be the best college we can be until it is addressed. It's unclear if that's happening.
10. Our entry center really needs to get back to the idea of a "Personal Orientation." Many students have voiced frustration with not really being able to meet and be helped in the new student orientation process. I've even spoken with people in our community that did not finish the registration process due to a lack of human presence in the process.
11. The process of enrolling at LCC is quite complicated. Seems like we should be reducing the barriers in order to increase enrollment.
12. There is a liberal/progressive group think at LCC that turns many of our conservative students off and results in them leaving because they feel their voice is not appreciated or valued. I have heard many stories of students being shut down when they share their opposing conservative views in class.

13. There is an extremely alarming lack of communication and information sharing between departments. This leads to students being sent in circles and given contradicting information. This not only negatively impacts student success, but it also facilitates a pattern of disconnected staff and faculty.

**Table 14: Least Favorable Supervisory Relationships responses**  
(“favorable” or “least favorable” designation determined by survey respondents)

1. Sometime people who, “don’t look like they belong” are contacted by security in a confrontation manner. I would not describe this as a welcoming place to the community. I feel like a minion, my work and craftsmanship that I value very highly is insulted and belittled. Very simply the director of my department is aloof and a bully. They treat their subordinate with disrespect and contempt. Rules are enforced arbitrarily and different to each employee. Training, advancement and work is assigned based on your perceived commitment to the organization. If your partner has an established job and generates a good income you are looked at as not committed to the job and are treated differently. I have been told several times that “I would not be here very long”.
2. The least favorable area is my specific department. While I enjoy the work I do, and my position, the team is not much of a “team”. I pretty much had to train myself and there is no communication within the department. Instead, there is a lot of gossiping by supervisors and employees not being comfortable enough to approach their supervisor with a question/concern. Emails and requests are not answered promptly and there is a lot of finger-pointing/pushing the blame. The dynamic of my department is tense and uncomfortable.

**Table 15: Least Favorable Teamwork responses**  
(“favorable” or “least favorable” designation determined by survey respondents)

1. I wish our departments worked together more. Sometimes I feel pretty alone. Not much collaboration or time for mentorship. I would love a time of day where we could gather to eat lunch together - or just some drop in social hours. Or even a group chat organized by department. I know people are busy and still working from home a lot, but as a younger professor I would benefit a lot from socializing with others in a non-meeting environment.
2. Issues specific to me and my department.
3. My team works well together but groups do not always collaborate effectively across departments. Finding ways to strengthen interdepartmental collaboration would increase the positivity of the campus. I also feel that staff do not always prioritize student needs over their own convenience. Teleworking, not answering phones, closing services for students etc. does not meet the needs of students.
4. Not all teams are great at working together which creates tension between the team. Not everyone is ready to see the problem and act like nothing is wrong, creating a more toxic environment.
5. Not much in the way of communicating with team members
6. Overall, the institution is a team-minded, open place to work and learn. There are certain specific teams where that mentality is not embraced.
7. There is not the cooperation between the Transitional Studies department and other departments that there should be.

**Table 16: Least Favorable “Other” responses  
 (“favorable” or “least favorable” designation determined by survey respondents)**

**Diversity, Equity, & Inclusion**

1. A lot of DEI work is being done across campus, but sometimes this work can take away from the greater student population and supporting enrollments and the mission overall.
2. Ability to recruit and retain faculty & staff of color or representing historically underserved populations. Not necessarily reflective of HR policies, but rather location of the college and attributes of the community the college serves.
3. All people should be treated with the same understanding and compassion as others. We can all do better!
4. Diversity and equity are words we use but our D&E work stops there.
5. Human resources hiring practices need to be more carefully analyzed considering diversity and equity work.
6. I don't really have anything negative to say about this institution yet but I do think that the faculty and staff could be more diverse.
7. I know that LCC is working on racial diversity---this must continue.
8. In walking across campus, it is apparent that we have a diverse culture, but upon closer examination, this is mostly true for those in the classified and exempt employees. I believe many of our faculty members live outside the service district in the local metropolitan area. Unfortunately it may implicate an unconscious bias that our service district is unwelcoming to those that are different.
9. It appears that we have made progress bringing equity to our campus. Appears. You can still feel how people feel safe making, saying, or displaying white supremacists sentiments that perpetuate the feeling that talking down to people because they have a different skin color is still a thing. There are people here on this campus that are not okay with affirmative action! As if we had a choice, but most importantly, they do not understand what affirmative action is and how does it apply to this institution. Leadership is rather passive on their approach on how to tackle racism, and inequity. Trainings, even mandatory trainings, are not taken seriously but rather as an attack against white people. People still believe that reverse racism is real. Support is provided but is minimal. When we are working tirelessly to help increase our numbers, and with retention efforts, I need more than 5 pizzas from Dominoes and an email saying “good job!”. I am certain the rest of my peers do as well. Empower BIPOC to take on more leadership positions, meet us where we are! We need that from the top down.
10. It seems like it can be intimidating for staff members to speak up about issues they might see (concerning equity and diversity, but other issues as well). I have felt at times that speaking up has (or would have) a negative impact on me or my department. I feel that my gender has contributed to being spoken over and to my ideas being dismissed, and on many occasions, I have asked my male colleagues to advance questions or ideas I have had because I have found that strategy to be more effective than when I had tried to present them myself. There are some things that lack transparency, for example, the budgets and budgeting process, which makes it hard to plan or do certain aspects of my work.

