



# PACE Climate Survey for Community Colleges

## Base Survey and Racial Diversity Question Subset

The PACE Climate Survey at LCC included 70 five-point Likert-type scale questions ranging from one (low) to five (high). LCC's survey included the standard 46 PACE questions, the Racial Diversity Subscale, and a set of custom questions selected by LCC. PACE results are organized into four climate factors: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. Administered in October of 2024 by North Carolina State University, 180 LCC employees took the survey for a response rate of 30.5%.

### Table of Contents

Part 1: Base Survey Questions.....	3
Base Survey Mean Benchmark Scores (External 2025 Comparison) .....	3
Figure 1: LCC Benchmark Mean Scores (External Comparison) .....	3
Base Survey Mean Benchmark Scores (Internal Historical Comparison) .....	4
Figure 2: Overall and Benchmark Mean Scores (LCC Historical) .....	4
Base Survey Mean Benchmark Scores (Comparison by Employee Category).....	5
Figure 3: LCC Benchmark Mean Scores by Employee Category .....	5
Base Survey Mean Benchmark Scores (Comparison by Race-Ethnicity) .....	6
Figure 4: LCC Benchmark Mean Scores by Race-Ethnicity (Reportable Categories) .....	6
Base Survey Mean Scores by Individual Question (Ranked by Mean Score) .....	7
Table 5: LCC Ranked Mean Scores by Individual Question .....	7
Summary of Qualitative Responses – Base Survey Questions .....	10
Favorable Institutional Structure Responses .....	10
Unfavorable Institutional Structure Responses .....	10
Favorable Student Focus Responses .....	11
Unfavorable Student Focus Responses .....	12
Favorable Supervisory Relationship Responses .....	12
Unfavorable Supervisory Relationship Responses .....	13
Favorable Teamwork Responses .....	13

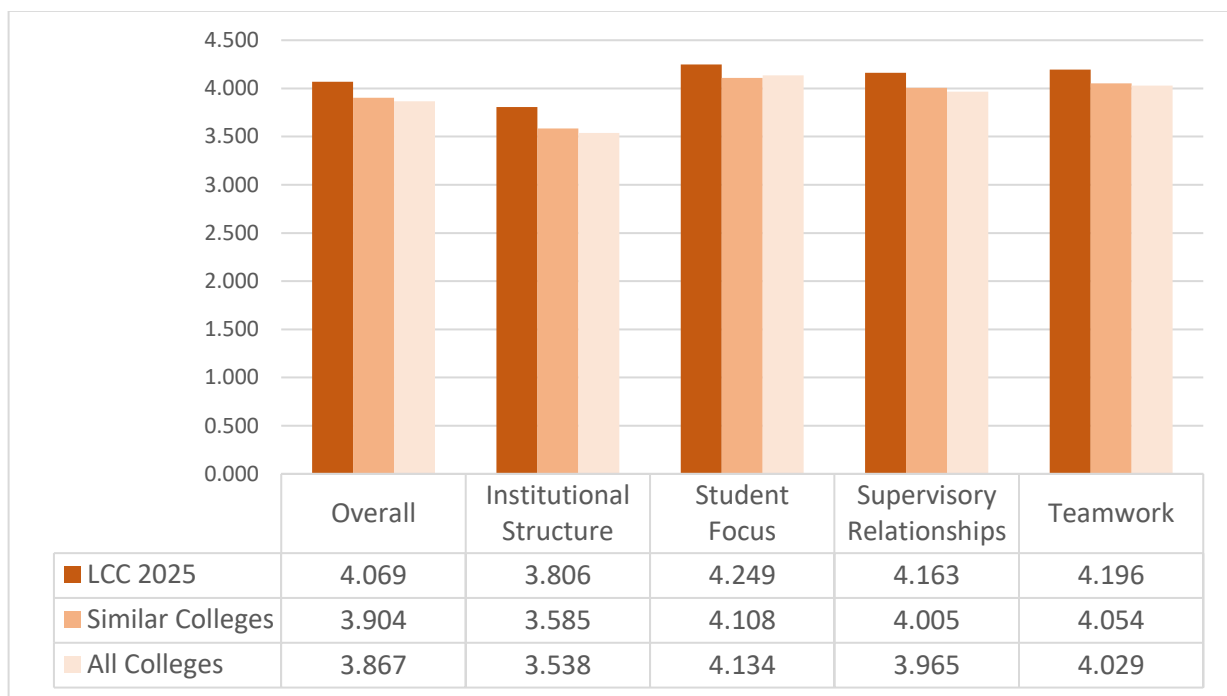
Unfavorable Teamwork Responses .....	14
Favorable “Other” Responses .....	14
Unfavorable “Other” Responses .....	16
Part 2: Racial Diversity Subscale .....	21
Racial Diversity Subscale Mean Scores by Employee Category .....	21
Figure 6: Overall Racial Diversity Subscale Mean Scores by Employee Category .....	21
Racial Diversity Subscale Mean Scores by Race-Ethnicity.....	22
Figure 7: Overall Racial Diversity Subscale Mean Scores by Race-Ethnicity .....	22
Individual Racial Diversity Subscale Questions by Benchmark Category .....	23
Table 8: Racial Diversity Subscale Mean Scores for Institutional Structure .....	23
Table 9: Racial Diversity Subscale Mean Scores for Supervisory Relationships.....	23
Table 10: Racial Diversity Subscale Mean Scores for Teamwork .....	24
Table 11: Racial Diversity Subscale Mean Scores for Student Focus .....	24
Diversity, Equity and Inclusion Qualitative Questions (Racial Diversity Subscale).....	25
Leadership Priority Responses .....	25
Institutional Barrier Responses .....	28
Part 3: Custom Diversity, Equity, and Inclusion Questions .....	32
Table 12: Mean Scores for Custom Questions .....	32
Table 13: Disaggregated Scores for Sense of Belonging Question.....	32

## Part 1: Base Survey Questions

### Base Survey Mean Benchmark Scores (External 2025 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 (from  $p < .05$  to  $p < .001$ ).

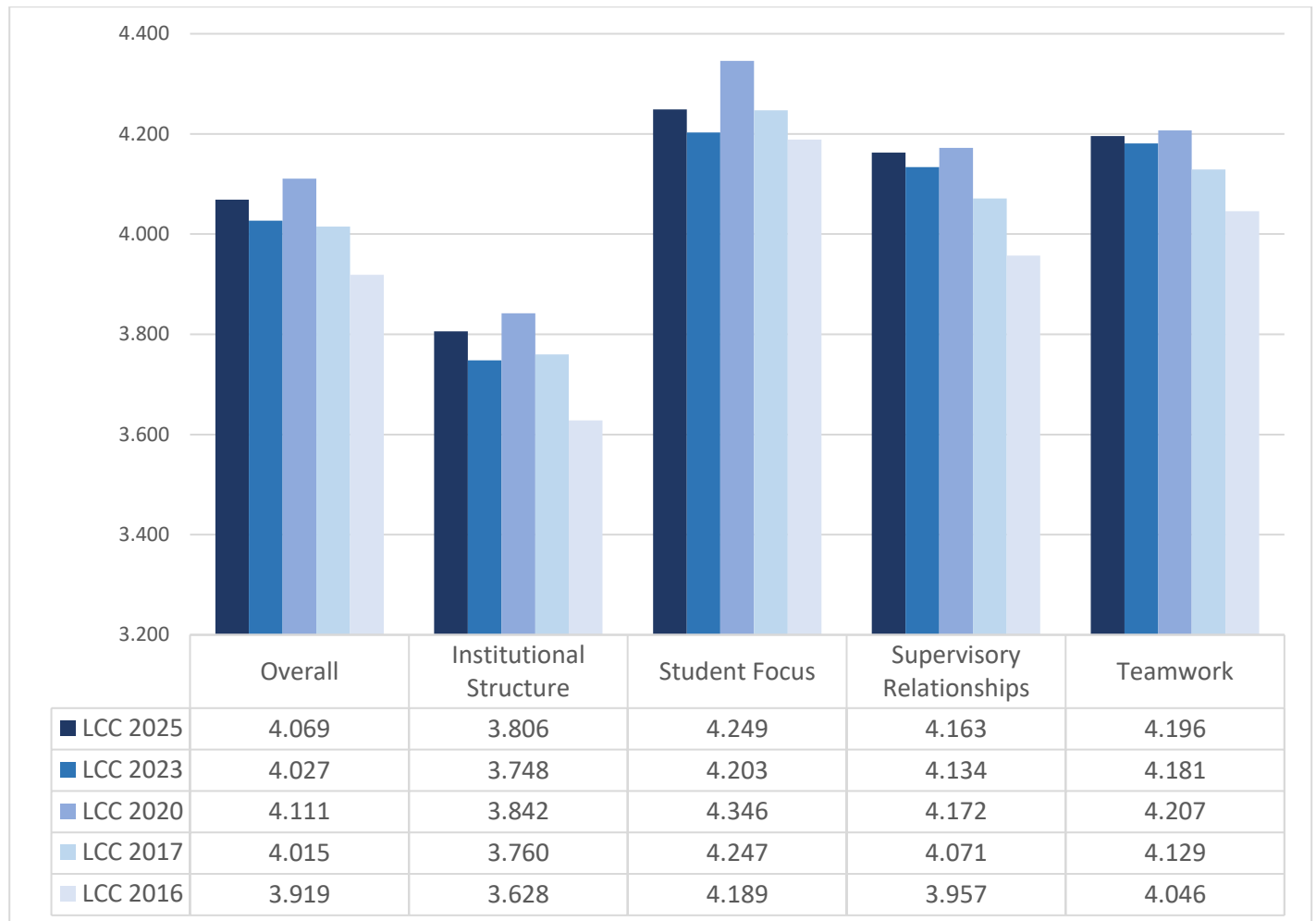
**Figure 1: LCC Benchmark Mean Scores (External Comparison)**



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

Internally, LCC's mean scores increased across all areas compared to the previous administration but fell below 2020 scores.

