

A photograph of a graduation cap (mortarboard) with a red ribbon tied around a rolled-up diploma, resting on a stack of books. The background is dark and out of focus.

DIVERSITY, EQUITY, AND INCLUSION SURVEY

Prepared for Shoreline Community College

January 2024

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INTRODUCTION

INTRODUCTION

OVERVIEW

In this report, Hanover Research presents the results of the Diversity, Equity, and Inclusion (DEI) Survey conducted on behalf of Shoreline Community College (Shoreline).

KEY OBJECTIVES

- Understand perceptions of institution-level diversity, equity, and inclusion initiatives.
- Determine strengths and weaknesses of DEI experiences both inside and outside of the classroom from the perspective of faculty, staff, and students.
- Assess the effectiveness of existing DEI resources and identify opportunities for improvement.
- Identify significant changes across the 2022 and 2023 DEI surveys.

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online from November 2023 to January 2024 using the Qualtrics online survey platform.
- The analysis includes a total of 444 respondents following data cleaning and quality control.
- This was further segmented by year, role, gender, race, Hispanic/Latinx, and Aaanapisi. A full breakdown of segmented results can be found in the accompanying Data Supplement.

RESPONDENT QUALIFICATIONS

- Must be a student or employee at Shoreline Community College. Respondents were recruited via a contact list.

INTRODUCTION

METHODOLOGY

- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size ($n < 20$) should be interpreted with caution.
- For full aggregate, segmented, and verbatim results, please consult the accompanying data supplement.
- Statistically significant differences (95% confidence level) between groups are noted with an asterisk (*).
- Question text and answer options marked with † are truncated for clarity and brevity. For the full text, please consult the data supplement.
- “Don’t Know,” None of the above,” “Other” responses, and equivalents, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.
- Percentages may sum up to exceed 100% for questions where respondents could select more than one answer option.
- Data points for values less than 5% may be removed from some figures to improve legibility.
- All data points reflect 2023 survey results unless explicitly stated otherwise. 2022 data points are indicated via chart labels/legends.

RECOMMENDATIONS

RECOMMENDATIONS:

Based on analysis of this survey, Hanover recommends that Shoreline Community College (Shoreline):

- ❖ **Improve Transparency and Efficiency in Decision-Making:** Given the less-positive perceptions of decision-making among faculty and staff, Shoreline should work to improve transparency and efficiency in this area. Based on survey responses, four of the top ways Shoreline could improve would be to ensure transparent decision-making, communicate a clear structure of decision accountability, increase stakeholder involvement in regular meetings, and communicate how past decisions were implemented successfully.
- ❖ **Enhance Faculty and Staff Diversity:** Given the low levels of agreement regarding staff and faculty diversity, Shoreline should prioritize increasing diversity among these groups. This could involve revising recruitment and hiring practices to attract a more diverse pool of candidates, as well as implementing targeted diversity training for existing staff and faculty.
- ❖ **Strengthen Harassment and Discrimination Reporting Mechanisms:** Given the lower confidence among faculty in Shoreline's response to harassment or discrimination incidents, it is crucial to review and improve the current reporting mechanisms. This could involve providing clearer guidelines on how to report incidents, ensuring confidentiality, and demonstrating a commitment to taking appropriate action when incidents are reported.
- ❖ **Improve Initiatives that Increase Inclusion and Respect for Faculty and Staff:** With only half of the faculty feeling valued and connected, Shoreline should keep working to foster an inclusive, encouraging environment for its employees. Next steps in this area could include fostering a stronger sense of community among faculty and staff, acknowledging and promoting faculty/staff successes, providing more opportunities for faculty and staff to connect professionally, and promoting a culture of value and inclusion.
- ❖ **Increase Student Participation in DEI Events:** To further enhance students' positive perceptions of DEI at Shoreline, efforts should be made to increase their participation in DEI events. This could be achieved by promoting these events more effectively, making them more accessible, linking them with other well-attended events, and ensuring they are relevant and

engaging for students.