11. It was hardest to answer questions about diversity. Again, working in student services, we hear about bias, but can only report incidences that are quantifiable. We don't have access to the outcome even in those cases. I can't speak to racial bias, but lean toward suspecting that we are not the role model of inclusivity. What I can attest to, is the intent to get there. Training has been offered and encouraged over the past few years, and it makes a difference. I hope it continues. Next time, please add questions about LGBTQ, because this is another area where embracing diversity comes with both bias and systemic limitations. Our institution has been educating faculty and staff voluntarily, but ideally, respecting differences would be encouraged at a systemic level.
12. Lack of diversity in leadership. Outsized influence of leadership who don't understand our students and aren't interested in changing that. Obsession with enrollment numbers instead of student needs. Ignoring national and state trends in community college enrollment and sending a message that if everyone just tries a little harder, our enrollment will go up.
13. LCC has made great strides in increasing ethnic and racial diversity but there is still a lack among faculty and admin.
14. Minorities and people of color are not well represented in staff/faculty or students with the exception of ESL students, so questions about this area answered neither agree or disagree was because I didn't have an answer.
15. More diversity in faculty and staff might help students feel more encouraged if they can see someone that looks like them working in higher education.
16. Our institution is terribly white and homogenous. High leadership positions are almost invariably white. Many staff do not speak a language other than English. Those from vulnerable populations are often times needing HS diplomas or ESL classes, so they are sent to Transitional Studies, but they are not made welcome anywhere else on campus and feel excluded from the college climate. When they do try to find a foothold, they can't find anyone who is able to speak with them or identify with.
17. Our institution is very focused on diversity and inclusion, however, tend to make white employees feel like bullies or racist. The diversity training has gone to the extreme and implies anyone that is white or heterosexual has a bias or is racist. When in fact anyone of any color or sexual orientation can have a bias or be racist.
18. Our institution would benefit from better representing minority populations in faculty, staff, and leadership positions. Not only might it make students more comfortable seeking help when needed, but it would provide examples to students that they can aspire to work in higher ed., that there is room for everyone at our institution. Everyone should be able to find someone on campus with whom they identify - people with the same racial, ethnic, and cultural identities, LGBTQ+ identifying people and allies, etc.
19. Our local community is not particularly diverse; consequently, our staff/faculty and student populations are likewise not particularly diverse.
20. So many examples. My colleagues whose first language is not English get treated differently, like they are less capable or can be talked over despite their competence. My closest work colleague, a person of color, told me that they don't have any energy for diversity trainings anymore because they don't believe anything will change here. During in-service week, all faculty and staff were expected to attend Dr. Farhana Loonat's keynote address, but my white colleagues skipped it. Dr. Loonat's talk was amazing and it pained me to hear the chatter and laughter of people out in the hall who'd skipped the

presentation. It felt disrespectful. Finally, a student during a classroom scholarship workshop made derogatory comments about a scholarship for LGBTQ students. It upsets me that we've come this far in society in terms of queer activism but the student still felt like it was acceptable to make that comment openly while in class.

21. Sometimes communication and processes seem disorganized or clunky, but we are always working to make things work more effectively for everyone. I do not believe we are best serving the historically marginalized communities in our service area yet. However, there is a great deal of work occurring around promoting diversity, equity, and inclusion on campus (students and faculty/staff hiring practices). It also seems that hard conversations do not always happen in a timely manner - with job performance issues in particular.
22. The college has a long way to go to make sure everyone's voices are heard. There is a loud minority who do not want to hear opinions that differ from theirs and label others, or try to silence, those that do differ. Also, diversity, equity, and inclusion have to mean more than just racial/ethnic diversity. If you truly want an accurate representation of all voices and opinions then all voices and opinions have to feel comfortable expressing those opinions without fear of retaliation.
23. The institution clearly has no real understanding or motivation to advance Diversity, Equity, and Inclusion. There is simply enough done to check the box. There is not enough diversity within the campus leadership to show meaningful advancement in this area. Language in policy, actions of administration, and behaviors of those in primary leadership positions shows no value of an equitable workplace. If staff and faculty can see through this, how are students of minority to feel welcomed and supported? The percentage of minority staff and faculty should equal that of the student body, and clearly this is not the case. A 20 minute DEI training, and simple training for those on hiring committees will never be able to replace the real actions needed to show that there is meaningful effort to make LCC a truly equitable and diverse institution.
24. The institution continues to not support diversity efforts in ways that will make tangible and effective impacts for marginalized students and ensuring voices of marginalized identities and perspectives are included when decisions are being made. We need investment in staff to be dedicated to supporting marginalized students, providing learning and programmatic opportunities for students, staff, and faculty, and who are able to give input on decisions. We also need representation in our executive team of differing perspectives and identities. Our executive team has little to no representation of marginalized identities, which impacts the decisions that are being made and how those decisions are informed. It is one thing to provide surveys and have committees, it is another to invest financial resources in supporting marginalized students and staff.
25. This institution is incredibly biased. Against the majority of its staff, faculty and student body. It discriminates. It doesn't believe in equal treatment for all It believes in preferential treatment for certain classes and absolutely shuns anything but far-left, ideologically driven pseudo scientific "diversity." Certain "acceptable" opinions are clearly made known by administration, and mainstream centrist and conservative opinions are treated as backwards or evil. This institution seems to be far more interested in indoctrinating both staff/faculty and students in a very one-sided political and ideology rather than teaching and encouraging critical thought and the process of learning.
26. Too heavy of a focus on the type of diversity related to race/ethnicity and not the endless other ways in which diversity exists and the ways in which these other identities contribute to all of our growth

and quality of our services. Also, remembering to build our programs and services with an emphasis on shared experiences, goals, values, etc. is a far more powerful method of creating an inclusive, equitable, and positively diverse campus community.

