HB 2864 - Cultural Competency at Post-Secondary Institutions Report

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The following document summarizes Clackamas Community College's commitment to meeting expectations of HB2864, Cultural Competency at Post-Secondary Institutions.

SECTION 1			
December 31, 2021 Requirements			
#	Text from Legislation	Status (met, in development, unmet)	Institutional Summary
2(c)	Require that the institution provide continuing training and development opportunities that foster the ability of the institution's faculty, staff and administration to meet cultural competency standards.		**Learning Sessions** The DEI Office has provided two specific training courses made available to all CCC staff. **Detour Spotting: Naming Avoidance of Racial Justice Work** Description: At this virtual learning session, we'll explore harmful behaviors that can show up as resistance to racial equity work. Some of these behaviors come from misunderstanding and some come from an active awareness of opposing advances in racial justice. Learn how to identify and name these behaviors, and – most importantly – how to mitigate them. **Addressing Unconscious Bias** This virtual course begins by acknowledging that all of us are biased. Apart from the impact of history, cultural, institutional and structural

				racism, we are bombarded with media images that—in spite of our best intentions—lodge in our brains and impact us in ways that we are not aware of. Participants will: • Explore strategies to examine their own biases through transformative practices. • Uncover and tell stories about their biases and create new stories that push them to expand their boundaries. • Examine how unconscious bias is embedded in and acted out in the classroom and the workplace. • Receive tools and resources that support powerful and positive change. **Snack & Learn Sessions** The Snack and Learn series, created and hosted by the CCC DEI Committee, offers accessible learning opportunities for all employees. These concise sessions cover a range of topics, including: o Neurodiversity awareness o Multi-cultural awareness and adaptability o Trauma-informed practices By prioritizing internal expertise, we empower employees to share their knowledge and foster a collaborative learning environment. This approach not only strengthens our community but also enhances professional development. **Professional Development and Performance Management** The College is committed to fostering a culturally competent workforce. We offer a variety of professional development opportunities, either in-house or through funding for external workshops, seminars, and online courses, that focus on topics such as implicit bias, intercultural communication, and inclusive leadership. Examples of professional development opportunities funded include attendance at the National Conference on Race and Ethnicity (NCORE) and participation in graduate coursework through Harvard on Confronting Racism in Higher Education.

			In 2024, CCC participated in the planning committee for the Northwest Public Employee Diversity Conference (NWPEDC). This participation and funding allowed the college to send 16 participants to the conference, where attendees learned about topics like conflict management and accountability from a lens of cultural competency. During an overhaul of the performance review process, a focus on cultural competency was prioritized and woven into the work. Human Resources and the DEI office collaborated on definitions and rubrics around cultural competency, materials included information and learning on bias in performance reviews, and training is offered around the performance review process and best practices around culturally competent review writing. These initiatives are aligned with our institutional values of equity and belonging, and are integrated into employee performance goals to encourage ongoing learning and growth.
2(d)	Propose institution-wide goals that seek to improve the cultural inclusion climate for students, faculty, staff and administration from diverse backgrounds.		**DEI Strategic Plan** Please see Addendum A for a full update on the the DEI Strategic plan, including next steps. **Collegewide Strategic Plan** Over the past year, the DEI Strategic Plan Implementation Team (a.k.a. DEI Hustle Huddle), worked with various internal groups such as the DEI Committee as well as an outside visual arts strategic planning group to update and create a new Equity Lens. The new tool is named "The Cougar Pause" and provides updated questions, instructions and a planning worksheet to aid in the process of applying and equity tool for project management, decision making and work reflection. The tool has not yet launched collegewide. The Policy and Reporting subcommittee of the DEI Committee is currently planning to launch the new tool. The timeline for the launch has yet to be determined.