HIGHER EDUCATION



KEY FINDINGS

OVERALL STATE OF DEI AT SHORELINE

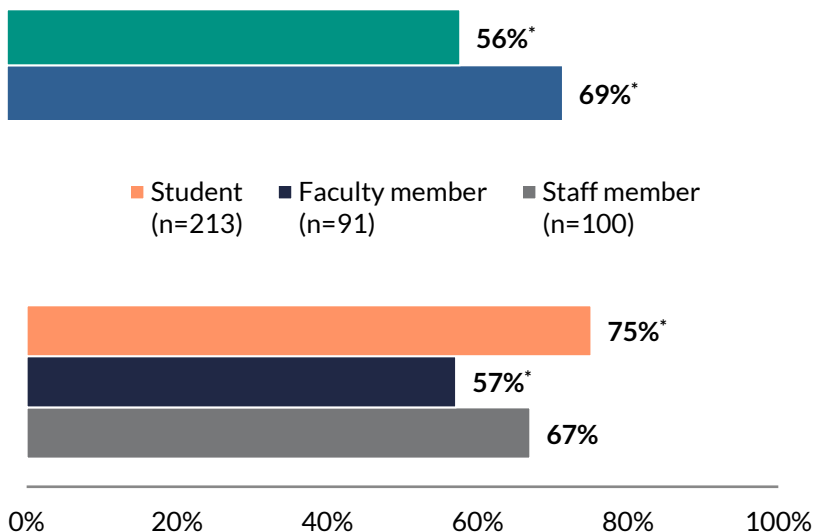
Overall, the perceived importance of and support for DEI at Shoreline has increased over the past year, although perceptions vary by role. There is a 13% increase in respondents who believe that Shoreline leaders consider DEI important; 13% also feel that Shoreline supports a culture of DEI, compared to 2022 survey results.

- Students have the most positive perceptions of institutional-level DEI efforts, significantly more so than faculty and staff.

How important do Shoreline leaders consider diversity, equity, and inclusion?

% Very important + % Extremely important

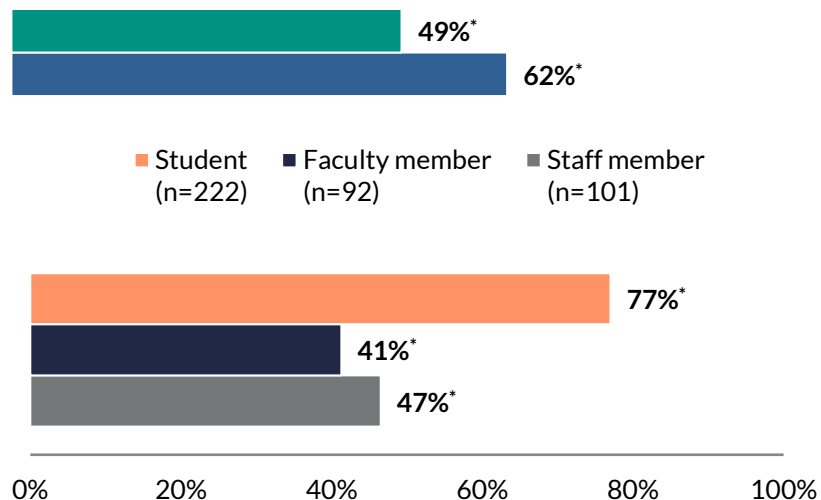
■ 2022 (n=270) ■ 2023 (n=404)



How supportive is Shoreline of fostering a culture of diversity, equity, and inclusion at the school?