27. We do next to nothing to ensure diverse hiring, hire primarily white cis men and women, and then pat ourselves on the back for how much we're doing for diversity? Real tired of hearing the selfcongratulatory nonsense when we really haven't done anything.
28. While there is a philosophical emphasis on DEI work, the reality is that most of our faculty and administration are white. Actually hiring people of color at these levels needs to happen. The classified staff are much more diverse than faculty and administration

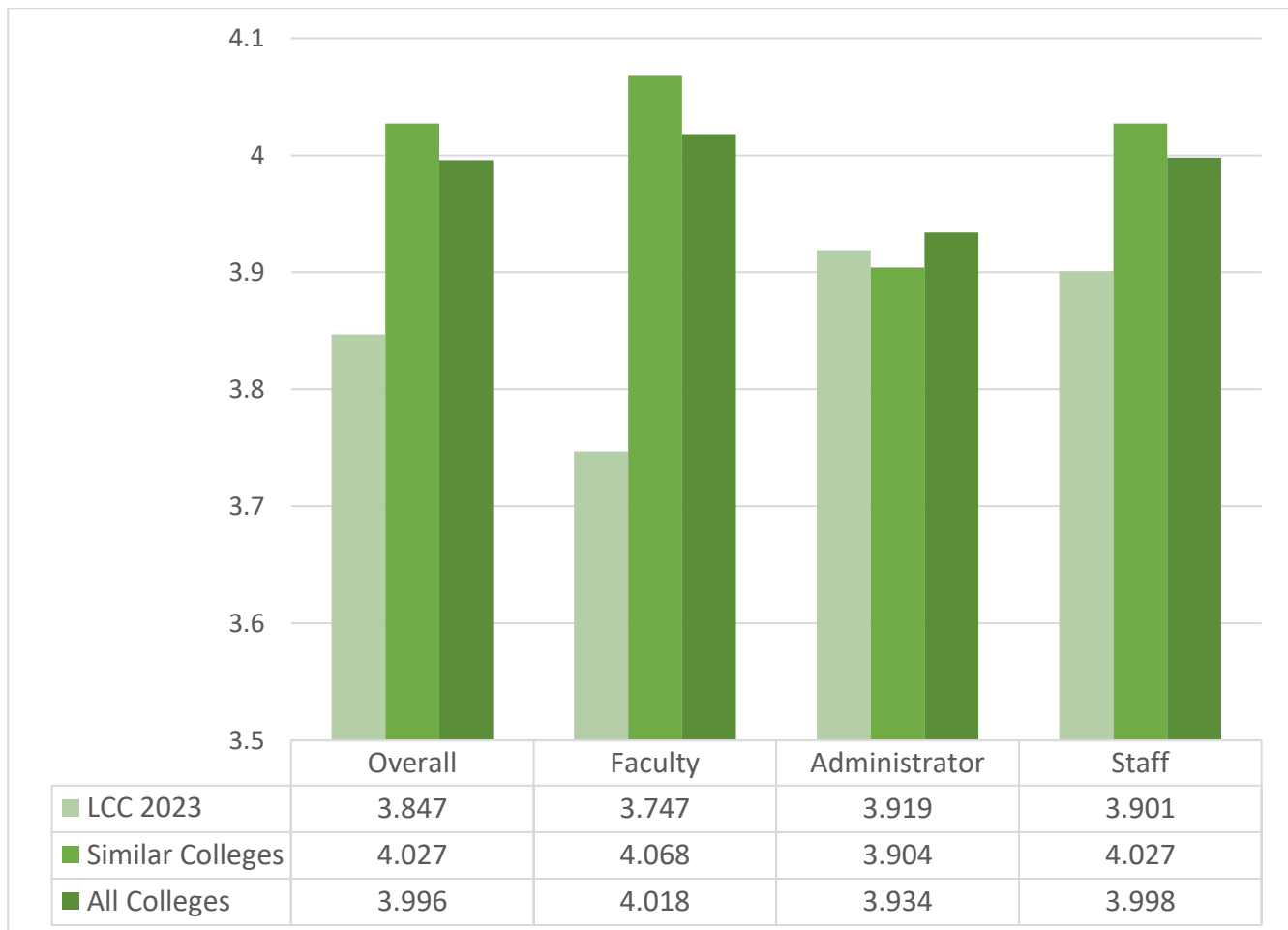
## Part 2: Racial Diversity Subscale

The Racial Subscale results are also organized by benchmark climate factor: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. External comparisons for similar (mixed transfer) institutions are provided, as well as for all colleges that participated in the survey.

### Racial Diversity Subscale Mean Scores by Employee Category

LCC’s overall mean score is statistically significantly lower compared to similar (mixed transfer) and all other colleges that administered the survey. The faculty mean score was also statistically significantly lower at LCC compared to faculty at similar (mixed transfer) institutions, and faculty at all other colleges that participated in the survey.