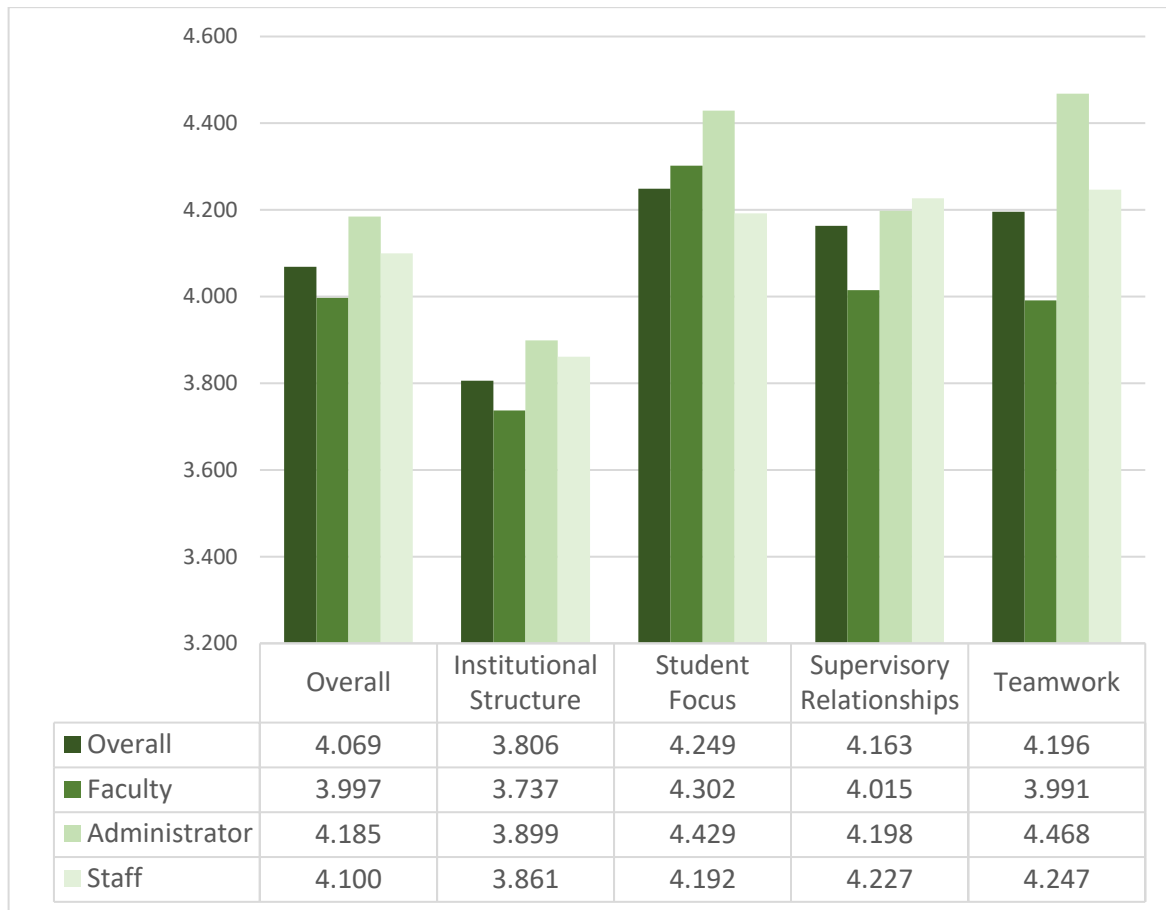
**Figure 2: Overall and Benchmark Mean Scores (LCC Historical)**



## 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, Student Focus, and Teamwork), administrators have the highest scores. In the Supervisory Relationships area, staff have the highest score.

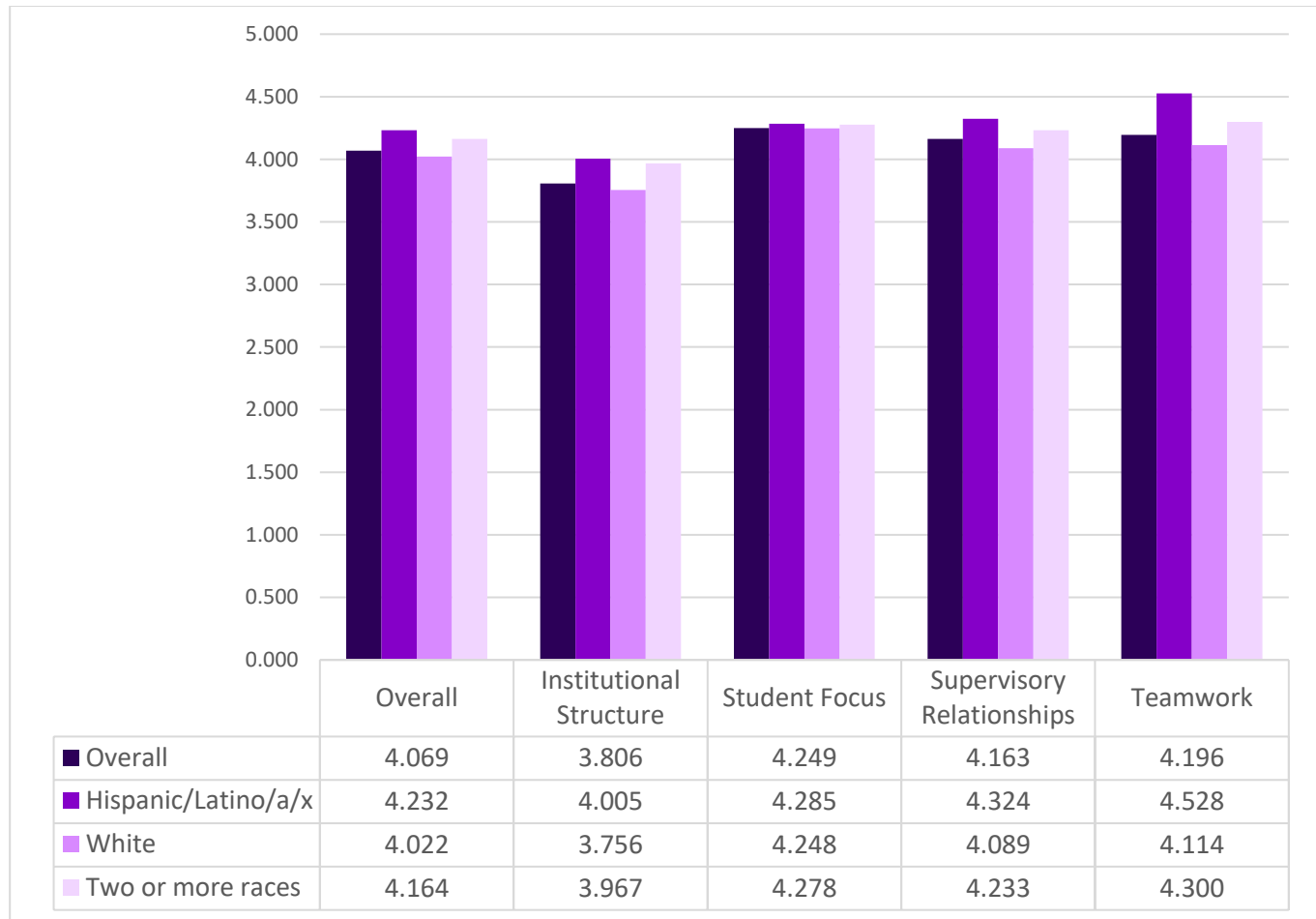
**Figure 3: LCC Benchmark Mean Scores by Employee Category**



## 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. Individuals identifying as white had the lowest mean scores in every category.

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



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

The following table includes mean scores for individual questions, ranked in order by the mean score for the 2025 administration. Historical LCC scores and the 2025 external comparison groups are also provided. 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**

Bold indicates mean scores statistically significantly above one or both comparison groups.