			DEI Office Signature Cultural Events The DEI Office as mentioned in other areas of this report, plans and hosts or sponsors signature events throughout the year aimed at raising awareness to the specific experiences of Black, Indigenous, People of Color and LGBTQIA+ community. The office is looking to expand these offerings to create more opportunities for learning, celebrating and building relationships.
2(e)	Require preparation of a biennial report that is presented to the appropriate board regarding the institution's progress toward achieving the goals set forth in this legislation.		**Reporting** The Equity and Inclusion Program Manager and Program Coordinator, lead by the Chief Diversity Equity and Inclusion Officer, work with various college committees, work groups and departments to gather data (both quantitative and qualitative) to support the information that is outlined in this report.
2(f)	Recommend mechanisms for assessing how well the institution meets cultural competency standards.		**Refining the Climate Survey** The DEI Office collaborated with Human Resources and Institutional Research to Lauch the first CCC Customized Employee Climate survey this past September. The survey took two years to develop using a human centered design model and offered multiple opportunities for the entire college community to weigh in on the creation of what would be measured. This included offering population specific focus groups. Facilitators of these sessions were trained and matched their identities to the groups that they served.
2(g)	Ensure that the institution clearly communicates to new faculty, staff and administrators the institution's commitment to including meeting cultural competency standards in professional development.		**Webpage & Communications Sub-committee Meetings** The new college-wide website launched in summer 2024. To prepare for this launch, the Communications & Webpage Sub-Committee and the DEI Office, led by the Web Lead & Digital Marketing Specialist of the College Relations and Marketing team, collaborated to enhance the DEI Office page. This involves updating the content, improving the visual appeal, and differentiating the DEI

Office from the DEIC. Key factors outlined on the DEI webpage are how to get involved with the various DEI initiatives at the college, cultural events and access to equity tools.

New Equity and Inclusion Coordinator Position
The DEI Office recruited and selected and new employee to join the team. The Equity and Inclusion Program Coordinator began in September 2024. They provide much needed support to run the DEI Office programs which include yet are not limited to the DEI Committee, Shared Governance committees and work groups, institution cultural competency learning series, and community cultural awareness building events that celebrate Indigenous, African America, and LGBTQIA+ identities. With this added support the DEI Office is hoping to expand these programs.

Trainings for New Hires

The College is transitioning the former synchronous orientation to an online eLearning module to enhance accessibility for diverse employees with varying job responsibilities, locations, and schedules. This digital shift ensures consistent and timely delivery of essential information. The online module is in development and will include information about the college's commitment to cultural competency, as well as opportunities for professional development.

The college is also working to curate a set of training courses around cultural competency to be offered on a rotating schedule for new and current employees. Training will focus on topics like bias. social power dynamics and constructive conflict engagement.

Additionally, we have implemented micro-learning modules and tip sheets to support new employees and managers in developing cultural competency.

			These resources cover topics such as exploring bias and facilitating respectful, inclusive dialogue. Drop-in sessions are also offered throughout the year to provide opportunities for deeper discussion and personalized guidance.

End of report. Addendums begin on next page

Addendum A

2024 Diversity Equity and Inclusion Strategic Plan Update

Introduction

During the 2015-2016 academic year, Clackamas Community College (CCC) initiated a Diversity Task Force that established a permanent Diversity, Equity and Inclusion (DEI) Committee to help guide the college towards institutional change. In October 2019, the formalized DEI Committee created a plan to operationalize systemic change integrating equity strategies across the institution's services, which would include meeting state mandates for cultural competency. This DEI Strategic Plan was to be implemented over three years, from 2020-2023, to create a strong foundation from which all future work could be built.

The DEI Strategic Plan identified the following three strategic priorities:
1. Build the foundation needed to create and sustain a diverse, equitable, and inclusive culture at CCC.
2. Eliminate equity gaps for students.
3. Align instructional culture with principles and practices of equitable and inclusive teaching and learning.

Each priority was assigned specific goals and objectives, and identified related actions, leads, campus partners, and target completion date. During the initial three years of the plan, CCC staff, students, and community partners worked to implement the recommended actions.

Below is a detailed account of the actions that are ongoing, completed, in-progress, and not started. This status of completion was self-identified by the college work groups assigned to the action item in the original DEI Strategic Plan. Due to the evolving landscape of our college community and strategic equity work in higher education, some of the strategic action goals that have not been started will be reevaluated and possibly integrated into future strategic initiatives. We may need to consider new ways to continue to do equity work that shift culture and broaden how we tell the story of our challenges and accomplishments. The lessons learned through this in-depth update are outlined in the _Key Takeaways_ and _Barriers_ sections at the end of this report.