Figure 17: Overall Racial Diversity Subscale Mean Scores by Employee Category



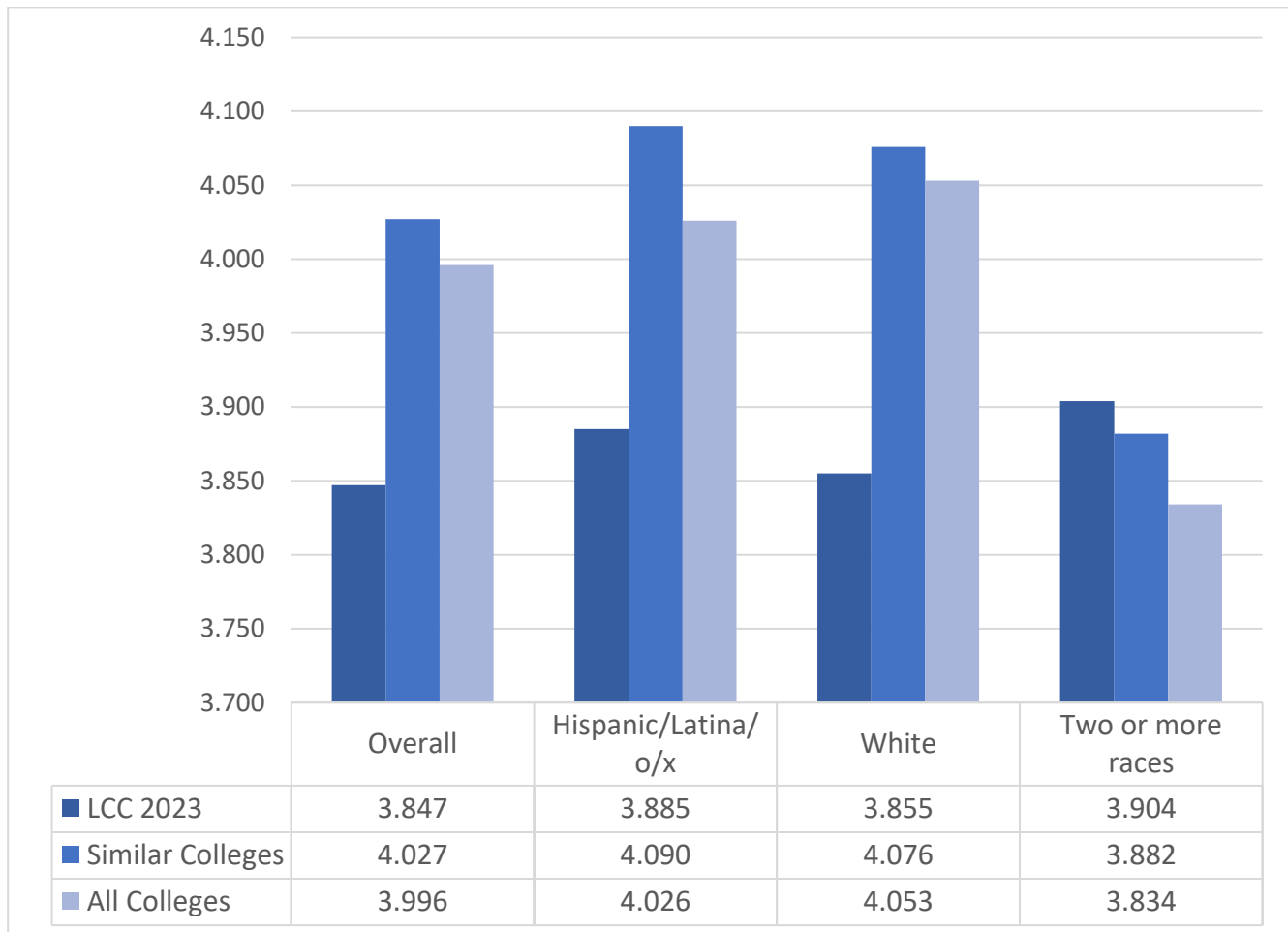


### Racial Diversity Subscale Mean Scores by Race-Ethnicity

LCC’s overall mean score is statistically significantly lower compared to similar (mixed transfer) and all other colleges that administered the survey. The overall mean score for white employees at LCC is statistically significantly lower than white employees at similar (mixed transfer) and white employees at all other colleges that participated in the survey.

For Hispanic/Latina/o/x employees, the relatively low “n” size likely affected the statistically significant calculation. Other race-ethnicities were not reportable due to “n” size. LCC’s overall mean score for employees of two or more races was higher compared to similar (mixed transfer) and all other colleges that participated in the survey.

**Figure 18: Overall Racial Diversity Subscale Mean Scores by Race-Ethnicity**



## Individual Racial Diversity Subscale Questions by Benchmark Category

**Table 19: Racial Diversity Subscale Mean Scores for Institutional Structure**

	LCC 2023	Mixed Trans.	All Colleges
My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	3.911	N/A	N/A
My institution values racial/ethnic diversity	4.060	4.130	4.110
My institution is accepting of people of different racial/ethnic backgrounds	4.136	4.206	4.185
Employees of different racial/ethnic backgrounds communicate well with one another	3.871*	4.093	4.046
People of different racial/ethnic backgrounds are well represented among faculty	2.881*	3.670	3.617
People of different racial/ethnic backgrounds are well-represented among senior administrators (e.g. President, Vice-President, Deans)	2.595*	3.715	3.629
A racially/ethnically inclusive institution is created through my institution's practices	3.641*	3.824	3.798
People of different racial/ethnic backgrounds are well-represented among classified personnel	3.174	N/A	N/A