% Very supportive + % Completely supportive

■ 2022 (n=280) ■ 2023 (n=415)



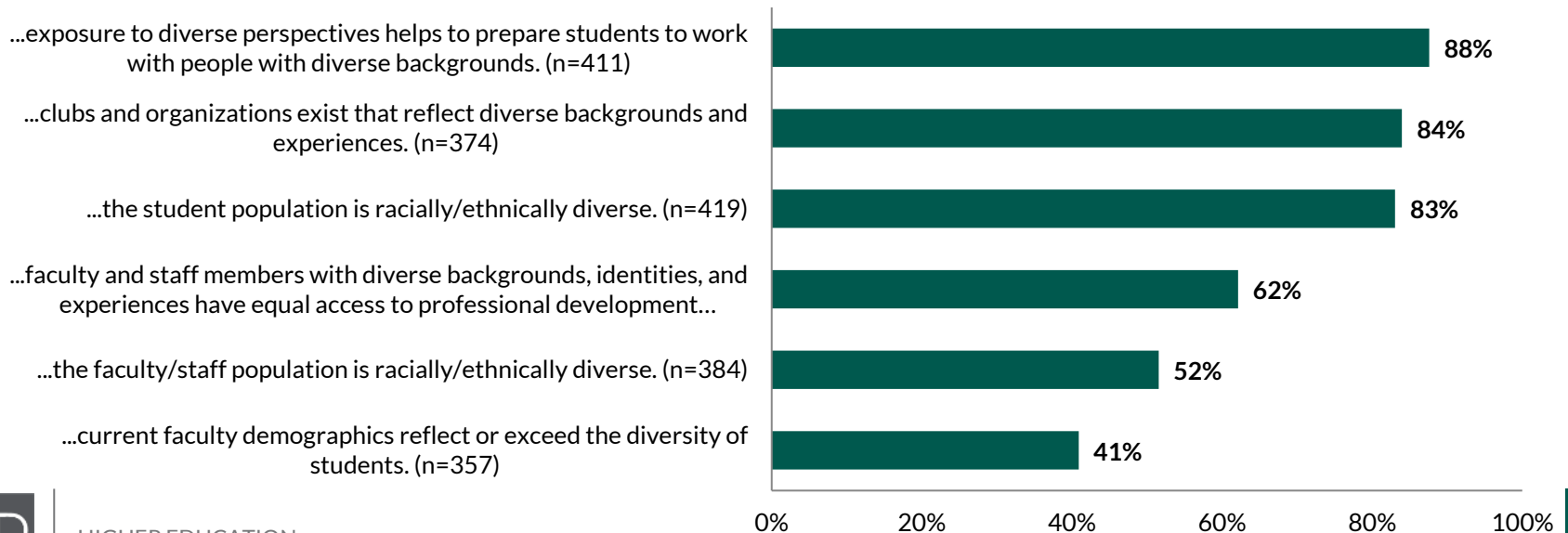
INSTITUTIONAL DEI PERCEPTIONS

Overall, respondents agree that exposure to diverse perspectives positively impacts workforce preparedness and that student diversity and student activities reflect DEI efforts; however, respondents agree less about faculty/staff diversity. Respondents show high levels of agreement with statements regarding student diversity and low levels of agreement with statements regarding staff/faculty diversity.

- Notably, employees may feel that there should be increased employee diversity at Shoreline. Agreement with the bottom statement, “current faculty demographics reflect or exceed the diversity of students,” varies significantly by role. While 77% of students agree with this statement, only 17% of faculty and 17% of staff respondents agree.

Please indicate the extent to which you disagree or agree with the following statements. At Shoreline...

