



Policy Type: Ends
Policy Title: Diversity, Equity, and Inclusion
Policy Number: 4.5
Office Responsible: CEO
Related Policies: 4.3
Related Procedures: 4.3
Related Laws: N/A
HLC Criterion: 3, 4 and 5, inclusive

Policy Statement

The College is committed to ensuring that diversity, in all its forms, is respected and valued by fostering and promoting an environment of equity and inclusiveness.

Students benefit from interacting with peers and role models in a diverse learning environment that increases cultural competency through understanding of and engagement with multicultural, social and civic issues both in and out of the classroom. Students also benefit from diverse learning experiences that foster active thinking, intellectual engagement, increased motivation, consistent attendance, creative problem-solving, a comprehensive understanding of their field of study and improved satisfaction with the overall college experience. Finally, students receive the greatest benefit when the learning environment and institutional culture prepare them for success in a multicultural workplace and a globally-connected society.

Students receive value when they perceive they have been treated equitably in an inclusive environment which leads to mutual understanding and respect. Students receive great value when they perceive that their campus climate is inclusive and equitable, which often leads to a sense of belonging, improved perceptions of the campus atmosphere, and a willingness to accept intellectual challenges. Finally, students receive greatest value from an equitable and inclusive learning environment where their unique learning needs and backgrounds are recognized and embraced, which enables them to better persist and complete their programs of study.

The community benefits when achievement gaps for minority and low income students are narrowed through student engagement in activities that take place in a diverse, equitable and inclusive educational environment.

To achieve these benefits, the Board directs the CEO to establish, implement, and continuously improve activities, programs, and administrative policies designed to improve the College's diversity, equity and inclusion (DEI) practices and to comply with all applicable laws.

Key Monitoring Activities:

As it relates to the key performance areas noted in the Monitoring College Effectiveness Administrative Procedure 4.3, the Board is interested in enrollment, academic progress, academic success and completion. In addition, due the significant impact of diversity, equity, and inclusion on College and community culture, the Board is also interested in student satisfaction as a key performance area.

Please note, the measures and indicators suggested below are advisory in nature and are intended to provide the CEO with a broad range of ideas as to what the Board might find helpful as it monitors the College’s progress on the key performance areas for this End. The CEO, at his or her discretion, can modify the measures and indicators as needed.

Specific measures for student interest may include options for students to learn about DEI topics and for increasing the flexibility and accessibility of our programs and services. Potential indicators might include the number of diversity, equity and inclusion events and professional development opportunities offered by the College; the number of courses and services offered using multiple delivery methods; the percentage of students participating in alternative delivery programs, courses or services; and the number of students receiving accommodation services.

Specific measures for enrollment may include data that reflects credit hours, Full Time Equivalencies (FTEs), and headcounts of students and employees who participate in DEI courses and initiatives. Data aggregated by student and employee demographic profiles is appropriate. Potential indicators might include the number of students and employees participating in DEI courses and events and professional development opportunities offered by the College.

Specific measures for academic progress may include student retention and persistence rates. A potential indicator might include a comparison of retention and persistence outcomes of special populations to those of the student body as a whole.

Specific measures for academic success may include data that reflects student and employee learning outcome attainment and student and employee performance in courses and professional development opportunities that include DEI topics. A potential indicator might include the percentage of learning outcome benchmarks or targets met.

A specific measure for completion may be credentials awarded. A potential indicator might be the number of students who complete the Global Understanding General Education credential. Specific measures for satisfaction may include the number of student complaints received and surveys of student perception. Potential indicators might include the percentage of student complaints that were accusations of harassment, bias, and/or discrimination; surveys of students’ perceptions of equal opportunity for success at OCC; and surveys of students’ sense of belonging and affirmation.

Change Log

Date of Change	Description of Change	Responsible Party
4/17/2018	Initial policy approved by Board to become effective 7/1/2018	Board of Trustees
7/1/2018	Effective date of initial policy	Board of Trustees
3/14/2020	Review; no change	Board Policy Committee & Board of Trustees
04/28/2020	Reviewed; no change	Board of Trustees