\*Questions that are statistically significantly *lower* than external comparison

**Table 20: Racial Diversity Subscale Mean Scores for Supervisory Relationships**

	LCC 2023	Mixed Trans.	All Colleges
My supervisor maintains an environment that is supportive of people from different races/ethnicities	4.407*	4.174	4.181
My supervisor treats all employees equally based on racial/ethnic background	4.434*	4.256	4.245
My supervisor is open to the views of people from racially and ethnically diverse backgrounds	4.414	4.352	4.326
My supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	4.416*	4.269	4.220
My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	4.445	4.332	4.307

\*Questions that are statistically significantly *higher* than external comparison

**Table 21: Racial Diversity Subscale Mean Scores for Teamwork**

	LCC 2023	Mixed Trans.	All Colleges
Racial/ethnic diversity increases the level of trust among my immediate team members	3.939	3.975	3.942
Racial/ethnic diversity enhances my work team's performance	4.000	3.992	3.969
The racial/ethnic diversity of my work team members contributes to the ability to meet student needs	4.127	4.034	4.015

**Table 22: Racial Diversity Subscale Mean Scores for Student Focus**

	LCC 2023	Mixed Trans.	All Colleges
Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	3.685	3.836	3.796
My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	3.550	N/A	N/A
My institution advances the educational persistence of students from diverse racial/ethnic backgrounds	3.691*	3.986	3.946
Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	3.669*	3.862	3.816

\*Questions that are statistically significantly *lower* than external comparison

## Diversity, Equity and Inclusion Qualitative Questions (Racial Diversity Subscale)

The Racial Diversity Subscale included two open-ended questions.

**Table 23: Leadership Priority Responses**

Diversity, Equity, and Inclusion Qualitative Question 1: When thinking about your institution's work to promote diversity, equity, and inclusion, what do you think should be institutional leadership's top priority in this next year?

1. Accountability. We look great on paper! We have a fancy new strategic plan, but if there is no accountability all that work is for nothing. How is ELT going to prove they can be held accountable?
2. Actual large-scale implementation of best practices to remove barriers for students who are part of historically marginalized people groups. We have talked a great deal about this and I am looking forward to taking actions to make a real difference.
3. Actually making it a priority (particularly in hiring).
4. As a college in the high school teacher, I don't know much about this.
5. Being able to discuss -- or even acknowledge -- the lack of diversity in leadership.
6. Coming to terms with the fact that the region this college serves is not particularly diverse.
7. Consider the demographic of our county and is our campus represented.
8. Continue to provide fair opportunities and communications to faculty and staff from all backgrounds.
9. Convincing the staff that we need to work on diversity, equity, and inclusion.
10. Creating a campus climate which encourages a diverse environment and doing some self-reflection to ensure that their biases won't negatively influence decision making.
11. DEI training among ELT.
12. Do more to promote ALL DEPARTMENTS! Not just the golden programs where there is money. The department of Transitional studies gets looked down on because of the people/students we serve, the marginalized, the homeless, the HS drop outs, etc. It's NOT OK for other staff/faculty to talk about other department's students as less, or for them to not get the proper help, and definitely not get a financial aid window shut in their face because they have an accent. STAFF that behave in this manner should be severely disciplined or FIRED!
13. Doing more events that pertain to other cultures, or including more classes that involve other cultures?
14. Ensuring that while promoting DEI that you do not criminalize white people. I am not a white supremacist. I acknowledge that I have had advantages that some BIPOC individuals do not have. However, do not call me a white supremacist.
15. Equity and inclusion actions should be the top priority. We do a great job of thinking about diversity and what we should be doing. I don't think we have implemented the plan well and made equity and inclusion the guiding force in campus decisions.
16. Find a way to better include ESL and HS+ students in campus activities. Hire people who can speak languages other than English. Incentivize and reward current employees in seeking secondary language courses. Hire more racially diverse faculty and staff.

17. Finding a way to bring students of diverse backgrounds to be a part of leadership, making decisions and having a say in the institution.
18. Focus less on diversity and equity. Focus more on inclusion. Hopefully that will improve the communication, problem solving process, and decision making.
19. Focus on a equitable playing field for all, not just one person or department. Getting students of ALL races and backgrounds served equally and incentivising them to come here.
20. The current DEI work at this institution is divisive at best.
21. Having more open discussions about it.
22. Hearing the perspectives of students from various demographics about how the faculty and staff can better support students through their entire college experience.
23. Hiring people most qualified for a position regardless of race.
24. Hiring people of color and identifying researched, actionable steps for faculty to use in classrooms to make a difference on disparities in student success.
25. Hiring, hiring, hiring. Our community is growing more and more diverse, especially racially, but we aren't.
26. I believe I answered this in the previous question.
27. I don't feel qualified to answer this questions, since I work remotely and don't know much about DEI in my department.
28. I really like the new community seminar series on Thursday evenings about working together (civic discourse?). More forums like this would help. Community push-back and close-mindedness from our students and other community members is the biggest challenge to us moving forward. Administration and faculty are on-board. This type of community outreach in modeling social discourse is something I think should be the top priority and help us more than anything else.
29. I really think everything is already in place, just keep doing what they are already doing.
30. I think general education on the topic continues to be the most important focus.
31. I think getting people back on campus where they can see others. Have "fairs" focused on diversity and inclusion. Celebrate differences and similarities. Quit using any negative / division statements such as "old white men" in a negative tone. Instead increase the number of people of color represented in studies, on campus, and give them equitable space without using derogatory language based on race, sex or gender.
32. I think LCC should do more campus-wide fun events that bring everyone together.
33. I think our institution is already working hard to promote diversity, equity, and inclusion. It will take time to see the results of those efforts in regards to representation in faculty/staff/leadership, but I fully expect to see a difference over time as positions come open and hiring processes are completed.
34. I think the institution is on the right track, but makes small setbacks. We have limited bilingual coordinators on campus and that is an essential role in inclusive recruitment, but those positions often take a back seat to general roles on campus when creating and filling them for departments.
35. I think the top priority should be retention. We have a diverse staff and student population. How can we keep them?
36. I think there are two top priorities. First, I'm not sure we're prepared for increasing numbers of Hispanic students, especially native Spanish speakers. Second, I think we need to take steps to better serve our indigenous students in terms of campus spaces, our mascot, etc.