Key	
Complete	Task or action was completed.
In Progress	Work has begun on the action item or project, but it is not yet complete.
Ongoing	Project was completed to initiate the action, but there is no defined end date. A program is now in place to ensure continued progress.
Not Started	No action has been taken to address the action item.

DEI Initiative Progress Report

1. Build the foundation needed to create and sustain a diverse, equitable, and inclusive (DEI) culture at Clackamas Community College
    o Complete
        ▪ 1.1.2.3, Build capacity to implement equitable and inclusive teaching practices
        ▪ 1.1.3.1, Address bias in talent acquisition processes by implementing a "search advocate model"
        ▪ 1.1.3.2, Ensure job descriptions are inclusive and gender neutral
        ▪ 1.2.1.1, Collaborate with the DEI Committee, DEI subcommittees, and college leadership to provide oversight for the execution of the DEI Strategic Plan
        ▪ 1.2.1.3, Advise college leadership on DEI strategies, processes, and learning activities in collaboration with the Center for Teaching and Learning
        ▪ 1.2.2.1, Establish a DEI Framework Team to create the DEI framework
        ▪ 1.2.2.2, Provide the DEI Framework Team with the necessary resources and training to develop the framework
        ▪ 1.2.5.1, Utilize the DEI framework to review and assess the college's Shared Governance processes
        ▪ 1.3.1.1, Institute initial and ongoing funding for the Office of Diversity, Equity and Inclusion
        ▪ 1.3.1.2, Establish an annual funding process for DEI Committee operations
        ▪ 1.3.1.3, Allocate funds needed for DEI Strategic Plan reporting and assessment activities
        ▪ 1.3.2.1, Allocate funds for diversity, equity, and inclusion centered training and annual DEI workshops
        ▪ 1.3.3.1, Ensure two representatives from the DEI Committee are on the college's Budget Advisory Group (BAG) to ensure practice of DEI-informed budgeting principles, priorities, and decision-making
    o Ongoing
        ▪ 1.1.1.3, Establish ongoing foundational training for DEI Committee members and college leadership
        ▪ 1.1.2.2, Create and implement an annual DEI workshop required for all college employees in order to reinforce the college's commitment to cultural competency, set organizational expectations, and grow shared understanding of cultural competency
        ▪ 1.1.4.1, Expand onboarding processes to ensure all employees feel welcome and have the information needed to succeed at the college
        ▪ 1.1.4.4, Review existing employee recognition practices
        ▪ 1.1.4.5, Provide ongoing support for Employee Resource Groups (ERGs)
        ▪ 1.2.1.2, Review the existing DEI Committee structure and recommend changes to the Committee and subcommittees as needed to successfully support DEI work at the college
        ▪ 1.2.2.3, Provide training on the DEI framework to the college community

- 1.2.3.1, Utilize the DEI framework in the college's strategic planning work to ensure alignment between DEI and college strategic priorities/goals
- 1.2.3.3, Require departments and divisions to set measurable goals for their units to increase the use of diversity, equity, and inclusion principles through the annual Unit Planning and Budget Request process
- 1.2.4.3, Develop a communication plan to uphold transparency and accountability to the college community
- 1.2.6.1, Incorporate the use of the DEI framework in the creation and review of student-centered policies
- 1.3.2.2, Ensure pay parity for all employees to be able to participate in college-wide learning opportunities
- 1.3.3.2, Utilize the DEI framework to revise the Unit Planning and Budget Request process to enable departments to request funding for DEI specific activities.
- 1.3.3.3, Implement a revised Unit Planning and Budget Request process to enable departments to request funding for DEI specific activities

- o In-progress
  - 1.1.3.3, Institute hiring matrices for all full-time and part-time talent acquisition processes
  - 1.1.4.2, Create a Clackamas-centered Leadership Development Program to provide employees opportunities to learn leadership skills to become successful leaders at the college
  - 1.2.2.4, Facilitate and track usage of the DEI framework
  - 1.2.4.1, Develop and implement a reporting schedule for the DEI Strategic Plan initiatives
  - 1.2.4.2, Establish and document assessment methodologies for DEI Strategic Plan Initiatives
  - 1.2.4.4, Create a final report to the college community summarizing results and positioning the college for subsequent diversity, equity, and inclusion work
  - 1.2.5.2, Revise the college's Shared Governance to align with equitable and inclusive principles and practices
  - 1.2.6.2, Incorporate the use of the DEI framework in the creation and review of employee-centered operational policies