*Italicized text indicates mean scores statistically significantly below one or both comparison groups.*

Benchmark Category	Question	2025 LCC Mean Score	2025 LCC Rank	2025 Similar Colleges Mean	2025 Similar Colleges Rank	2025 All Colleges Mean	2025 All Colleges Rank
SF	8 - I feel my job is relevant to this institution's mission	<b>4.66</b>	1	4.49	1	4.47	1
SR	2 - My supervisor expresses confidence in my work	<b>4.48</b>	2	4.34	2	4.30	2
SF	7 - Student needs are central to what we do	<b>4.40</b>	3	4.10	10	4.07	11
SF	37 - This institution prepares students for further learning	<b>4.35</b>	4	4.24	3	4.21	4
SR	39 - I am given the opportunity to be creative in my work	<b>4.35</b>	5	4.09	11	4.08	10
SR	9 - My supervisor is open to the ideas, opinions, and beliefs of everyone	4.30	6	4.23	5	4.20	5
SF	35 - This institution prepares students for a career	4.30	7	4.24	4	4.21	3
SF	28 - Staff (non-instructional, non-administrator) meet the needs of students	<b>4.29</b>	8	3.97	26	3.98	21
TW	3 - There is a spirit of cooperation within my work team	<b>4.28</b>	9	4.12	8	4.10	8
TW	36 - My work team coordinates its efforts with appropriate individuals and teams	<b>4.27</b>	10	4.07	13	4.04	13
SF	18 - Student diversity is important at this institution	4.27	11	4.19	7	4.18	7

Benchmark Category	Question	2025 LCC Mean Score	2025 LCC Rank	2025 Similar Colleges Mean	2025 Similar Colleges Rank	2025 All Colleges Mean	2025 All Colleges Rank
SR	45 - I have the opportunity to express my ideas in appropriate forums	<b>4.27</b>	12	4.05	15	4.00	18
TW	43 - A spirit of cooperation exists in my department	<b>4.26</b>	13	4.06	14	4.03	14
SF	31 - Students receive an excellent education at this institution	4.21	14	4.22	6	4.18	6
TW	14 - My primary work team uses problem-solving techniques	4.21	15	4.10	9	4.08	9
IS	6 - Institutional leadership is focused on meeting the needs of students	<b>4.18</b>	16	3.93	29	3.88	29
SF	40 - Students are assisted with their personal development	<b>4.18</b>	17	4.02	19	4.00	16
SF	42 - Students seem satisfied with their educational experience at this institution	<b>4.17</b>	18	4.00	21	3.97	22
SF	17 - Faculty meet the needs of students	4.16	19	4.08	12	4.04	12
SR	27 - My supervisor seriously considers my ideas*	4.15	20	4.03	18	3.99	19
IS	1 - The actions of this institution reflect its mission	<b>4.15</b>	21	3.95	27	3.89	28
TW	33 - My work team provides an environment for free and open expression of ideas, opinions and beliefs	4.15	22	4.03	17	4.00	15
SF	19 - Students' competencies are enhanced	4.13	23	4.04	16	4.00	17
SR	12 - Work expectations are communicated to me	<b>4.13</b>	24	3.93	28	3.90	27
SR	46 - Professional development and training opportunities are available*	4.12	25	4.00	20	3.98	20
IS	41 - I receive adequate information regarding important activities at this institution	<b>4.11</b>	26	3.73	36	3.73	36
SR	34 - My supervisor helps me to improve my work	4.09	27	3.99	23	3.94	25
IS	29 - Institution-wide policies guide my work	<b>4.08</b>	28	3.89	32	3.84	32
TW	24 - There is an opportunity for all ideas to be exchanged within my work team	4.07	29	3.98	24	3.96	24
SR	20 - I receive timely feedback for my work	<b>4.04</b>	30	3.89	33	3.83	33
SR	21 - I receive appropriate feedback for my work	4.02	31	3.92	30	3.87	30
SR	26 - My supervisor actively seeks my ideas	4.01	32	3.98	25	3.94	26



Benchmark Category	Question	2025 LCC Mean Score	2025 LCC Rank	2025 Similar Colleges Mean	2025 Similar Colleges Rank	2025 All Colleges Mean	2025 All Colleges Rank
SR	30 - Work outcomes are clarified for me	<b>3.99</b>	33	3.85	34	3.80	35
SR	13 - Unacceptable behaviors are identified and communicated to me	3.93	34	3.85	35	3.80	34
IS	5 - The institution effectively promotes diversity in the workplace	3.89	35	3.91	31	3.87	31
SF	23 - <i>Administrators meet the needs of students</i>	3.85	36	4.00	22	3.96	23
IS	25 - A spirit of cooperation exists at this institution*	<b>3.83</b>	37	3.59	38	3.53	38
IS	22 - This institution has been successful in positively motivating my performance	<b>3.82</b>	38	3.54	39	3.48	39
IS	11 - Institutional teams use problem-solving techniques	<b>3.77</b>	39	3.61	37	3.56	37
IS	16 - Open and ethical communication is practiced at this institution*	<b>3.74</b>	40	3.51	40	3.46	40
IS	4 - Decisions are made at the appropriate level at this institution*	<b>3.66</b>	41	3.43	41	3.36	41
IS	44 - Administrative processes are clearly defined	<b>3.65</b>	42	3.34	44	3.29	44
IS	32 - This institution is appropriately organized	<b>3.63</b>	43	3.37	43	3.30	43
IS	10 - Information is shared within the institution	<b>3.61</b>	44	3.38	42	3.35	42
IS	38 - I have the opportunity for advancement within this institution	<b>3.49</b>	45	3.26	45	3.21	45
IS	15 - I am able to appropriately influence the direction of this institution	<b>3.46</b>	46	3.23	46	3.19	46

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

## Summary of Qualitative Responses – Base Survey Questions

Survey respondents were asked to comment on the most and least favorable aspects of the institution, which the North Carolina State University survey administrators grouped by benchmark category. The “favorable” and “unfavorable” designations were selected by survey respondents.

### Favorable Institutional Structure Responses

1. Everyone working at this institution is very nice and accepting of all individuals, regardless of their racial/ethnic background. Everyone works together to advance the mission of the college by contributing their unique skillsets and experience to accomplish great things as an organization.
2. The new president is like a breath of fresh air. Employees are now empowered to do their jobs.
3. The overall sense of shared mission and community is strong. Employees are committed to student success across campus. There is also the sense that everyone’s role in this mission is valued.
4. Very open communication, and a high degree of personal responsibility in key departments.

### Unfavorable Institutional Structure Responses

1. Can often feel siloed. I go long periods of time without knowing what is going on in other areas of campus.
2. How non-transparent a lot of administrators are. Sometimes decisions are made with little information communicated as to why or what criteria was used to make the decision.
3. It is concerning that some employees at a higher supervisor level have demonstrated unethical behavior multiple times that favor the employees in their department. This institution is not good at communicating clearly to the appropriate individuals. This institution seems more focused on accommodating our employees that want to work from home rather than the needs of the students. When all employees were on campus needs were met in a timely manner. Now everyone wants to work from home and needs are not met for students or employees.
4. It would be nice if you asked some “team member” wage and promotion related questions. I would like to see colleagues promoted when deserved. I’m proud of our institution when it happens organically (and it does), and frustrated by our institution when it doesn’t - Because when the skills are obvious, the lack of recognition is obvious too.
5. Lack of support with HR in handing disciplinary or corrective action with staff. The processes in place are not successful in supporting supervisors and holding staff accountable in their job performance.
6. Leadership decisions without asking for input or perspectives, obstacles to innovation, lack of trust from supervisors, DEI work seems to be for meeting the requirements but not to do the actual work of improvement.
7. Something that I have noticed is that not all things are transparent. There seems to be a shroud of mystery surrounding important things. There are some employees at this institution that if they don’t know the answer instead of saying “I don’t know, but I would love to ask and find out” they give a long-winded speech without ever answering.
8. Sometimes communication does not occur within our program about changes that are last minute.
9. The communication between departments.

10. There is a clear power dynamic within the college and at times an apparent separation between faculty and staff. There are perceptions that some leaders within the campus cannot be spoken to honestly or told no because they hold too much power to take from your department or resources if you upset them. This is concerning even if it is a perception, because it shuts down the ability for new ideas, questions for improvement, and can even permanently stop projects and advancement in parts of the college. The power dynamic created within the college is not one of leadership at times, but some in leadership are leading through fear and control of resources.
11. Trust and communication between administration and faculty as well as identifying where and how decisions are made is always going to need to be an ongoing area of focus. While we speak a commitment to equity and diversity, our hiring/faculty staff makeup lags significantly.
12. We have severe issues with some of our administrators.
13. When there is a problem with a person in a department or leadership it is very hard to have changes because of how this college is structured. People with concerns are not helping themselves by speaking up against people with power over them and are not given a very clear path to give feedback. The evaluations given out are not seen as anonymous and therefore do not garner the right responses.

### **Favorable Student Focus Responses**

1. Faculty and staff truly care about students and want to help.
2. I appreciate the Student Success dept, each one of them demonstrate commitment to the individual success of our students. They are great to work with as colleagues.
3. I believe that this campus is warm and welcoming to students, faculty and staff.
4. I do believe that LCC has its students at the top of the priority at all times. I know that LCC believes in its students and wants them to succeed. I see this.
5. I think LCC does a great job serving students. I love that the school is student centered. I think we need more people on campus regularly, getting back to pre-covid hours asking staff to and faculty to be here 75% of their required hours.
6. I think our campus is adapting and evolving to the needs of students, especially in the field of Education. I think we are excelling at our degree creation and developing degrees that will have a direct impact on our community.
7. In my experience, Lower Columbia College is a remarkable place to work. It is the most "pro-student" college I have ever been involved with.
8. LCC cares about students and we use innovation and hard work to serve our community.
9. Love being here for our students.
10. Most depts are strongly geared towards supporting student needs and put them first.
11. Most faculty make strong connections with students to help foster learning.
12. Staff are dedicated to supporting students.
13. Student centered, mission driven, everyone is trying to get students to the next level.
14. Student focused everywhere you go on campus.
15. The administration cares deeply and works to meet students' needs.
16. The institution is a beautiful place to work at and for students to be involved in learning.