37. I think there should be more offerings in person of events/training as more people are returning to campus. One negative affect of remote work and learning is the lack of feeling included. I think they're doing a great job expanding DEI.
38. I think we are better than we were last year; however, I really feel that our institution has a long way to go when it comes to DEI.
39. I think we do a great job promoting diversity. We are inclusive and welcoming to students.
40. I think we should continue to attract BIPOC, especially when hiring faculty. Additionally, I would like to see more international students in my college-level courses.
41. Implement the new DEI strategic plan.
42. Include all types of workers into the hiring process. Include part time staff, classified, exempt and faculty in the interview process when sitting on the interview panels for hiring other staff. The only way we are going to hire diverse populations is if we look at diversifying our interview panels.
43. Inclusion of author's that represent "the least of us".
44. Leadership should focus on learning how to attract staff, faculty, and students from diverse backgrounds.
45. Leadership's top priority is to enhance and continue all DEI related trainings and workshops. These trainings need to be ongoing throughout the years and should be mandatory for all staff. Participants of these DEI trainings should have a place to go to after the training so that they can digest and discuss what seems applicable to further enhance self-knowledge, curriculum development, and workplace development. This institution needs to engage and employ more faculty, staff, and administrators who are BIPOC. We are an extremely white campus with an extremely white student population. It is getting better though. However, it is one thing to gain a vocabulary that is PC oriented. It is another thing to have the courage to change a mindset and thus change a system that was originally built to benefit people who are white.
46. Listening to the ideas that support staffs express.
47. Looking beyond just racial/ethnic diversity.
48. Making sure all people are honored and celebrated not just one group of people. More diversity in hiring faculty and in attracting students from diverse backgrounds.
49. More knowledge about diversity, equity, and inclusion.
50. More practice with getting input from Staff & Faculty of Diverse backgrounds before making a decision. Also it would be helpful to get the input of those who are working in departments if decisions are going to be made as sometimes the folks that are behind doing all the work understand the needs of the students then administration. By involving the departments that are being impacted their could be more success to ideas that are being brought forward.
51. More professional development for staff & faculty, more of a presence in the community.
52. Nothing to add.
53. Prioritize inclusivity: Market open positions to diverse job seeking population, create diverse focus groups to determine the needs of diverse and inclusive workforce, continue to make work culture changes that demonstrate equity and reflect the values and culture of a more diverse population.
54. Promoting things that can help students and make everyone feel included and help remove the barrier that exists.

55. Provide more classes and options for students that include topics of Gender bias, LGBTQ+, Racial inequity, BIPOC issues, Native American and Asian studies, and foreign language.
56. Providing financial and staffing resources to support diversity, equity, and inclusion initiatives. We need representation on our executive team of differing opinions and perspectives. We need staff to support our diversity and equity center who are able to focus on more than just getting students in the door, but intentionally supporting our students, faculty, and staff in expanding their understanding of these topics. We are behind the curve when we look at other institutions in the state and this will continue to impact our ability to recruit and retain students with marginalized identities.
57. Putting resources - financial and people - into positions to effectively address inequities and improve an overall sense of belonging at the college, particularly for students of color and other historically minoritized students.
58. Recruiting a more diverse Administration, Staff, and student body.
59. Reflecting on my institution's faculty and staff, I see a breadth of diversity. I think we should continue to promote diversity, equity and inclusion, and continue to have hard conversations.
60. Review the hiring processes, and make DEI a part of the matrix for most if not all jobs.
61. See previous answer.
62. Supporting diversity of thought.
63. Supporting the work of the strategic plan, and incentivizing, rewarding, and building structures that engrain the work within the ethos of the institution.
64. Talking to people from underrepresented and/or underperforming groups
65. The leadership's top priority in this next year, I hope, is to continue an effort to promote diversity, equity and inclusion by holding cultural events, introducing a book that describes challenges on diversity that we faced but overcame in history.
66. The top priority should be to have trainings that aren't focused on making anyone that is white or a heterosexual as being the bad person on campus. People of any color or sexual orientation can be racist or bully other employees.
67. To continue to support all students, but especially those having difficulties.
68. To get some diversity within the leadership.
69. To listen to the needs of staff.
70. Trainings for all (staff, faculty and students).
71. Transparency and willing to have open dialogue.
72. Unsure.
73. We are starting to make headway in awareness and acceptance - a huge paradigm shift for LCC. Stay the course, it is likely to take a few more years to fully work. As one of our trainers said, reaching the open society is a long way off but we are heading in the right direction and making progress.
74. We have a multicultural committee and think it would make our students from different cultures feel more welcome if we had events to recognize significant events of different cultures. This came up recently when there was an effort to have a Day of the Dead event and there was concern among some Latino staff it was using an event of great importance to the Latino community for marketing purposes when that was not at all the spirit behind the idea.
75. We have a new DEI strategic plan that names specific goals and timelines. Achieving the goals that have a July 1, 2022 deadline would be great work! Also, while not in the plan, I observed increased

intercultural sensitivity at a previous workplace where we had a trainer work with faculty and staff using the Intercultural Development Inventory (<https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idc/>).

