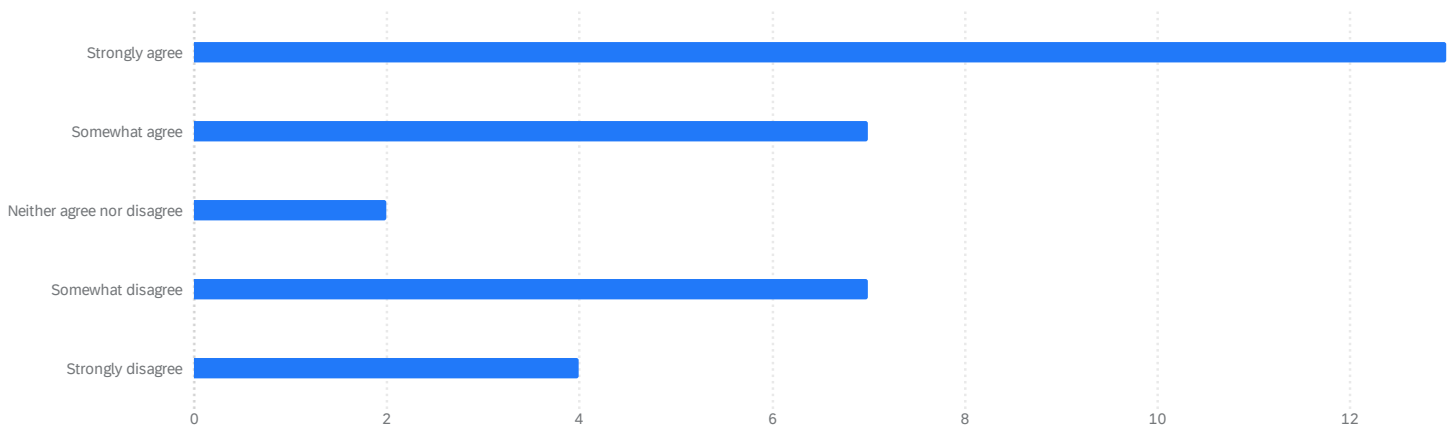


Please indicate the extent to which you agree with the following statement: "I am satisfied with the Keynote session with Phillip Waddles I attended on September 16, 2024." 33 ⓘ



Please indicate the extent to which you agree with the following statement: "I am satisfied with the Keynote session with Phillip Waddles I attended on September 16, 2024." 33 ⓘ

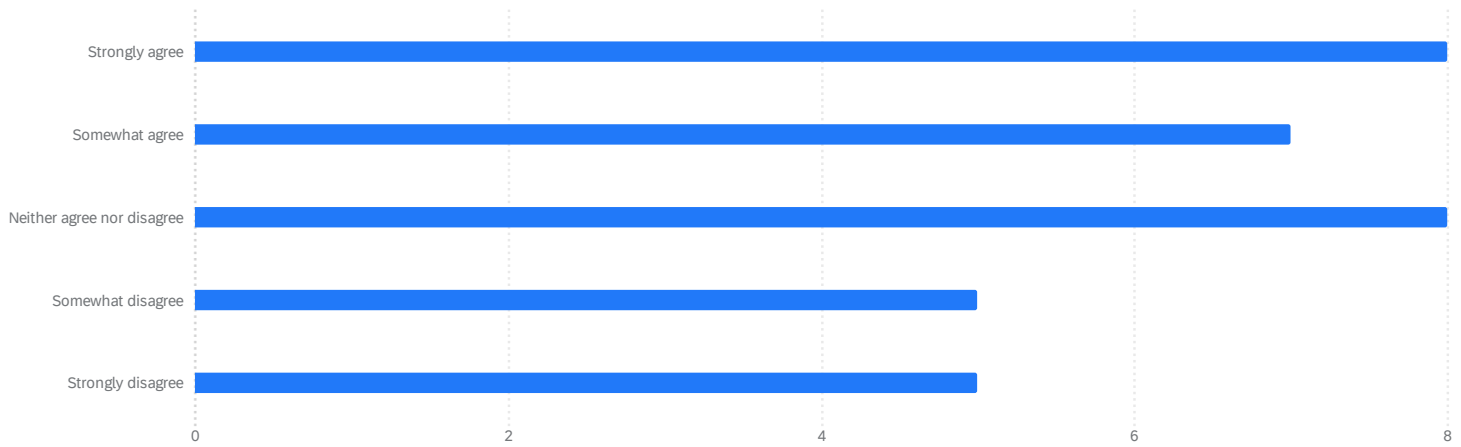
Q1 - Please indicate the extent to which you agree with the following statement: "I am satisfied with the Keynote session with Phillip Waddles I attended on September 16, 2024."