17. The institution is very invested in student success and the mission of the college. Most LCC employees put student success at the top of their priorities.
18. The staff in my department are very interested in supporting students and making education available to them.
19. There is a tremendous focus on student success and innovative practices across campus.

### **Unfavorable Student Focus Responses**

1. The siloed information on our campus is problematic and causes strife and more work.
2. The registration process for CCP and college-level students is far too complicated for students. Our campus would benefit from returning to group advising days to capture more students. The system used now is a university model, and we lose many students due to its multiple steps and difficulty. We have lost the LCC customer service motto :(
3. I don't have enough information on this subject to make an educated comment. I do feel that the institution and its employees try very hard to create an inclusive environment and help all students meet their educational goals.
4. Overall, this is a collaborative place to work--and when shared, employees' opinions matter. I think that as an institution, we're aware of where we need improvement in DEI and are actively pivoting to improve. However, we need to find some ways to fix some equity gaps for students. Overall, incoming right from high school students are less prepared than in previous years. Also, there is also a resource gap for students that were previous middle-class that recent economic changes have made this huge disparity in resources. We have way more students with housing and food needs, let alone paying for school and books.

### **Favorable Supervisory Relationship Responses**

1. I love that most of the people who work at our institution prioritize students and their needs.
2. My dean understands my role in the classroom and supports me through good and bad quarters.
3. I am thrilled with the state-mandated DEI pieces of training. It's been far too long since people have ignored this issue.
4. I feel supported in being creative in my work.
5. I find that my ideas are taken very seriously and used quite frequently within my department.
6. My Dean is an excellent person to ask questions and opinions. We work together well.
7. My supervisor and my division is clearly focused on uplifting student voices, specifically with regard to DEI work. I truly appreciate the collaboration and cooperation within my division and my direct peers as we work to make campus a positive experience for students from all backgrounds.
8. Supervisor support, dynamics and team collaboration within my department.
9. The department I work in encourages new ideas as long as it meets the needs of the institution and our students.
10. What I find most favorable is the working environment in my department. There is a lot of room for independent and group growth, as well as a collective of diverse team members with a lot of ideas and experiences that feed one another to better serve the student population and do our jobs. Our

supervisor is always encouraging personal and professional development ensuring we have access to resources and information available to us through LCC.

### **Unfavorable Supervisory Relationship Responses**

1. Communication could be better all around, but especially between supervisor and direct team members. Also find the area meetings to be confusing as I never know what information or meetings apply to me.
2. Deans and supervisors have become less supportive of faculty. There is a fear of retribution and retaliation if you speak of concerns to multiple deans. Deans have become less willing to support faculty when dealing with difficulty students.
3. I feel like I am just a warm body my experience is not valued.
4. My current work environment is not healthy. We are unable to share concerns with and make changes without strong resistance. We are afraid to speak up because we will be labeled as being problems. Just yesterday we found an issue with a waiting period for students to begin classes. Once we recognize this problem we want to move toward a solution. We are often met with resistance, defense, and NO we can't when a problem arises. Instead of a philosophy of always improving, we tend to rely on what we have always done and putting more policies or procedures in place. We need an entire culture change of being able to identify problems, fix them, and put change in process instead of just talking about it.
5. My supervisor creates a mostly hostile work environment with lies and manipulation which adds unnecessary stress to my life.
6. The mentor I was assigned to, was not able to fulfill the requirements of my orientation. It felt unorganized when it came to my assignment as an adjunct faculty member as they were unsure where I was going to be assigned in the beginning.
7. The things I have struggled with the most have been lack of written procedures for much of the work I do. There was no cross training so much of it, we had to figure out along the way. Additionally, there have been changes made at a higher level where the change (and often, addition) of work falls to staff that are already overwhelmed with tasks and responsibilities. There is sometimes a lack of understanding that having an assistant to make more time for Administration, doesn't mean the assistant has unending amounts of time. Many are in need of their own assistants just to keep up with everything...much of which is on strict timelines.

### **Favorable Teamwork Responses**

1. How people work hard to cooperate.
2. I have been here [1-3] year[s] and from day one I was welcomed with open arms and accepted into the fold. I have had the honor of being guided by many staff and faculty who have been here for many years and have a solid understanding of our institution as well as its functions. As was told to me when I first came here, the beauty of working in academia is, everyone is hard-wired to learn or teach, it's a wonderful place to be the "new person".

3. In the last year I have witnessed not only my team but other teams across campus grow and begin to truly thrive. It is exciting to watch innovation, collaboration, and a sense of belonging foster across our campus.
4. LCC is welcoming and employees work collaboratively with one another.
5. Like the people I work with.
6. My team acknowledges my work and is always happy to see me.
7. My team is very accepting of ideas and strives to provide an exceptional experience for students, faculty, and staff.
8. The people I work with are welcoming, but can be very clickish and not welcoming to new people. It is hard to integrate in a friendly way that is not related just to the job. As I've seen them do with other's and that other's people jobs get lax and my job gets to pick up their load even though it gets pointed out. All in all, it is a good place to work and a rewarding place if you focus on what you are doing.
9. The support and collaboration I have with my colleagues, staff and administration.
10. The teamwork within my department is strong. I feel supported by my coworkers and supervisor.

### **Unfavorable Teamwork Responses**

1. I have noticed that there are individuals in the department that may unintentionally develop biases and favoritism for groups or individuals that affect the work dynamics. This impacts the team's performance and morale. A sense of team cohesion would contribute to better outcomes.
2. Transparency and collaboration at the executive level.
3. When I began working here at LCC, I felt I was part of a team in the Institution. I loved my job and my team people. After two years into my job, another staff member joined our team. Work was difficult to work with this team member. The staff member made others feel the same towards me. I felt I was not heard from my supervisor, staff and HR. It was not until this year after a complaint was made of a situation about this staff member, that I was able to feel like a human being in my job. The atmosphere in our work area is great now with the staff team. I'm sharing this survey in the means of others who may have situations like mine. I still have a hard time getting over it knowing the staff member is still working near us. I am kind to this person, but it is hard to have a smile knowing of the past. Thank you for listening.
4. When working with a lot of people it is hard not to become clickish. into groups. That sometimes excludes others without meaning too. Also they get so used to doing things one way they don't realize how stuck in the past they are and need to update there way of thinking in the classroom.

### **Favorable "Other" Responses**

#### **Community**

1. Community where growth is celebrated and everyone has opportunity.
2. Community within departments.
3. Community, good intentions, and innovation.
4. I appreciate that you ask questions about the work community and whether or not people feel involved and included.

5. I favor the family like feeling of belonging that I get from working here. It makes me feel as though I am able to make a distinct difference in this institution.
6. I love how family oriented my institution is. I never have to feel guilty if I have to put my children before work.
7. LCC is a very welcoming institution and everyone is ready to help others.
8. The sense of community.
9. The spirit of trust, cooperation, and community within my immediate work team, and the institution focusing on better meeting the needs of students from various racial/ethnic backgrounds.
10. There is a great sense of unity and family that is found here. I have yet to meet or work with anyone who acts differently than that. from the faculty to the students to the athletics, all have been wonderful and inclusive!
11. This has been the best place to work for me. The students, other staff, and faculty have been really nice here. This place makes me happy when I show up to work.
12. We treat each other as family.

### **Diversity, Equity, and Inclusion**

1. Cultural diversity is highly promoted here. I feel included however, would appreciate opportunities to get to know staff in my department.
2. Every area is favorable. The only important thing is to train people (employees and students) to strengthen aspects of harassment and non-discrimination. The training must be in a creative way to achieve acceptability.
3. Faculty and administrators seem genuinely committed to promoting equity and inclusion and increasing diversity on campus.
4. I appreciate LCC commitment to meet ethnic/racial diversity in staffing that reflects our local community. There has been A LOT of change to hiring staff with different backgrounds. I hope LCC continues to provide support for these new staff as well as continued trainings for all employees as we continue to learn from each other.
5. I do appreciate the administration identifying that there is a gap in racial equity here at this institution. And are wanting to make changes within our systems and approach to make different racially and culturally people more welcome and see themselves getting an education at Lower Columbia.
6. I like that our program is all inclusive and all are welcome to join and be part of this institute.
7. I like that we try to reduce equity gaps.
8. I love that this institution is inclusive.
9. I see our institution moving in a positive direction in areas of inclusivity and diversity.
10. I think that LCC is trying really hard to identify equity gaps and find ways to address them.
11. I think that we have made DEI a priority and are taking steps to retain and support minority staff and students. I do feel like we do a better job than perhaps the community around us, but also some of the lack of resources and diversity off campus hinder us from recruiting and retaining students and staff long term.
12. LCC is an amazing place to work. I have always felt supported and heard. I feel they do a great job in providing for student needs and striving for equity across our campus.

13. LCC is getting better at using data to identify & examine equity gaps. It would be nice to see more action plans and concrete steps taken to reduce the gaps after seeing the data.
14. LCC is working to grow its work around a number of critical areas included in this survey, including DEI work. There is still A LOT of work to do to get us to better serve students.
15. Our campus is continuously working on all areas of DEI.
16. Our institution tries to do the right thing. They have good goals for equity and inclusion and people who want to make change.
17. People are helpful and are willing to work towards a more inclusive campus. There is support for the work.
18. This is a small institution that offers a variety of avenues to gain educational enhancement such as free tuition for city residents and tuition assistance to non-residents. It offers collegiate and technical instruction as well as Head Start services. It is a very inclusive institution even though the faculty and staff are mostly white.
19. This is a very accepting and non-judgmental institution.
20. We have done a lot of work with our hiring practices, measuring, and achieving our DEI in hiring goals.