% Somewhat agree + % Strongly agree

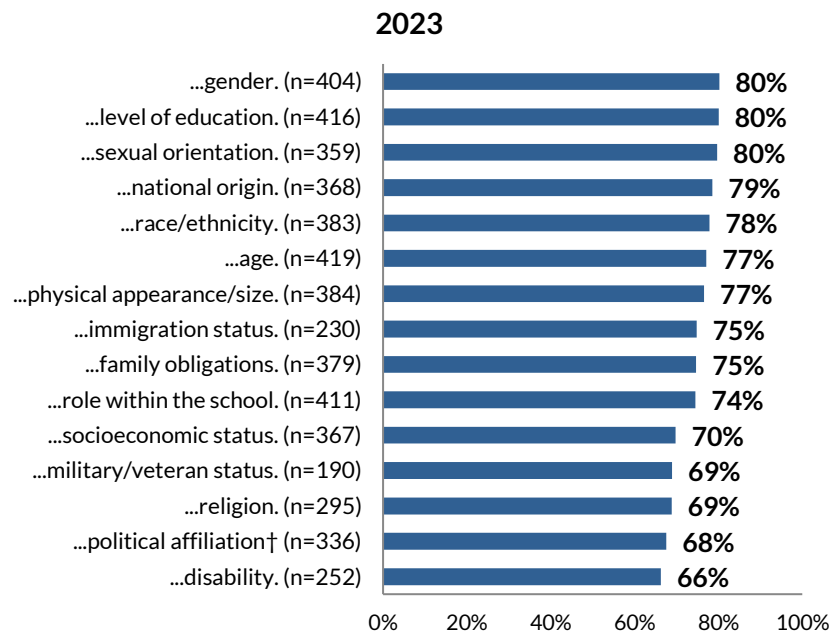
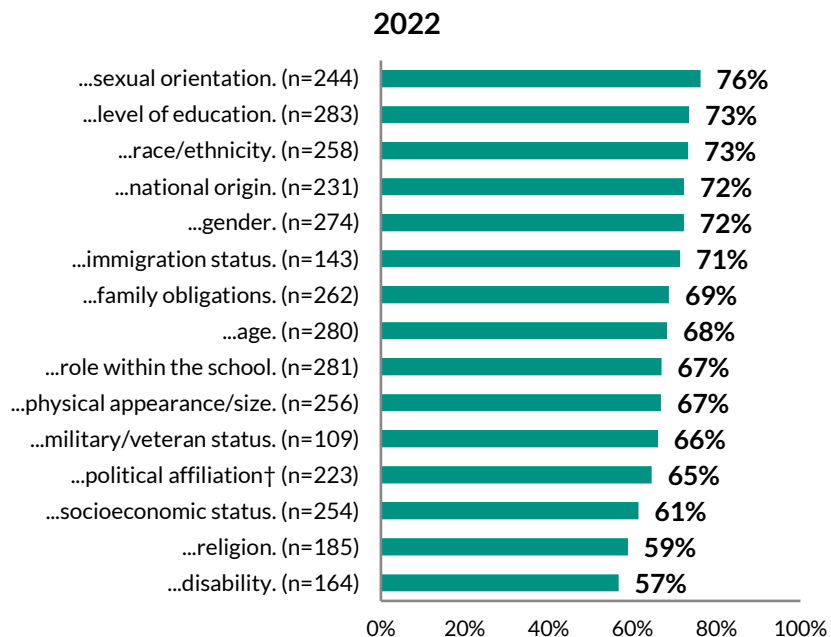


RESPECT TOWARDS IDENTITY

All measures of respect towards various personal identifiers increased between 2022 to 2023, suggesting a more inclusive and tolerant environment at Shoreline. Personal identifiers that saw the strongest increase include physical appearance (+10%), religion (+10%), disability (+9%), age (+9%), socioeconomic status (+9%), and gender (+8%).

- Across all measures, student agreement is significantly higher than both faculty and staff, corroborating the findings that students generally perceive DEI efforts at Shoreline more positively than employees ([page 9](#)).

Please indicate the extent to which you disagree or agree with the following statements. Shoreline respects my...
% Somewhat agree + % Strongly agree