- o Not started
  - 1.1.1.2, Develop a learning program to address needs identified from the baseline assessment
  - 1.1.2.1, Research and establish a comprehensive training and professional development program that balances foundational learning and personal exploration of DEI principles
  - 1.1.4.3, Develop internal mentorship and job shadow programs to create a support system for new employees to learn how the college operates
  - 1.2.3.2, Require departments and divisions to set measurable goals for their respective areas to increase the use of diversity, equity, and inclusion principles through the assessment process (instructional and service area)

- o Likely won't be included in the next plan
    - 1.1.1.1, Complete a baseline assessment of the learning needs of the DEI Committee and college leadership

2. Eliminate equity gaps for students
   - o Complete
       - 2.1.1.1 Identify underrepresented and underserved student populations at the college
       - 2.1.3.1 Establish data metrics in alignment with other college-wide planning efforts to address equity gaps in the areas of student entry, retention, and completion work
       - 2.1.3.2 Develop data tools that disaggregate data to highlight inequities in student progress and outcomes
       - 2.1.3.3 Implement communications tools to convey the importance of data to guide decision- making to advance equity and student success
       - 2.2.1.1. Assess the new student online orientation modules using the DEI framework and develop recommendations
       - 2.3.2.1 Evaluate current high school outreach and recruitment strategies
       - 2.3.2.4 Implement outreach and recruitment activities in area high schools
       - 2.3.2.5 Assess the effectiveness of new outreach and recruitment activities
   - o In-progress
       - 2.2.2.5 Develop new and enhance existing training for students in leadership roles, including volunteer, paid, and tuition-waiver positions, which focus on cultural awareness and competency
       - 2.3.1.1 Identify a means to assess current college recruitment and onboarding practices, programs, and services to identify barriers for underrepresented and underserved students
       - 2.3.2.2 Identify and collaborate with affinity groups and allies to advance outreach and recruitment activities
       - 2.3.2.3 Determine necessary resources to support new and strengthen existing outreach and recruitment activities
       - 2.4.1.1. Identify a means to assess current college processes to identify barriers to retention for underrepresented and underserved students
       - 2.4.1.2 Assess current barriers to student retention
       - 2.4.1.3. Present the college with current barriers and recommend evidence-based strategies to increase student retention rates for underrepresented and underserved students
       - 2.4.1.4 Begin implementation of recommendations to increase student retention
       - 2.4.2.1 Identify a means to assess current barriers to student completion for underrepresented and underserved students
   - o Ongoing

- 2.1.2.1 Analyze existing student data for student enrollment patterns and demographic characteristics
- 2.1.2.2. Identify students in need of greater support based on key enrollment patterns and demographic characteristics
- 2.2.2.2 Implement recommendations to the new student online orientation
- 2.2.2.3 Identify additional options for co-curricular delivery of cultural awareness and competency training to students at large, including activities, workshops, and seminars, both in-person and online
- 2.2.2.6 Explore integration of cultural awareness and competency into coursework
- 2.3.1.2 Assess current barriers for recruiting and onboarding underrepresented and underserved students
- 2.3.1.3 Inform the college regarding current barriers and recommend evidence-based practices, programs, and services to address barriers in recruitment and onboarding of underrepresented and underserved students
- 2.3.3.1 Develop a recruitment and re-engagement plan for underrepresented and underserved adult learners
- 2.3.3.2 Identify necessary resources to support new recruitment and re-engagement activities.
- 2.3.3.3 Implement the new recruitment and re-engagement plan
- 2.3.3.4 Assess the effectiveness of new recruitment and re-engagement activities
  - o Not started
    - 2.2.1.1. Conduct a comprehensive review of co-curricular support for students; assess existing staffing structures; the student governance model; student engagement activities; policies, procedures, and protocols; identity-based clubs; and other co-curricular activities
    - 2.2.1.2. Analyze co-curricular support results and compare with peer institutions and best practices
    - 2.2.1.3. Make recommendations to improve co-curricular supports based on findings
    - 2.2.2.4 Incentivize student participation in co-curricular cultural awareness delivery where possible and appropriate
    - 2.3.4.1 Gather information from college departments to identify community partners and organizations with whom they work
    - 2.3.4.2. Create and maintain a list of community partners, organizations and resources to be shared with college employees and students
    - 2.3.4.3 Develop a communication tool for sharing available community resources
    - 2.3.4.4. Implement the communication tools to share community resources