### Uncategorized

1. It has been a pleasure to work at LCC part time.
2. It's a flexible job that allows me to be creative.
3. LCC is a wonderful place to work.

### Unfavorable "Other" Responses

#### Budget

1. Budgets are almost kept secret, as well as scandals involving staff that should be open.
2. There is inadequate funding to provide more readily available resources to the athletic support staff.
3. Decision-making, particularly around the budget, is not transparent, and some people in positions of power abuse those roles by making favorable decisions or subverting others from getting work completed by delaying or not responding to department needs.

#### Compensation

1. I don't always get fairly compensated for my work. Faculty get "moonlights" for doing extra work outside of their contract/job description, but staff is still left barely making ends meet.
2. We continue to have a disconnect between divisions, especially the administrative part of the college. We on-board folks without training or support resources, but expect that staff will follow all expectations or laws. There are inequities between divisions in terms of compensation of employees in the same classifications. It often feels that the admin division gets preferential treatment when it comes to compensation of their team and "exceptions" when it comes to practices or policies on campus. We continue to advocate for change, but it has yet to come. This results in folks feeling not valued and frustrated. People are leaving our institution because they are feeling under-valued and being treated inequitably. The difficult part for many is that it's not unknown across the campus. We



see the different ways folks and departments are treated depending on who they work for or what department they work in. Accountability for the culture created within our divisions should fall on the leadership to help shift this change.

### **Diversity, Equity, and Inclusion**

1. All or most of our leadership positions are filled with white individuals. Our search for president had all white male finalists. Leadership says the right things, but change is slow to occur. One major hurdle we have is location. We cannot change this, but it is a simple fact that if our institution is located in a place where ethnic minorities do not feel welcome, we will not have high retention rates for diverse employees even if our campus climate is great.
2. All voices are not heard or treated equally. There is no balance and no attempt to find balance. Conservative viewpoints are dismissed or those expressing conservative viewpoints are silenced for fear of retaliation or ostracization. The pendulum has swung way too far to one side which is a major problem.
3. As someone who is represented from a non-traditional religious background, I wish the campus diversity training included this as well, especially since freedom of religion is a constitutional protected class as well. I do not feel comfortable sharing my religious identity as I fear of being judged from people's stereotypes, which are NOT true. But when the campus creates social events around holidays that not everyone participates in it excludes people unintentionally. I wish we could focus campus celebrations around our educational mission and the great things we do for the community rather than specific days that not everyone participates in. I actually organize personal leave days so I don't have to be present so I don't have to answer questions on why I don't participate as people look at you like you have been dropped off from another planet.
4. Actual dialogue and action around DEI is not occurring, although hiring new DEI positions is promising.
5. DEI is being challenged in the court system. We need to consider the diversity of our service district. If we are at this level, then going to an extreme to increase diversity means we are no longer serving those within our service district. This is a fine, balancing act. I realize the need to increase diversity while we serve our district's population, but if we begin to ignore our population over increasing diversity, then we are no longer following the college's principle responsibility which is serving the people living within the service district.
6. Despite the commitment mentioned above, there is still a severe lack of representation among faculty and leadership from diverse communities.
7. Every area is important, but some students say teachers don't want to teach them correctly due to their different races. It doesn't matter if they were born in the USA.
8. I believe that the hiring process can be overly complicated and prevent diverse candidates from being hired.
9. I could not answer some of the questions about racial diversity improving this institution. I am accepting of all races, creeds, and ethnicities, but I don't believe that racial diversity automatically improves any institution; however I do believe that any institution that actively bars any race would be by its very nature inferior. We are all one people, and it is our unity that makes us strong. Our unity of

purpose, of belonging and of working together makes us stronger than the races we are or where we emanated from.

10. I do not see enough diversity amongst the faculty and staff.
11. I know we are working toward more diverse hiring practices. I have seen improvement, but I would like to see even more diversity in the employee population, particularly in the most student-facing roles. Faculty, in particular, would benefit from more diversity so that students see themselves represented in this important role.
12. I think we have a poor definition of what diversity means. I think many people across campus think a “diverse person” is someone who is non-white. I find this very shallow. It also contributes to the idea that people who look the same hold the same values. I think we can do better at promoting diversity of ideas.
13. I think we miss a large portion of our community in the economically disadvantaged. I think a longterm institutional commitment to engage and support youth in our community from middle school up would help use make a difference for the population that needs and can benefit the most from education.
14. More diversity among staff and faculty needs to be a definite goal.
15. Not much racial/ethnic diversity amongst faculty.
16. Our department lacks ethnic/racial diversity.
17. Our executive leadership team consists of predominantly white/Caucasian administrators, typically from financially well-off backgrounds which makes it difficult to relate for many staff, faculty, and students of color. DEI work starts at the top, and we desperately need more staff, faculty, and administrators of color on our campus. Campus-wide leadership appears to be primarily middle-aged white males, and it doesn’t feel like we’re truly equity-focused. Certain divisions appear to have favoritism, especially among the levels and pay of supervisors/directors, while others contain more directors but they don’t have the same Administrative classifications and therefore likely receive lower pay. While it does seem everyone genuinely cares about our students and their experience, we’re not demonstrating our work toward diversity, equity, and inclusion very well and there is so much work to be done.
18. Sometimes initiatives to improve equity seem to be more aesthetic than actual substance. I would like to see more specific conversations, rather than abstract theoretical approaches that attempt to “humanize” or bridge the gap between people of different backgrounds, as this is wonderful, but also can be very frustrating or draining for those who desire active and involved improvement. I believe we can learn to be a better support voice for diverse experiences, lifting their voices, rather than trying to talk for them or make aesthetic changes that do not lead to any substantial change. We are a higher institution with a lot of knowledge, but we need to be a supportive and empowering voice for others to speak, not just the educated or those who use the correct terminology.
19. Sometimes the words we say do not follow the actions. We are to accept or meet people where they are at, but that feels like a false idea. Colleges are liberal and you must follow that lead to feel accepted. or remain quiet. That is NOT inclusive. It is not inclusive for staff or students. There are also climates where certain people seem to be treated better or “get away” with things that others do not. That can create a uncomfortable work environment.

20. The campus is too worried about fitting in and hurting people's feelings to the point that it is detrimental. People are not capable of having open, and direct conversations. Sometimes, conflict is needed. People on this campus strongly believe diversity is just a slogan and it will come to hurt them. They shield behind a keyboard to say they hate policies that make it more equitable for folks to work or to attend our institution, but they will not say things openly because they know it is wrong. That terrifies me.
21. The campus is working on increasing its diversity and I think it will just take time.
22. The least favorable item is that there is very little diversity in this campus. Which I think has an effect on students of color and cultural different. How can the campus change the culture and appearance here to start bringing in more students willing to be the groundwork for future students to want to enroll in Lower Columbia courses.
23. The way that DEI is being address seems more like checking off an item on a to-do list, rather than progress being made due to administration truly caring about how employees feel. I think a large focus of DEI efforts has been racial, and other individuals are being left behind. Equity is about more than just a person's race. As a person who comes from a low socio-economic background, I don't feel included in DEI efforts and am sometimes made to feel unworthy of my job title. As a young professional, I often feel discriminated against based on age.
24. This institution needs more diversity and more training for employees to be more inclusive.
25. We could have more representation of ethnically and racially diverse populations in faculty and administration.
26. We need more diversity in our faculty.
27. We only recently hired a Diversity, Equity, and Inclusion director, and are building a team from scratch. I think this is really late to the game. The DEI director is housed in the Administration building, does not attend the Student Success meetings, and is disconnected. Although they are an administrator, I do believe that they should be a critical part of on the ground work, connected with students.
28. You shouldn't just hire people based on their skin color, gender, ethnicity or sexual orientation but rather on their qualifications to do the job. We had EOE before and it didn't work. You should want to hire the best of the best and not just to fill a quota for those groups you're lacking. Quit promoting people just because they're yes people, you're doing the institution a great disservice. Quit hiring work study employees to do the job of the FT employees who choose to "work" from home. Anyone who sits behind the desk in the registration office should be a FT, fully trained person who can assist the students at that time. Not tell them to jump on zoom to speak to someone who's working from home. By doing that you're not meeting the needs of the students.

### Uncategorized

1. At times it feels like we are forgetting the basics... kindness, humility and respect.
2. I feel fine and can't think of anything least favorable.
3. I have experienced hidden agendas that make me reconsider ideas that are placed before me.
4. I teach remotely. I've never met anyone at LCC. I'm fine with it.
5. Least favorable areas come from outside the college and tend be forced on us.
6. Nothing great program

## Workload

1. Although I agree that the college is organized appropriately overall, there is a culture of expecting more work of those who are capable. Additional duties and/projects will often be added without additional help or compensation that reflects the weight of the added workload. It sometimes feels as though capable employees are rewarded with more work and higher expectations while lower performers are allowed to continue with limited contributions.
2. Having to do more without additional resources is challenging.
3. The lack of getting and keeping staff is frustrating. It makes the days longer and harder when there are no subs and we have to work even when we should be at home. I have had to work while sick. I have had to work while in pain from an injury. We need more staff to work effectively.