	Percentage	Count
Strongly agree	39%	13
Somewhat agree	21%	7
Neither agree nor disagree	6%	2
Somewhat disagree	21%	7
Strongly disagree	12%	4

Please indicate the extent to which you agree with the following statement: "I am satisfied with the Keynote session with Phillip Waddles I attended on September 16, 2024." 33 ⓘ

Please indicate the extent to which you agree with the following statement:...	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	13
Somewhat agree	2.00	2.00	2.00	7
Neither agree nor disagree	3.00	3.00	3.00	2
Somewhat disagree	4.00	4.00	4.00	7
Strongly disagree	5.00	5.00	5.00	4

Please indicate the extent to which you agree with the following statement: "I believe the learning objectives of the session were met." 33 ⓘ



Please indicate the extent to which you agree with the following statement: "I believe the learning objectives of the session were met." 33 ⓘ

Q2 - Please indicate the extent to which you agree with the following statement: "I believe the learning objectives of the session were met."

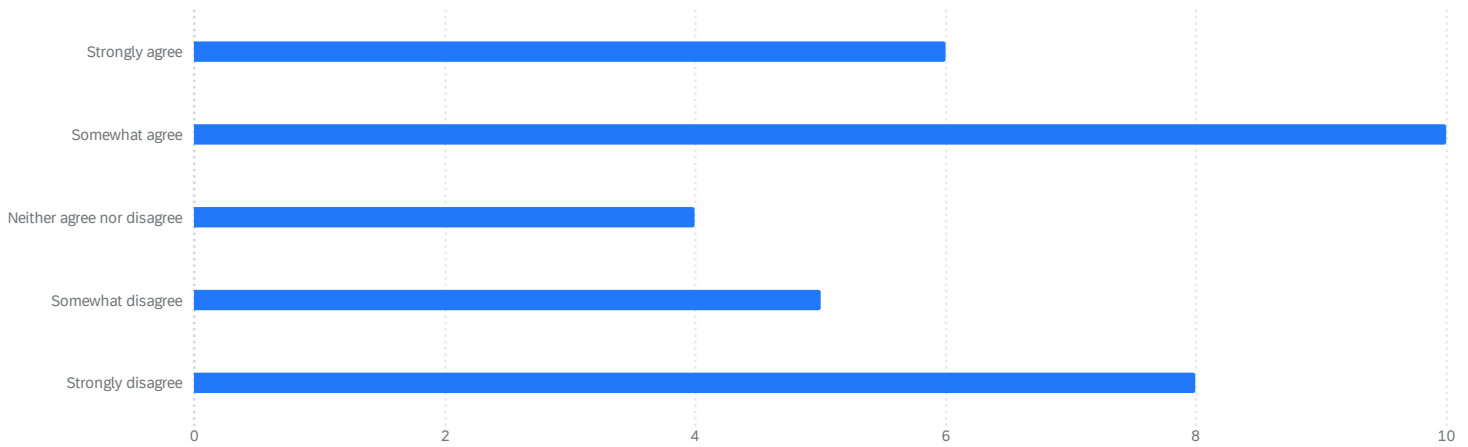
	Percentage	Count
Strongly agree	24%	8
Somewhat agree	21%	7
Neither agree nor disagree	24%	8
Somewhat disagree	15%	5
Strongly disagree	15%	5

Please indicate the extent to which you agree with the following statement: "I believe the learning objectives of the session were met." 33 ⓘ

Please indicate the extent to which you agree with the following statement:...

	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	8
Somewhat agree	2.00	2.00	2.00	7
Neither agree nor disagree	3.00	3.00	3.00	8
Somewhat disagree	4.00	4.00	4.00	5
Strongly disagree	5.00	5.00	5.00	5

Please indicate the extent to which you agree with the following statement: "I can apply what I learned in the session to my work." 33 ⓘ



Please indicate the extent to which you agree with the following statement: "I can apply what I learned in the session to my work." 33 ⓘ

Q3 - Please indicate the extent to which you agree with the following statement: "I can apply what I learned in the session to my work."