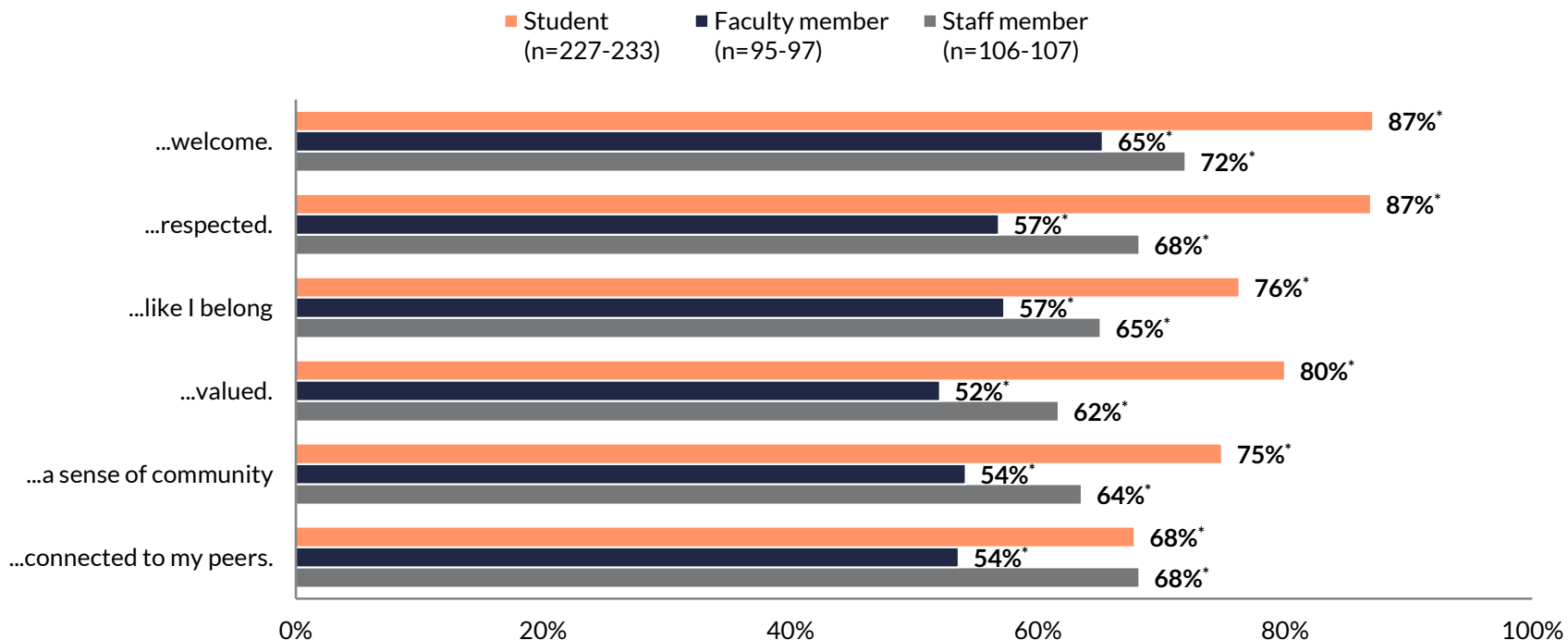


INCLUSION

Feelings of inclusion vary significantly by role, with students generally feeling more positively about their place at Shoreline than employees. Over 80% of students agree they feel welcome and respected at Shoreline, but percentages are significantly lower for faculty and staff. Faculty perceptions may be an area of concern, with just over half stating they feel valued, a sense of community, or connected to their peers. Moreover, faculty respondents have the lowest levels of agreement across all measures of inclusion.

Please indicate the extent to which you disagree or agree with each of the following statements about your experiences at Shoreline. At Shoreline I feel...