## Part 2: Racial Diversity Subscale

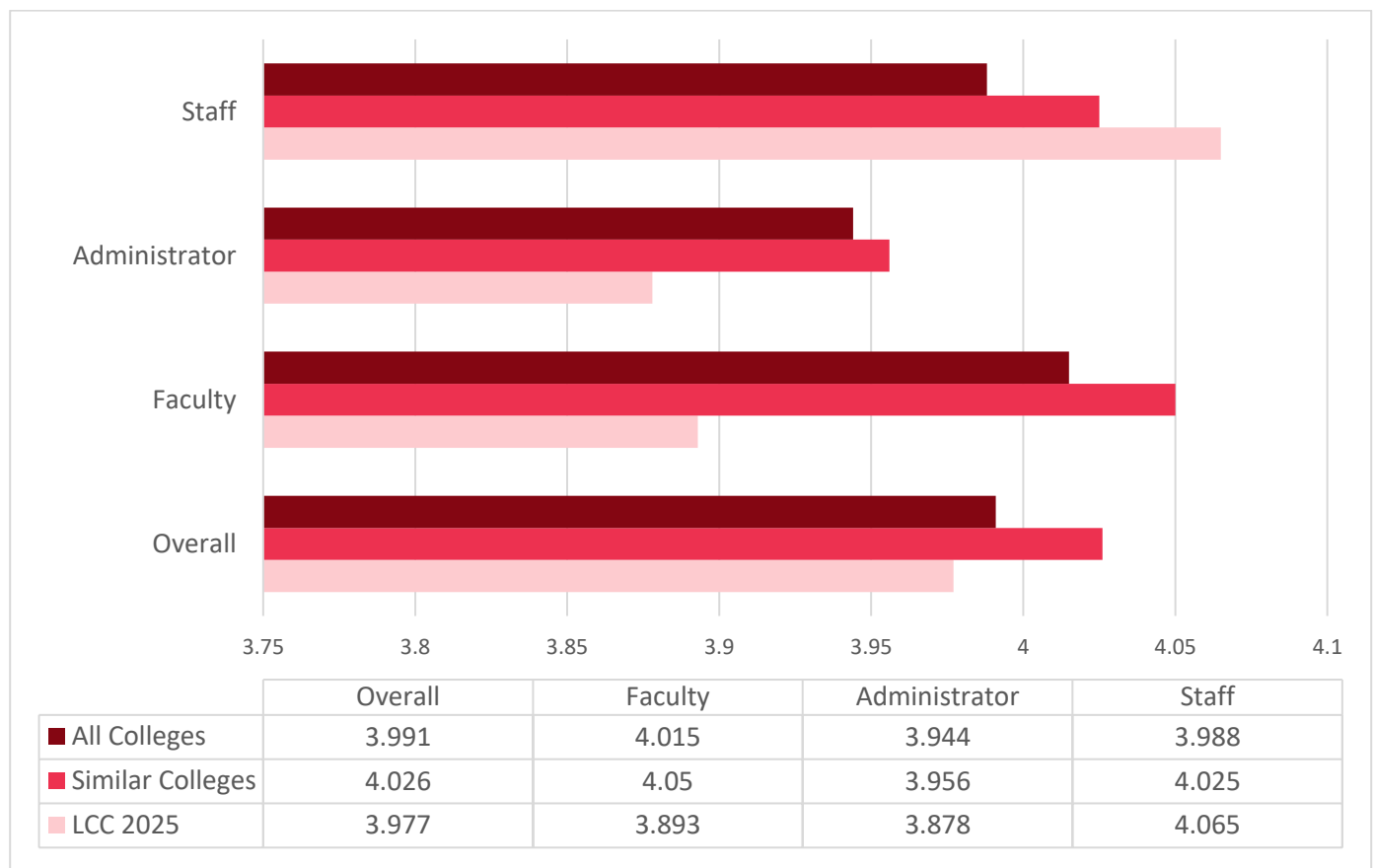
Like the base survey questions, the PACE Racial Subscale results are organized by benchmark climate factors: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. External comparisons are provided for similar (mixed transfer) institutions and all colleges that participated in the survey.

Like the base survey questions, the racial diversity subscale questions are based on a Likert scale of strongly disagree (1) to strongly agree (5).

### Racial Diversity Subscale Mean Scores by Employee Category

Most of LCC's scores are slightly lower than comparison institutions, although none of the differences are statistically significant. The exception is LCC's staff score, which is higher than the comparison groups.

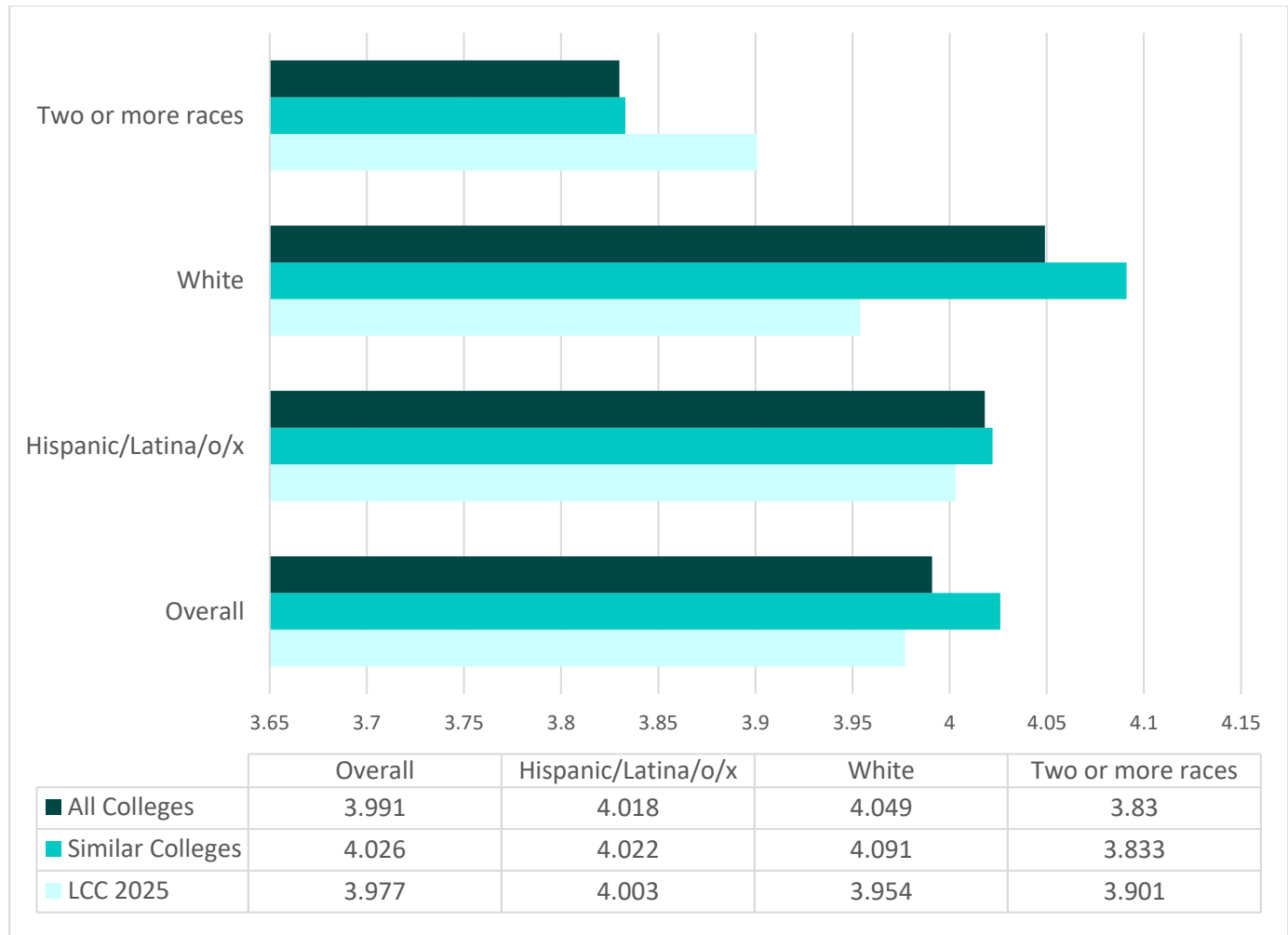
**Figure 6: Overall Racial Diversity Subscale Mean Scores by Employee Category**



## Racial Diversity Subscale Mean Scores by Race-Ethnicity

When broken out by race/ethnicity, none of LCC's scores are statistically significantly different from the other groups except for white employees at LCC compared to white employees at the comparison colleges.