Percentage

Count

Agreement Level	Percentage	Count
Strongly agree	18%	6
Somewhat agree	30%	10
Neither agree nor disagree	12%	4
Somewhat disagree	15%	5
Strongly disagree	24%	8

Please indicate the extent to which you agree with the following statement: "I can apply what I learned in the session to my work." 33 ⓘ

Please indicate the extent to which you agree with the following statement:...

Average

Minimum

Maximum

Count

Agreement Level	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	6
Somewhat agree	2.00	2.00	2.00	10
Neither agree nor disagree	3.00	3.00	3.00	4
Somewhat disagree	4.00	4.00	4.00	5
Strongly disagree	5.00	5.00	5.00	8

Please write a few sentences about how the knowledge you gained from the session can be applied to your work. 33 ⓘ

Please write a few sentences about how the knowledge you gained from the se...

The session reminded me to consider many other lenses and what each individual student needs. Many times, it's simply support, encouragement, and direction to resources that can make the difference between student success and student struggle.

**Please write a few sentences about how the knowledge you gained from the se...**

I really liked the down-to-earth examples of the gaps in financial literacy were eye-opening. I also liked the suggestions on getting involved with students earlier in their academic career. The information about 529 plans were also interesting and spawned some ideas about possibly partnering in doing some outreach prior to high school. I also liked the comments about telling students what welders make so help out the trades programs.

---

The knowledge I gained from the session cannot be applied to my work because there was no knowledge gained. There were no learning objectives. Phillip Waddles did not seem at all qualified to speak about diversity or equity beyond telling us about his own personal experiences. Beyond that, we were just told that 'LCC isn't doing anything wrong' by someone with zero actual experience with our institution. I don't know what we were supposed to get out of this aside from a profound disappointment in our new president for hiring his buddy to talk at us with such a surprising lack of substance.

---

This was not an address. It is not clear there were learning or any other objectives. It was an apparently unplanned conversation that covered no insightful or relevant topics. My recollection of the session was that it mostly revolved around high school/college sports experiences. I am surprised to see that this was intended to be a DEI training. It was not definitely not that.

---

Always be open and willing to help. You might just be that person that they need at that moment.

---

While I found speaker engaging and interesting, I don't feel the session provided any specific, applicable strategies to help equity gaps.

---

Looking at situations which can cause students to struggle was helpful.

---

By sharing his background and experiences, I am able to approach students and understand their experiences and where they are at in their life right now is important to the ability for them to be a successful student. It is ok to ask if they need anything from me no matter what their ethnicity.

---

I'm not sure what the takeaway was... A lot of what he discussed is not applicable to community college. It was a good conversation, but I'm not sure there is anything actionable.

---

This session was a great reminder to constantly check my biases as an instructor and to approach every student with an open mind and high expectations.

---

Nothing was applicable. I was confused why he was a keynote speaker. I learned more about Matt though, that was nice. I appreciated the format. Sitting down and having a conversation instead of lecturing was nice. The speaker didn't really answer the questions though.

---

I'm not sure what the learning objectives were or what skills the keynote was brining to the campus. He had a compelling story and I appreciated the casual conversational style but did not take away any learning from that session.

---

Increase awareness of inclusion, identify barriers for students with disadvantages.

---

n

---

I appreciated Philip Waddell sharing his personal story and I thought that there were elements to his story that can be applicable in thinking about how we work with students. However, the structure of the conversation was not a training and did not work to deepen my understanding of how to address systemic equity gaps at LCC. Also, the focus of the speaker's expertise is about financial planning and they did not have the depth of knowledge to be able to address the questions that were asked. I do not think the speaker was prepared for the level of dialogue that was needed and that seemed to be a failure of LCC.

---

I liked the causal nature of the keynote speaker and Matt on the stage. It took awhile to get to the point though and the last 20 minutes were the most helpful for employees.

---

While listening to the presentation was somewhat interesting, I am not sure that I learned anything new that I can apply to my work.

---

I enjoyed the input. It was great to listen to him and see what I'm doing well in my classroom and what I can improve upon.

---

Not sure

**Please write a few sentences about how the knowledge you gained from the se...**

I am not sure I learned a lot, but I appreciated the relaxed approach.

---

I don't know what the learning objectives were for the session, so I cannot say that I met them. I learned some about the barriers that people of color face in college environments, so I can work to reduce those barriers.