76. We need to provide more foundational structure for teachers as we build inclusive spaces for students. Example: Some inclusive spaces for students with needs in areas of disability require additional staffing to support safety. Staff are often less ready to take on this additional challenge in ways that promotes this work in helpful ways without this support.
77. We should equally serve those who attend. We should address the problems that occur in the K-12 system which makes it difficult to help students who struggle. Penalizing community colleges for not meeting KPI's when students who graduate K-12 with middle school or the lower end of high school reading and math levels sets both faculty and students up for failure.

#### **Table 24: Institutional Barrier Responses**

Diversity, Equity, and Inclusion Qualitative Question 2: What are the barriers to improving issues of diversity, equity, and inclusion at your institution?

1. A financial barrier, maybe to include more scholarships and grants to help with equity or money to fund more diverse events at the institution.
2. Actually getting students to be involved.
3. All staff and faculty need to attend conferences related to diversity, equity and inclusion. So that we all have the same knowledge at the same time. Equity!
4. Although the college is committed to diversity and equity, it feels as though when we have a concern, white colleagues are making decisions and guiding discussions that involve groups to which they do not belong. I would like to hear directly from minority groups on what they want or need. I don't always agree that we are making decisions that benefit these groups. A concern may exist but is the solution adequately solving the issue? Or creating concerns for other groups? All students and staff should be considered not only isolated groups speaking on behalf of others. I also believe that our campus is far more diverse than the population of Cowlitz County yet we continue to hyper focus on minorities and overlook the needs of the majority of the students in our community. What are we doing to support ALL students?
5. Although the diversity committee has new leadership, I think the group could be more functional and provide more meaningful direction for the college. Enforced term limits for members might be worth considering.
6. Barriers are largely our local population and education levels. As we seek quality candidates for positions at LCC, we must promote positions far and wide, as well as promote the benefits of our community. We have to be able to draw diverse talent to our community and LCC.
7. Closet white supremacists, and toxic positivism.
8. Community and small town mentality.
9. Criminalizing one group of people (white). We all have something to learn about others and ourselves. Please do not promote trainings that downgrade and criminalize people for being born. There is a



history of this happening to the BIPOC community. The solution is not to turn that experience on white people. Be very careful. I see this happening.

10. Culture and climate. The organization is not located in a very diverse county and the culture of the county does not support diversity work.
11. Demographic inertia of mostly white faculty and administrators lagging behind the currently streaming demographic of the college district. Difficulty in changing the recruiting, retention, and pedagogical methods of long-established, tenured faculty. Even if they want to change, they will have to put in a lot of extra hours and face a lot of possible blowback in doing so. In this time of “quiet quitting,” why not keep doing it the same old same old way to uphold “tradition, rigor, and professional standards,” and hope succeeding generations can evolve to meet the needs of the times?
12. Demographics of our city.
13. Drawing candidates of color to apply for positions at LCC. Having guest speakers who talk about white supremacy without context. This type of professional development is unnecessarily divisive.
14. Everyone understanding and working on the same goal.
15. Finding staff who are willing to move to the area and then stay in the area.
16. Funding for campus-wide events is slim.
17. Funding, resources, and availability of racially/linguistically diverse employee candidates.
18. Getting financial aid funding out to students in a more timely manner.
19. Guessing - fixed mindset, lack of exposure or connection, comfort with privilege / lack of resources?
20. Higher ups not wanting to deal with the UNION to properly discipline classified staff that do not care to improve our issues of diversity, equity and inclusion. It’s “swept under the rug”.
21. I believe I answered this in the previous question.
22. I believe that the cultural environment of our surrounding community (and so our students/staff) poses a significant barrier, given that we have people with racist stickers on their cars parked in our lots everyday. It will be difficult to build crucial buy in when so many people may have knee jerk reactions against DEI efforts.
23. I don’t know that there are any barriers.
24. I don’t see any.
25. I think as far as employment it is our community. There is not a lot here and every time we want to add something new / industry someone objects. That makes it difficult to draw people here. For students I think the enrollment process is our biggest issue along with all the FA struggles and problems the first couple weeks.
26. I think our biggest barrier is our community in general. I think that there is not always widespread buy-in when something is initially introduced. With a large organization, we want to be sure we are not all working in silos and to include everyone in the solutions as well. That makes change cumbersome in and of itself.
27. I think we unanimously want to improve and do better. However, many people in our campus community (students+staff) have limited life experience with diversity so we need help knowing how.
28. Immediate economic needs versus investing in the future. Lack of support from friends and families especially for first generation Americans. For nursing, students must meet certain levels for reading, writing, math and problem-solving before being admitted to the program. Students who have English

as a second language or have to work full-time for economic reasons generally struggle to meet entry requirements.