**Figure 7: Overall Racial Diversity Subscale Mean Scores by Race-Ethnicity**



## Individual Racial Diversity Subscale Questions by Benchmark Category

**Table 8: Racial Diversity Subscale Mean Scores for Institutional Structure**

	LCC 2025	LCC 2023	Similar Colleges	All Colleges
My institution has a strong commitment to promoting a healthy racial/ethnic campus climate	4.117	3.911	4.026	4.002
My institution values racial/ethnic diversity	4.196	4.060	4.122	4.098
My institution is accepting of people of different racial/ethnic backgrounds	4.228	4.136	4.206	4.181
Employees of different racial/ethnic backgrounds communicate well with one another	4.099	3.871	4.020	3.992
People of different racial/ethnic backgrounds are well represented among faculty*	3.245	2.881	3.608	3.543
People of different racial/ethnic backgrounds are well-represented among institutional leadership (e.g., President, Vice-President, Deans)*	2.776	2.595	3.562	3.492
My institution is a racially and ethnically inclusive environment	3.857	3.641	3.923	3.874
People of different racial/ethnic backgrounds are well-represented among staff (non-instructional, non-administrator)*	3.484	3.174	3.741	3.635

\*Questions that are statistically significantly *lower* than at least one external comparison group

**Table 9: Racial Diversity Subscale Mean Scores for Supervisory Relationships**

	LCC 2025	LCC 2023	Similar Colleges	All Colleges
My supervisor maintains an environment that is supportive of people from different races/ethnicities*	4.463	4.407	4.331	4.302
My supervisor treats all employees equally based on racial/ethnic background	4.433	4.434	4.341	4.309
My supervisor is open to the views of people from racially and ethnically diverse backgrounds	4.447	4.414	4.356	4.332
My supervisor provides feedback and evaluates employees fairly, regardless of race/ethnicity	4.382	4.416	4.281	4.241
My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	4.404	4.445	4.345	4.318

\*Questions that are statistically significantly *lower* than at least one external comparison group

**Table 10: Racial Diversity Subscale Mean Scores for Teamwork**

	LCC 2025	LCC 2023	Similar Colleges	All Colleges
Racial/ethnic diversity increases the level of trust among my immediate team members	4.020	3.939	3.964	3.936
Racial/ethnic diversity enhances my work team's performance*	4.134	4.000	4.001	3.975
The racial/ethnic diversity of my work team members contributes to the ability to meet student needs	4.176	4.127	4.071	4.042

\*Questions that are statistically significantly *lower* than at least one external comparison group

**Table 11: Racial Diversity Subscale Mean Scores for Student Focus**

	LCC 2025	LCC 2023	Similar Colleges	All Colleges
Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	3.734	3.685	3.828	3.795
My institution incorporates the perspectives of students from diverse racial/ethnic backgrounds when making institutional policies	3.750	3.550	3.782	3.764
My institution advances the educational persistence of students from diverse racial/ethnic backgrounds	3.953	3.691	3.968	3.929
Students from diverse racial/ethnic backgrounds seem satisfied with their educational experience at my institution	3.788	3.669	3.871	3.823

\*Questions that are statistically significantly *lower* than at least one external comparison group



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

The Racial Diversity Subscale included two open-ended questions.

### **Leadership Priority Responses**

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 and the relational dynamic between leadership and other employees. While this is not an issue in my direct department, it is a visible issue in other departments.
2. Actions need to be taken regarding DEI. There has been discussion about what is needed from the DEI committee, there needs to be action taken towards those goals.
3. Allowing for adaptability to the changes expected.
4. As a location that is relatively lacking in diversity, I think it is important to build an equitable environment where diversity and inclusion can thrive to promote new demographics as the population of the area shifts.
5. Beyond what I have already mentioned, I think this institution does a pretty good job.
6. Communicating the role DEI plays in improving quality of life and quality of education on the campus.
7. Continue efforts to recruit diverse applicants for positions across campus.
8. Continue the trainings and work to promote diversity, equity and inclusion in our work and instruction as we have been. So long as the data shows improvement from year to year, we are on the right track.
9. Continue to invest financially in DEI work. We still need more diverse perspectives at the table for our executive leadership. ELT should include our executive director for DEI (and they should be elevated to a VP).
10. Continue to support the work by funding projects and events.
11. Continue to train and make the LCC community aware.
12. Continuing a sense of unity.
13. Continuing in the way they have been.
14. Developing an informed DEI team, that is connected campus wide with staff & faculty, and students alike. I hope it isn't lost on them how important it is to be seen by students and staff.
15. Discussing the role of traditional grading in systemic oppression.
16. Diversity of ideas and not just skin color.
17. Expanding disability access.
18. Expanding training for faculty and staff. Offer it in many different modalities.
19. First would be how to get more students of diverse backgrounds on campus and then be trained on how to have tough conversations with those students and others.
20. Focusing on other aspects of DEI, not just racial or ethnic.
21. Further educate the college community that DEI goes beyond race and gender; and also includes age, disability, ethnicity, etc.
22. Hire more staff with different racial backgrounds.

23. Hire people who are qualified rather than try and fill a quota. We didn't all grow up and live our whole lives in Longview, therefore we are diverse. Are you really serving the needs of the students by hiring someone because they fit into a quota that is lacking instead of someone with the knowledge to do the job?
24. Hiring faculty and staff (specifically those in leadership positions) of color--not just having a person of color in a DEI-specific role.
25. Hiring more diverse individuals.
26. Hiring more diverse individuals.
27. Hiring more people that look like the kids in the classroom we have.
28. Hiring people from more diverse backgrounds, particularly into areas of leadership.
29. I believe we are working towards promoting diversity, equity, and inclusion in opening conversations.
30. I feel like this institute is EXTREMELY focused on DEI. It is portrayed in everything we do.
31. I feel we have a great system now. We are able to include and expand with the experience of different cultures. People who bring different background/experiences helps us connect with more students and their families.
32. I have no opinion on this.
33. I think that, just like our in-service speaker discussed, we need to not only look at race when talking about DEI, we also need to talk about some of the economic barriers. We also need to build bridges in our community earlier so we don't only have older students. We need to get more younger students and trade program students.
34. I think the top priority will simply be getting situated and creating routine processes and procedures.
35. I would like to see the continuation of community activities.
36. I'm glad that we have made steps forward in this area. Please not anymore canvas trainings or checkboxes.
37. I've been finding the recent trainings on how to be an ally to be useful. I also think that peers helping peers helps me most - I take away most from the in service "conference" style sessions that focus on specific equity topics (more equitable syllabus language for example) that I can choose when I need that focus to be most effective. Our speaker that Matt brought in this year during in-service was also very effective, more outside, eloquent, and expert voices in this area are beneficial.
38. Identifying how to increase enrollment from our BIPOC population to be in line with community numbers AND how to help them succeed throughout the entirety of their program.
39. Include everyone not just the BIPOC population when promoting DEI.
40. Incorporating more flexible work schedules to help recruit and retain staff.
41. Increase international students.
42. Keep going on the route we are going.
43. Keep on as they are.

44. Leadership is working to promote diversity, equity, and inclusion, and recruit diversity. Although there's a long way to go, I also think more could be done to appreciate the diversity LCC currently has.
45. Leadership's top priority should be focusing on how we can support students of color as they navigate our institution. We have gaps in our equity that negatively impact them.
46. Lifting the voices and listening to the needs of diverse students. Determining how to produce these conversations in an organic, and human way.
47. Men, we always get forgotten in the whole picture. We have safe spaces posters up everywhere on campus, and men are nowhere to be listed on it. Men's mental health would be a good focus also.
48. My appreciation for our leadership is significant. They pay for training in diversity, equity and inclusion at the hiring level. We try to have an advocate that points out potential biases from the drafting of a job description through the interview and onboarding processes. The only thing I can think of would be additional advocates trained, but they are already on it.
49. No, it should be to serve all students. I believe you will increase division to do anything else. Don't we have enough division in our environment now?
50. Paying people for equity work they are actually participating in.
51. Reaching out more to the Hispanic population in the area.
52. Reaching out to and working with students. I think our new DEI Director is doing a fabulous job putting a work plan together.
53. Really focus on what inclusion is. ALL are welcome and mean it.
54. Retaining our BIPOC faculty and staff.
55. Returning to not seeing people as checkboxes to be ticked to get brownie points for being "diverse".
56. Spend too much time on it.
57. Stop with the Canvas trainings. Make trainings mandatory. Make people come for a day, or a few hours, and actually have consequences if people don't show. Start with ELT! If they don't complete the trainings, they can't possibly expect people below to do them. That is what good leadership looks like.
58. Supporting and providing resources for students from lower socio-economic backgrounds.
59. That diversity, equity, and inclusion is for all employees. Not just employees of color or transgender. Too many people focus on that and are allowed to talk down to employees that are not of color or have different beliefs. Our institution meets the diversity of the county and city that it is located in. Leadership should take a look around our community and stop comparing our institution to one that is located in Portland or Seattle. Our institution is more diverse than our community in general.
60. The diversity, equity, and inclusion is fine here.
61. The executive team should engage in their own understanding of DEI in order to lead the campus and set examples of the work through their actions. Develop more shared understanding of what we mean by DEI.
62. The leadership's priority is to continue working on the issue of harassment and non-discrimination raising awareness among all employees and students about diversity, equity, and inclusion through campaigns, guidelines, and policies within the framework of the law. The other thing is to review the mission, vision, and measurable objectives.
63. The new leadership[ is on the right track in having these tough conversations as a group. We need more training and resources.

64. There appears to be a lot of trainings for faculty and staff, but there are issues at a higher level and more trainings may need to take place there.
65. To continue the work. Our campus has grown in racial diversity in BOTH student and employees which is great! But I hope we continue support programs for the students and staff in underrepresented groups AND also continue trainings for all staff so we can continue to learn and grow from our expanded campus community.
66. To realize that diversity is more than just Hispanic and African American.
67. Top priority should always be students. Bridging gaps and facilitating further education, particularly in underserved populations, should be highest priority.
68. Training HR in understanding their racial biases and how they influence the hiring process. The current training and processes aren't effective.
69. Trainings and offering PDU opportunities.
70. We started strong working on the idea of DEI and understanding that equity challenges don't mean we are bad people. I think another round of work and training in this area will help expand commitment to DEI and positive progress in this area.
71. When our leadership talks about DEI, I get the sense that they are mostly talking about race. I don't hear a lot of meaningful discussion of neurodivergence, gender and sexuality, and other forms of diversity.