---

The keynote speaker's perspective on family decision making in regards to higher ed was interesting. He stated something like all decisions are made from a financial standpoint. That may be a good angle to explore when connecting with prospective students and their families. Bridging the gap for first generation students who may not be choosing college because it is perceived as too expensive, or not a good return on investment. The speaker also talked about an emphasis on community partnerships with industry - to really get the word out about the typical wages earned in those fields as part of the recruitment process.

---

I don't know.

---

The connection staff can make with students can last a lifetime and can be lifechanging to many students.

---

It aligns with the DEI Strategic Plan and President Seimears vision.

---

na

---

The format was creative and thought-provoking. The speaker was well qualified, knowledgeable, engaging, and respected. I enjoyed the experience. I got a bit lost in the breadth of topics and only wished for a bit more depth, but I think the strengths of the presentation were more prominent than any suggestions I could make.

---

Looking at the student as a whole person. Seeking to understand what larger issues might be at play when a student does not come to class or turn in work.

---

Connection is a theme that resonates again and again. But honestly, if I received this survey last week, I'd have more to say...things fade.

---

Contact a more diverse population of potential students.

---

None.

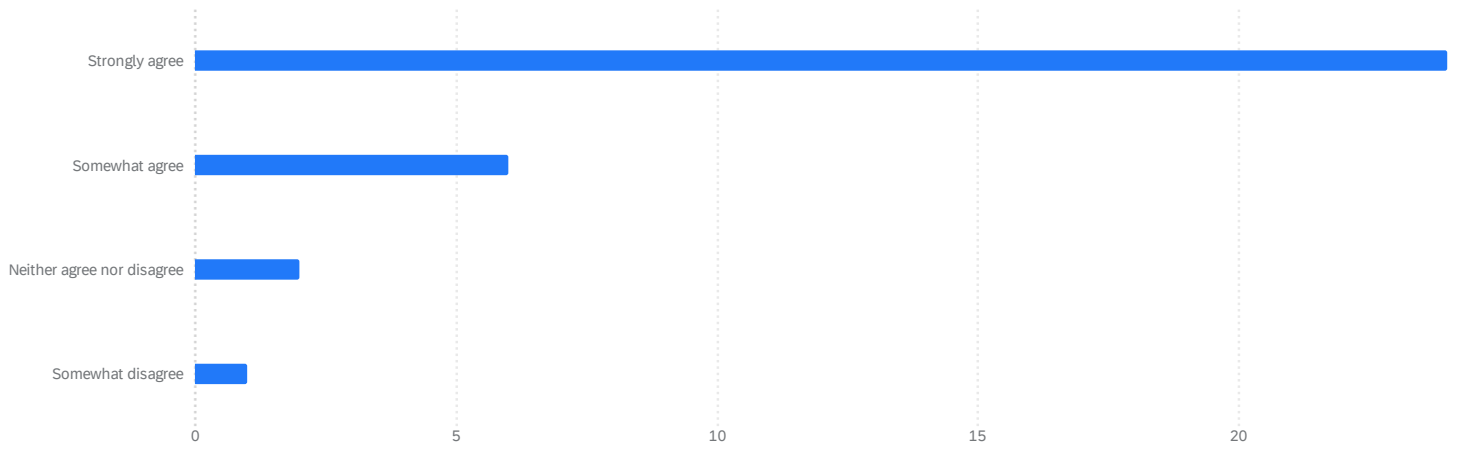
---

While hearing Mr. Waddles' lived experience was valuable, I felt that there were no clear takeaways or next steps following this session.

---

I was, frankly, disappointed by the keynote session. While I was intrigued by the concept of the interview-style keynote, I got the sense that both interviewer and interviewee were underprepared. Phillip Waddles has interesting experience in the business/finance world, but it was not clear to me what perspective he brought to DEI work specifically in the realm of higher education. Because the speaker's qualifications and outcomes were unclear, it gave a sense of "the President hired his Black friend to be the DEI keynote speaker."