3. Align instructional culture with principles and practices of equitable and inclusive teaching and learning
   - o Complete
     - 3.2.1.1 Form a faculty-led research team to study the best practices for equitable and inclusive teaching and learning

- ▪ 3.3.2.1 Locate existing data from classroom audits or space adjacency work
- o Ongoing
  - ▪ 3.3.2.2 Identify a faculty-led materials assessment team to assess existing materials (such as desks, chairs, and computers) and spaces (such as classroom design) based on the existing data and using the SEIIM to identify needs and areas for improvement
- o In-progress
  - ▪ 3.2.1.2 Develop and share a list of applied professional development opportunities where innovative and culturally responsive teaching practices are proving to reduce inequities and foster student success
  - ▪ 3.2.1.3 Participate in applied professional development opportunities and document findings
  - ▪ 3.2.1.4 Share the research and fieldwork with the college through guided feedback sessions and record responses from our community
  - ▪ 3.2.1.5 Synthesize a list of equitable and inclusive "best teaching practices"
  - ▪ 3.2.2.1 Identify a means to measure faculty awareness and use of teaching and assessment practices that support equitable and inclusive instruction
  - ▪ 3.2.2.2 Assess faculty awareness
  - ▪ 3.3.2.3 Share relevant portions of the SEIIM through guided feedback sessions to discover how the college community, particularly students, can imagine integrating these ideas meaningfully at the college
- o Not started
  - ▪ 3.1.1.1 Identify a faculty-led research team to study equitable and inclusive instructional policies and procedures
  - ▪ 3.1.1.2 Invite broad contributions with guided feedback sessions, sharing and discussing the research with shareholders in the Clackamas community
  - ▪ 3.1.1.3 Develop a set of Guiding Principles for Equitable Policies
  - ▪ 3.1.1.4 Deliver the set of Guiding Principles for Equitable Policies to the DEI Committee and the Guided Pathways Task Force
  - ▪ 3.1.2.1 Identify all committees or manuals where instructional policies reside
  - ▪ 3.1.2.2 Build faculty-led instructional policy assessment work groups
  - ▪ 3.1.2.3 Examine existing instructional policies using the Guiding Principles for Equitable Policies, and perform a gap analysis of policies
  - ▪ 3.1.2.4 Report recommendations to the appropriate groups
  - ▪ 3.3.1.1 Identify a research team to gain expertise related to development of equitable and inclusive instructional materials

- 3.3.1.2 Assemble a reading list regarding materials and equitable and inclusive teaching and learning, including anti-racist and anti-bias instruction
- 3.3.1.3 Identify key training and professional development opportunities with equitable and inclusive instruction and develop a list of schools to visit where the conscious alignment between materials and instruction is supporting equitable and inclusive teaching and learning
- 3.3.1.4 Participate in professional development opportunities and visit selected schools with a coalition of administrators, faculty, and students to strengthen understanding of and commitment to the conscious alignment between materials and equitable and inclusive instruction
- 3.3.1.5 Share the research and fieldwork with the college through guided feedback sessions to discover and record responds to the ideas gained from the research
- 3.3.1.6 Use the research from readings, professional development opportunities, school visits, and feedback sessions to develop a Standard for Equitable and Inclusive Instructional Materials (SEIIM)
- 3.3.1.7 Publicize and implement use of the SEIIM throughout the college community
- 3.3.2.4 Begin a DEI Materials Needs Assessment and provide recommendations
- 3.3.2.5 Identify a faculty-led virtual assessment team to assess existing online environments (such as Moodle)