% Somewhat agree + % Strongly agree



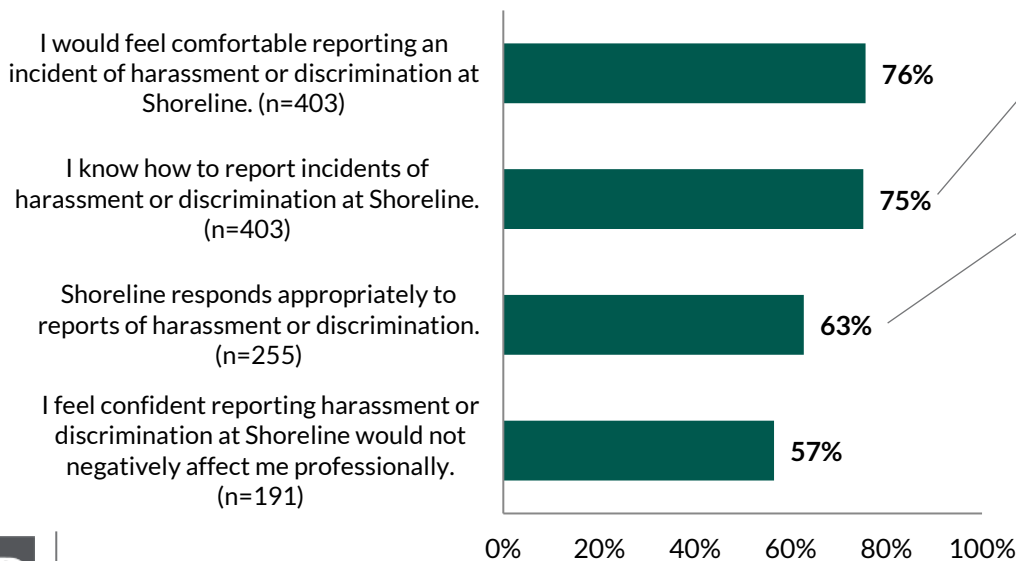
ADDRESSING HARASSMENT/DISCRIMINATION

There may be room for improvement regarding Shoreline stakeholders' perceptions of addressing harassment or discrimination. Although 76% of respondents overall agree they would feel comfortable reporting such incidents, a significantly lower percentage of faculty members (46%) believe that Shoreline responds appropriately compared to students (67%) and staff (69%). Additionally, only 58% of faculty and staff combined feel confident that reporting harassment or discrimination would *not* negatively impact them professionally, suggesting some concern over possible repercussions of reporting.

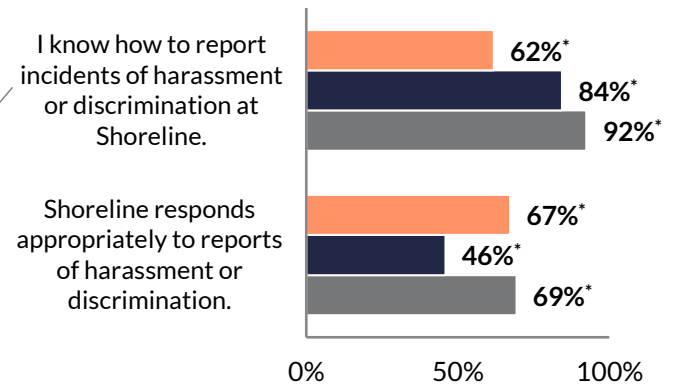
- Notably, a significantly lower percentage of students (62%) agree that they know how to report incidents of discrimination and harassment, indicating a potential area for improvement.

Please indicate the extent to which you disagree or agree with the following statements.

% Somewhat agree + % Strongly agree



■ Student (n=119-202)
 ■ Faculty member (n=61-96)
 ■ Staff member (n=75-105)