### **Institutional Barrier Responses**

What are the barriers to improving issues of diversity, equity, and inclusion at your institution?

1. A wild guess would be that not enough people of diverse racial backgrounds apply to teach at LCC. We are a predominantly white community.
2. Accessibility is something every department should be considering, but it often seems any and all that disability concerns are relegated to the (small) DAS department.
3. Administration truly caring about all individuals and not just caring about meeting specific state and federal requirements.
4. Availability of qualified workers, no matter their ethnicity.
5. Barriers include trying to use out of date teaching styles, not meeting the students where they are at, and finding ways to motivate students of today.
6. Being stuck to old systems because they are what we have been using.
7. Bringing in speakers that blame the white people. Make sure that trainings and speakers talk about all people without blame. Blame will never bring people together. DEI should be for everyone.
8. Communicating why it is important to improve DEI. It's become such a hot button topic that a lot of times people support or reject it based on personal feelings without understanding how it makes the college better.
9. Communication and information.
10. Expecting rapid change overnight.
11. Hate. People who don't give everyone a chance. They are missing out on some wonderful things.
12. I can completely tune out the Canvas training. Nobody pays attention to any of those.

13. I cannot identify any specific barriers, since our college continues to keep these areas on our radar and we continue to progress.
14. I don't think there are any.
15. I think it is mainly the diversity of the local population we serve.
16. I think the current national environment as a whole does not lend to people who come from different life experiences learning from each other. I think we have to have safe places for people to learn as they grow and also safe places for students and staff to share their experiences and be supported as they are part of the growth of this campus. If we create safe spaces to share art, food, music, then the learning will come. If we can get to know each other past the stereotypes and unconscious biases that's how we will progress both individually and as an campus. I would love to see more food/music/and art events highlighting all the different cultures we have represented on campus. Maybe regular lunchtime events that also have a small slide show with the country we are learning about. An intentional series of events could have long lasting positive impacts and open the door to even more impactful learning. But we have to start somewhere.
17. Ignorance that an issue exists?
18. It is difficult to be on the frontier of any sort of change. Given the current demographics of the location, being a pioneer in the area of diversity and inclusion may encounter hurdles unless equity is upheld for everyone.
19. Keeping student engaged within programs.
20. Lack of diversity in the faculty and difficulty recruiting diverse faculty reflecting the student body and the community at large. There is also a marked lack of diversity among college administrators and executive leadership. Although many faculty and staff are committed to DEI efforts, and are allies, they are not members of underrepresented groups that students may identify with.
21. Lack of education among those doing the work, fear of how that work will be judged by peers.
22. Lack of understanding and desire for improvement/change by many staff/faculty that have worked here for a long time and continue to have certain privileges over others. Based on our previous survey responses, many people don't even want to talk about DEI and don't want to open their minds. We need everyone on board to understand and promote the importance of diversity on our campus and provide a welcoming and inclusive environment for everyone. Progress is needed, which first means taking an introspective look and calling out our own biases, which some folks really don't want to do--specifically those with the greatest amount of privilege.
23. LCC's location makes it challenging to recruit more diverse candidates for open positions.
24. Mainly opening our eyes to it. 20 years ago our reports indicated that our student population mirrored local demographic which was mostly white (we have made progress on this). However, even if those numbers were accurate, the people we need to serve to best serve our community may not have that same demographic spread. We can make the biggest positive difference if we focus on disadvantaged community members.
25. Money, attitudes, and biases.
26. More unbiased oversight. The concept of search advocates in more aspects of the college including things like committees and upper level hiring processes.
27. Moving from goals to actions.
28. Not having a diverse population in our surrounding area.

29. Not sure yet. We are in the process of identifying those barriers
30. One of the large barriers is the lack of consistency in how various departments are treated by other divisions / departments. There are often road blocks which prevent our ability to move important work forward. Staff become frustrated with how some areas get support, while others are not provided support at all if they are not part of the "in group".
31. One of the major barriers is the larger community in which LCC resides. We are not the only employer having difficulties retaining minority staff. The hospital can't keep minority doctors. There have historically been lack of representation in other employers in the community. Now, we have limited housing and increased prices as we begin to lose housing to people commuting to the Vancouver/Portland areas.
32. Our institution is very siloed, so we often work on completely separate teams with different communication. Progress made in one area will not necessarily be replicated in other areas.
33. Our location. The climate of the town. Our students' views.
34. Our process of onboarding, enrolling and supporting students' needs to be re-evaluated to support all students.
35. Our rural community and local politics.
36. Proper training on diversity, equity, and inclusion would be a good place to start. Too many employees assume it means we need to hire someone of color or a diverse background and not the best candidate for the job.
37. Sadly, this campus, like our country, is politically divided, and many people who work here do not agree with the DEI initiative. I do not see an easy fix to this.
38. Small mindedness, or holding on to outdated ways of thinking.
39. So far, everything is fine.
40. Some employees are hesitant and not welcoming.
41. Some staff may be resistant to DEI trainings when they should be mandatory.
42. Some white people need to make a hard effort to accept people from different identities and it is necessary to check the restrictions of laws.
43. Superficial conversations about DEI rather than deeply diving into the issues.
44. The ability to break the cycle of racism, sexism, and homophobia that exists in this community.
45. The area we live in is fairly homogenous so we will need to search outside of southwest Washington to be more successful in increasing diversity.
46. The biggest barrier I see is the ability to attract a more diverse group of quality applicants for any and all positions. Though, all DEI efforts must occur simultaneously because if we can hire qualified, diverse applicants, students will see themselves in our population and feel more comfortable attending LCC. They will come to faculty/staff when they have problems. If students are comfortable communicating their troubles, we can help them find solutions and bridge gaps to continue through graduation. Having a more diverse employee population will also attract a diverse student population.
47. The community and culture aren't open to change and accepting what is different or new.
48. The current population of our area.
49. The focus on DEI is by far swinging too far in the other direction, making many feel marginalized for having differing, non-left wing political views, and driving away student from the community.
50. The grading system.

51. The population of the area. Not reaching students who are needing to work instead of go to school and have so many barriers to completion. Once the students get here we do our best but it is hard to reach this population.
52. There are a lot of voices that, while good intentioned, don't always advance our goals (for example, reassuring voices that say "you had good intentions" if the impact creates a microaggression). These voices speak often and drown out, for me, opportunities to grow. The more open discussion style that we've been using to explore these issues perpetuates this stagnation, for me. Time would be another one. I'd love to join a book club for example, where we could explore something tangible (a discussion grounded in specifics), but to do so, I'd have to figure out what to dump off of a very full plate. Trust and empowerment of our faculty (because that's the perspective I speak from) to manage our time and projects gives us freedom to focus on important areas like these. Also, we don't hire with this expertise in mind, so the expertise enters the institution at a trickle, although the strategy of hiring one person to fix DEI is just silly. Still, it's the expertise that I'm longing for here.
53. There are no barriers.
54. There are too many campus DEI "experts" who slow down or sabotage our DEI efforts when they don't fit their agenda.
55. There isn't precedent. Higher-ups are disconnected from the needs of the people in the trenches with students.
56. There needs to be a proven commitment to DEI work. So far, it has been all talk and no action.
57. Time and money.
58. To improve equity, there needs to be some research done to compare what the state, the city, the county and the private industry are paying for certain job descriptions. If the job is an essential need for the college, then shouldn't the pay reflect that statement?
59. We live in an area with lots of white individuals.
60. We need volunteer and peer groups to come in and show these groups.
61. We seem to be struggling to identify why BIPOC community members are not attending LCC. If we don't know why they aren't coming here, we can't figure out how to make changes to address it.
62. We think diversity is just skin color.

## Part 3: Custom Diversity, Equity, and Inclusion Questions

LCC’s Diversity Strategic Plan identified “Sense of Belonging” as an institutional Key Performance Indicator. Because the question is not included in the Racial Diversity subscale, it was added as a custom item (along with a few other diversity, equity, and inclusion questions). Because these items are custom, there are no comparisons to other institutions. LCC asked these questions for the first time in 2025.

Like the rest of the survey questions, the custom questions are based on a Likert scale of strongly disagree (1) to strongly agree (5).

**Table 12: Mean Scores for Custom Questions**

	LCC 2025
1. I experience a sense of belonging or community at this institution	4.12
2. I am satisfied with the professional development opportunities available to me on Diversity, Equity, and Inclusion topics	3.86
3. I believe we need to reduce equity gaps at LCC	3.91
4. I would like to receive additional resources (training, etc.) on how to help reduce equity gaps at LCC	3.55

**Table 13: Disaggregated Scores for Sense of Belonging Question**

*I experience a sense of belonging or community at this institution.*

Sense of Belonging	Average Mean Score – LCC 2025
Overall	4.12
Faculty	4.15
Administrator	4.05
Staff	4.23
Hispanic, Latino/a/x	4.42
White	4.10
Two or more races	4.10
Full-time	4.07
Part-time	4.31
Male	4.28
Female	4.15
Prefer to self-describe	*
29 years old or younger	4.27
30-39 years old	4.09
40-49 years old	3.98
50-59 years old	4.40
60 or older	*

\*not reportable