29. Increasing diversity.
30. It is hard to know what the barriers are because the population in the local community is not particularly diverse. The campus is making an effort to increase diversity, but until the community becomes more diverse, this may be an impossible dream.
31. It seems at times that anything too critical is discouraged and that pointing out opportunities for improvement is met with defensiveness instead of being seen as an opportunity to collaborate toward improvement. There is a lack of institutional trust that can stifle genuine engagement and problemsolving.
32. Lack of “usable” training/skills.
33. Lack of a Local diversity in population.
34. Lack of community tradition of diversity.
35. Lack of diversity in the local population.
36. Lack of diversity within the geographic area.
37. Lack of representation of people of color in meetings or positions of power.
38. Lack of understanding about these issues.
39. Lack of understanding and accountability to build DEI into work spaces, culture, curriculum, department meetings, and so forth.
40. LCC’s geographic region and local community do not provide expansive opportunities for “being” more diverse. Consequently, it seems that we have difficulty understanding/discussing equity/inclusion as many feel it is not relevant. The opposite, of course, is the case.
41. Local demographics.
42. Longview is a small town that is not especially racially diverse or accepting.
43. Misconceptions, misunderstandings, fears, and ignorance. Most content or work on the topic of DEI is developed by authors with extensive moral (and political) biases. Many resources on the topic tend to identify the “other” and create biases against that other just as much as the work claims to be fighting against. I am very skeptical of many of the leading DEI writers and trainers--but the work is still crucial for moving our institutions forward.
44. Need more Canvas how-to information for students when they first start at LCC. Some students can catch on quickly, while others need more support in navigating their classes.
45. No one wants to seem to want to talk about, just argue,
46. None.
47. Not enough people understand the struggles us minority’s go through as they only read it in a report or see it on the news. If more people were to get involved I think it would be a better opportunity to understand where everyone is coming from in there journey.
48. Not everyone being on the same page and the people who already care about diversity, equity, and inclusion are the majority of the ones doing most of the work and educating themselves.
49. Nothing to add.
50. One barrier is the surrounding community’s lack of diversity. This can make it more difficult to get and retain more diverse candidates for positions.

51. One of the biggest barriers is respecting names of those who are going through gender reassignments, while respecting the need for security. Financial Aid must be completed under the name that taxes were completed under two years ago. If gender reassignment is nearly complete, and a new name adopted, it is challenging to ensure that those who need funding the most will be able to access it without apologizing for themselves and making an intended silent issue prevalent in the minds of those who are in decision making positions. We have made strides in the direction of respect, but those who have experience navigating our systems would have to say if it's enough.
52. One primary barrier is a lack of understanding of diverse cultures and an inability to change current patterns.
53. Only the people that already care about diversity, equity, and inclusion show up for trainings and events. Nothing will change unless the whole institution is ready to look different and be different than before. This will mean expanding our idea of how we communicate, how we hold power & authority, and looking to see who is pushed to the margins.
54. Optics and a lack of outreach to the diverse populations that surround us.
55. Our leadership paying lip service to these values.
56. Our location and our history are barriers, so we have to be intentional in this work.
57. See previous answer.
58. Small mindedness and self-fulfillment.
59. Some people are very slow moving at change, they talk a lot about equity and inclusion but not enough action or opportunity for staff & faculty development.
60. Some tangible barriers include finding and hiring staff who speak different languages.
61. Text-books in alternate languages and bilingual tutors available for students to encourage non-English first language speakers to receive higher education.
62. The barriers are our mindset, our ignorance, and our complacency.
63. The DEI committee needs better representation of the demographics it represents. Does the DEI committee reflect the demographics of the county?
64. The fact that no pushback to the apparent left extremism is allowed or tolerated.
65. The focus on division rather than unity.
66. The lack of willingness to direct financial and staffing resources to support marginalized identities. Again, it is one thing to do surveys and have committees, it is another to put your money where your mouth is and intentionally invest in those students.
67. The leadership needs to pay more attention to the issues.
68. This corner of the country (pacific northwest) is very white.
69. Time to slow down because of high demands related to lowered staffing abilities. Assumptions and sometimes hurts related to mismatches or inability to repair hurts with staff/families.
70. To be as blunt as I possibly can: angry white people (especially angry white men) who get defensive and hostile whenever we talk about making changes to support diversity.
71. Too many people on campus take up offense for other people not even knowing how that person might feel. The campus has a tendency to assume there is a problem when there isn't one. We are in an area of the state that doesn't have a huge diverse population so it can be difficult to make our campus more diverse. Maybe we should focus on skilled employees and helping all students not just those of a different race or background.

72. Too many to list. If anyone participated in the listening sessions the DEI consultants (Revolution Lab) held with campus, it's clear we've got a long way to go. Hiring practices, training, better DEI practices among leadership... it starts at the top. White supremacy culture runs rampant here, especially with white male privilege at the very top in the two highest decision-making positions at the college. Where's the accountability?
73. Trust among faculty, staff and administration. Everyone is always talking about the lack of trust of speaking up without possibly facing discipline, however many also bring up issues but never move forward with being understanding that our administration team is working with what they have and trying their best to improve on what others bring forward.
74. Unsure.
75. Voices being silenced.
76. We don't have much diversity in the surrounding community, so our numbers will always be a bit low compared to other colleges. Community push-back can be a problem.
77. We need more understanding about these issues so we can better serve our students. We have been receiving trainings to broaden our knowledge.