Key Takeaways

- Given the ambitious nature of the original DEI Strategic Plan, we have made significant progress toward our goals. We have gained valuable insights and established a foundational framework that will benefit the entire college community.
- Many of these action items have been integrated into or absorbed by the Strategic Enrollment Management (SEM) plan, the work of the Excellence in Teaching and Learning (EETL), and the Organizational Health and Community Connections Strategic Priority Implementation team plans.
- Foundational work by Institutional Research and Reporting has aligned metrics across initiatives (SEM, DEI, College strategic plan, etc.).
- A DEI interim decision-making framework has been widely implemented within student services (student-facing offices).
- Within Student Life, equity training has been a constant focus and is continually improving.
- The hiring of a Director of Admissions provides the capacity to focus on recruitment (and onboarding, such as new student orientation) with an equity lens.
- Notably, the EETL has taken on the work of section 3.2 of the DEI Strategic Plan to build institutional capacity to implement equitable and inclusive teaching practices.

- 🕐 The institutional effectiveness division, in collaboration with campus services, researched and modified a pace adjacency plan. As the campus reopened from the COVID-19 response, the plan was implemented, leading to more space efficiency and improved student movement on campus.
- 🕐 The EETL has suggested that the policy work assigned as priority area 3 of the DEI Strategic Plan should be moved to the ISP (Instructional Standards and Procedures) work committee. This group is already well-positioned to handle policy work and will be integrated into the shared governance process.
- 🕐 The EETL has also suggested that some of the research work should be moved to the CCC Library to manage learning databases and materials.

Barriers

- The number of objectives was overwhelming and difficult to track. Moving forward, we aim to develop objectives that:
  - ○ Align with CCC's other strategic goals
  - ○ Foster collaborative buy-in from those who will implement the work
  - ○ Are connected to some kind of indicator to be used in evaluation and measuring impact
- Capacity and managing new responsibilities (Wacheno Welcome Center) have presented challenges.
- There is no system in place to reach the entire student body for cultural competency training or other training.
- There are many workgroups, divisions, or committees where this work could live. Determining the owners of the work has not proven to be a simple task. Especially during a time when the college needed all hands-on deck to manage the challenges that the COVID response presented when it came to classroom instruction.

Reflecting on Progress and Charting the Course Ahead

During the summer of 2022, a DEI Strategic Priority Implementation team, also known as the DEI Hustle Huddle (DEIHH), was formed to assess and review the status of goals from the DEI strategic plan. The DEIHH reviewed the full chart of strategic priorities, goals, objectives, and actions, and engaged in meetings with leads and campus partners to determine each item's status.

The work to establish amended and revised DEI Strategic actions will continue to be led by CCC's DEI Committee and DEI Office personnel. Planning and next steps to establish these actions will take place over the 2025 Winter, Spring, and Summer Terms. Updates on this work will flow through the established structures of The College's strategic plan.

Equity work has no end point and yet there still is a need for a plan that includes action items to edge closer to a more equitable future. Integrating new equity strategies college-wide is a comprehensive process and will take a larger, cultural shift. We need to consider new, innovative approaches to this integration and cultural shift. This means learning to tell the story of equity work in new ways, beyond the written word.

The necessary work to move closer to equitable outcomes across programs and services at the institution will take time. CCC is dedicated and poised to support employees along this journey of seeking accessible and inclusive solutions for our students and community member patrons.

Next Steps

To ensure that the DEI Strategic Plan aligns with current needs and CCC's strategic direction, the DEI Office and the DEI Committee will conduct an evaluation of the action items that were not started. This evaluation will involve a collaborative process to include elements of the following:

1. **Community Input:** Gathering input from relevant parties, including faculty, staff, students, and community members, to identify any changes in priorities or needs since the original plan was developed, including a timeline.
2. **Data Analysis: Review relevant data and metrics to assess the progress made towards completed action items and identify areas where additional focus may be needed.** This analysis will include examining quantitative data, such as enrollment numbers, student satisfaction surveys, and faculty and staff diversity metrics, as well as qualitative data, such as focus group discussions and interviews with community and invested parties.
3. **Expert Consultation: Seek guidance from experts in DEI and related fields to provide insights and recommendations on the evaluation process and potential next steps.** This may involve consulting with external DEI consultants, faculty members with expertise in DEI research, or staff members from other institutions with successful DEI initiatives.