I believe we need to reduce equity gaps at LCC. 33 ⓘ



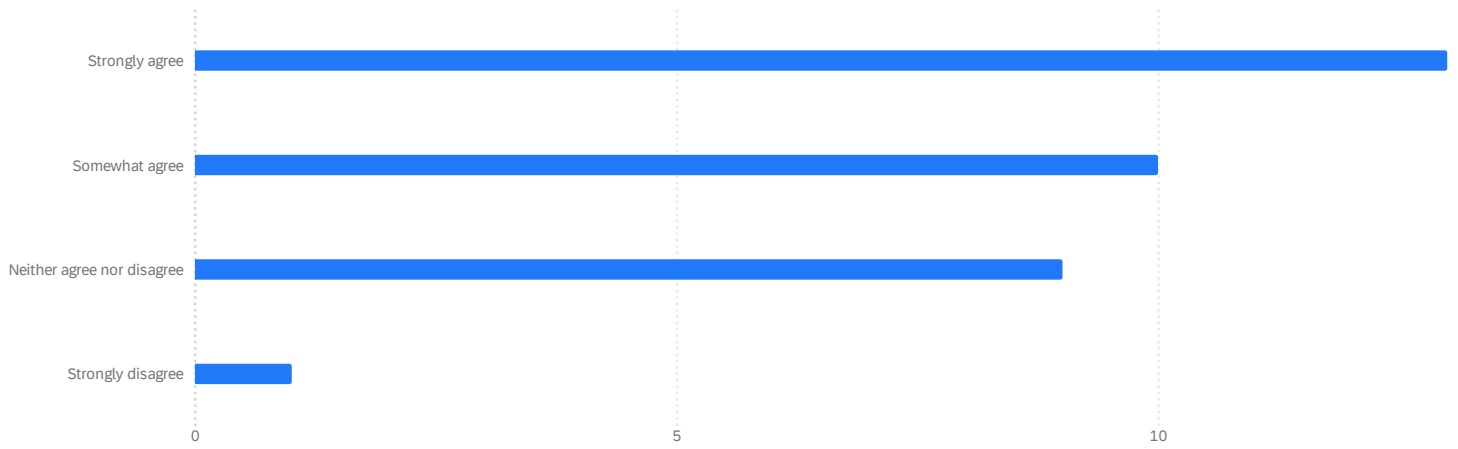
I believe we need to reduce equity gaps at LCC. 33 ⓘ

Q5 - I believe we need to reduce equity gaps at LCC.	Percentage	Count
Strongly agree	73%	24
Somewhat agree	18%	6
Neither agree nor disagree	6%	2
Somewhat disagree	3%	1

I believe we need to reduce equity gaps at LCC. 33 ⓘ

I believe we need to reduce equity gaps at LCC.	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	24
Somewhat agree	2.00	2.00	2.00	6
Neither agree nor disagree	3.00	3.00	3.00	2
Somewhat disagree	4.00	4.00	4.00	1

I would like to receive additional resources (training, etc.) on how to reduce equity gaps at LCC. 33 ⓘ



I would like to receive additional resources (training, etc.) on how to reduce equity gaps at LCC. 33 ⓘ

Q6 - I would like to receive additional resources (training, etc.) on how to reduce equity gaps at LCC.

Percentage

Count

Strongly agree

39%

13

Somewhat agree

30%

10

Neither agree nor disagree

27%

9

Strongly disagree

3%

1

I would like to receive additional resources (training, etc.) on how to reduce equity gaps at LCC. 33 ⓘ

I would like to receive additional resources (training, etc.) on how to red...	Average	Minimum	Maximum	Count
Strongly agree	1.00	1.00	1.00	13
Somewhat agree	2.00	2.00	2.00	10
Neither agree nor disagree	3.00	3.00	3.00	9
Strongly disagree	5.00	5.00	5.00	1

What type of resources or training in regard to diversity, equity and inclusion would be most useful for you? 33 ⓘ

What type of resources or training in regard to diversity, equity and inclu...

I think that resources related to helping increase financial literacy and helping to provide that type of resource for our students would be the most helpful. Across the board we seem to have students that are less aware of the financial obligations that come with higher education. There is often an even bigger gap in student groups with higher need.

I would benefit most from practical training/resources. We get talked at a lot by folks saying we do or don't have a problem, but rarely do I get any genuinely practical help or strategies. Honestly though, the resources we need are financial and structural. All the training in the world isn't going to help if our students can't afford to be here, if we don't have enough laptops to check out, if we can't sustain our food pantry, if our bookstore's hours are so limited that working students can't get their books, if, if, if. There are a host of problems staff have been sounding the alarm on for literal years, but our leadership continues to insist that what we need is 'scratch the surface' DEI training that does little more than define terms and check the box.

Experts in this field who have proven expertise and professional communication and pedagogical skills.

NA

I would love to see research-based strategies that are tangible and directly applicable to work with students. For example, what specific attendance polices, grading schemes, or types of assessments have been found to be most effective in closing the equity gaps? I know the broad issues; I'm ready for nitty gritty, specific, shown-to-be-effective approaches.

online workshops, books

Honestly, I think we are at a point where individualized assistance would be best. Having someone observe the classroom and give feedback would be awesome.

I am not sure anymore. Many of our speakers and opportunities offer strategies, ideas, statistics, etc. that are repeating what I already know.



**What type of resources or training in regard to diversity, equity and inclu...**

Online classes or classes with flexible attendance.

---

Training were we could have candid conversations.

---

I believe we have a misconception of what inclusion truly is. It is not just about race and gender. It means ALL are included. This includes abilities and beliefs, even those with conservative beliefs on a liberal campus. Being conservative does not mean a lack of acceptance. All is all, that people can be their authentic self and be respected. I want more education on how to bring more men on campus, making them feel welcomed no matter their race, ethnicity, political party, their abilities and so on.

---

Some that had clearly defined learning objectives

---

Books, articles, etc.

---

Practical things I can apply to my daily work with other employees and students. Live, synchronous workshops or trainings would be particularly useful.

---

How to get students to engage in our campus, and feel involved

---

PDU training from Dan Ruiz.

---

Giving the microphone to people who can speak from experience as learners who needed DEI when they were students, or who experienced positive examples. The opportunity to LISTEN in order to learn.

---

Anything that Fox Leavens leads.

---

Details on how to get students from different backgrounds, other than traditional, to consider Lower Columbia a viable option.

---

In person (or synchronous) trainings with subject matter experts that include actionable next steps.

---

Many trainings that we have received so far (in person and in online modules) do not seem tailored to education (and more specifically, higher education). Yes, our organization shares some traits with for-profit corporations... but ultimately I think we're all ready for more tangible, practical, and tailored trainings.

**Do you have any other comments or suggestions related to diversity, equity and inclusion training?** 33 ⓘ

**Do you have any other comments or suggestions related to diversity, equity...**

---

I really liked that the training was a more informal discussion type training. All types of DEI training are important and valuable. However, it seemed like some people who are less receptive to DEI trainings in general were more engaged during this event.

---

Stop trying to pass off blatant cronyism as DEI training.

---

I'm sure Mr. Waddles has a lot of great experience and knowledge to share, but unfortunately this format did not allow any of that to come through. In the future, a keynote address should include a prepared presentation with learning objectives, and should be carefully vetted by the college to ensure it will meet those objectives and engage the audience.

**Do you have any other comments or suggestions related to diversity, equity...**

NA

Was he paid to attend? If so, it seems odd that the LCC President was able to secure a paid invitation for his friend to discuss something that may not be applicable to LCC. It's bad optics.

I think that there is now a rhetoric around campus about DEI, but there is not a consensus or shared understanding of what these terms mean. As a person of color at LCC, I do not feel supported. I feel that the language is being used to weaponize DEI against BIPOC people and our efforts do not feel authentic and often resort to white supremacy culture. I recommend that we carefully examine how decisions are made and insure there is diverse representation in the process. Clark College has a tool that would be helpful to look at <https://www.clark.edu/about/governance/shared-governance/EquitableDecisionMakingTool.pdf>

I feel like every training opportunity we have had in the last few years has been about DEI. It is an important thing to focus on, but it is not the only thing to focus on! Please change it up a little bit.

No

No, thank you.

None

Invite Phillip back at Spring Session to interact with Dan on stage with President Seimears. Where are we? Did we gain any ground?

N/A

**Do you have any other comments or suggestions related to diversity, equity...**

No, I'm still learning myself. I'm glad we are dedicating time, energy, and resources in this area.

**Please check the box that best identifies your role at LCC.** 33 ⓘ

Q9 - Please check the box that best identifies your role at LCC.	Percentage	Count
Full-time faculty	45%	15
Part-time faculty	3%	1
Classified staff	12%	4
Exempt	18%	6
Administrator	6%	2
Prefer not to respond	15%	5

**Please check the box that best identifies your role at LCC.** 33 ⓘ

Please check the box that best identifies your role at LCC.	Average	Minimum	Maximum	Count
Full-time faculty	1.00	1.00	1.00	15
Part-time faculty	2.00	2.00	2.00	1

Please check the box that best identifies your role at LCC.

Average

Minimum

Maximum

Count

Classified staff

3.00

3.00

3.00

4

Exempt

5.00

5.00

5.00

6

Administrator

6.00

6.00

6.00

2

Prefer not to respond

7.00

7.00

7.00

5