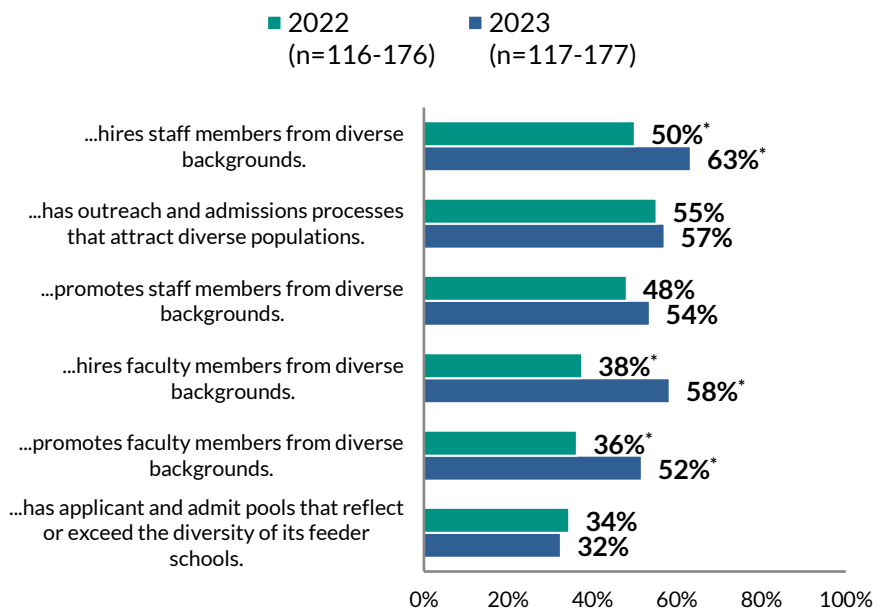


FACULTY AND STAFF PERCEPTIONS

Most measures of faculty and staff DEI have improved from 2022 to 2023; however, there is still opportunity in several key areas that see very low levels of agreement; for example, only 32% of faculty and staff agree that Shoreline’s applicant and admit pools reflect or exceed the diversity of its feeder schools, and this is the only area that has seen a decline over the last year. Meanwhile, fewer than one-third of faculty respondents agree that Shoreline ensures equity in promotions, provides adequate mental health support, and ensures equitable distribution of faculty service work, highlighting areas in need of improvement for faculty.

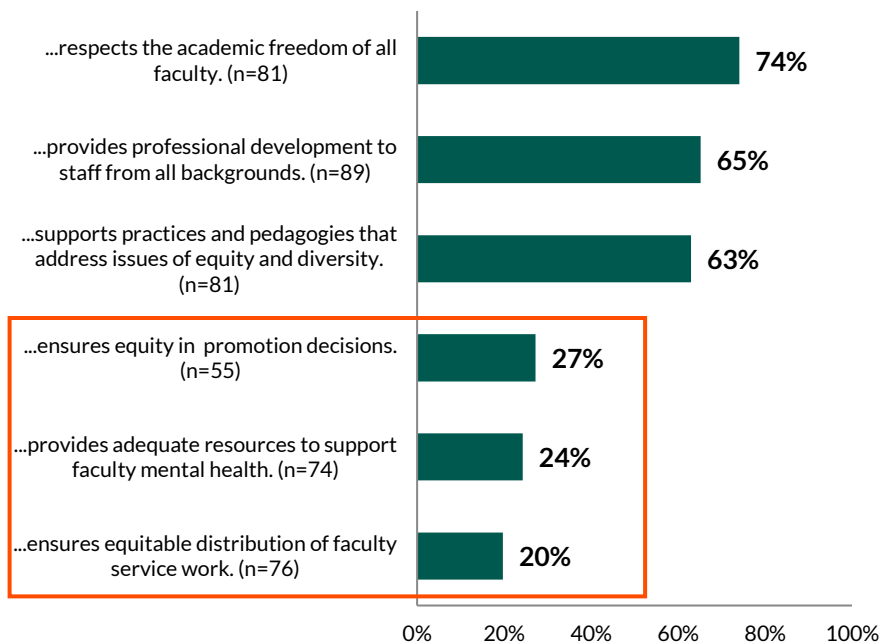
Please indicate the extent to which you disagree or agree with the following statements about faculty and staff diversity. Shoreline...

% Somewhat agree + % Strongly agree



Please indicate the extent to which you disagree or agree with the following statements. Shoreline...

% Somewhat agree + % Strongly agree



N.b.: * indicates statistically significant differences between groups at the 95% level.

N.b.: Only the top 3 and bottom 3 response options are shown in the visual on the right due to relevance to the analysis.

N.b.: Only faculty and staff respondents were shown the above questions. Certain response options were only seen by either faculty or staff in the visual on the right.



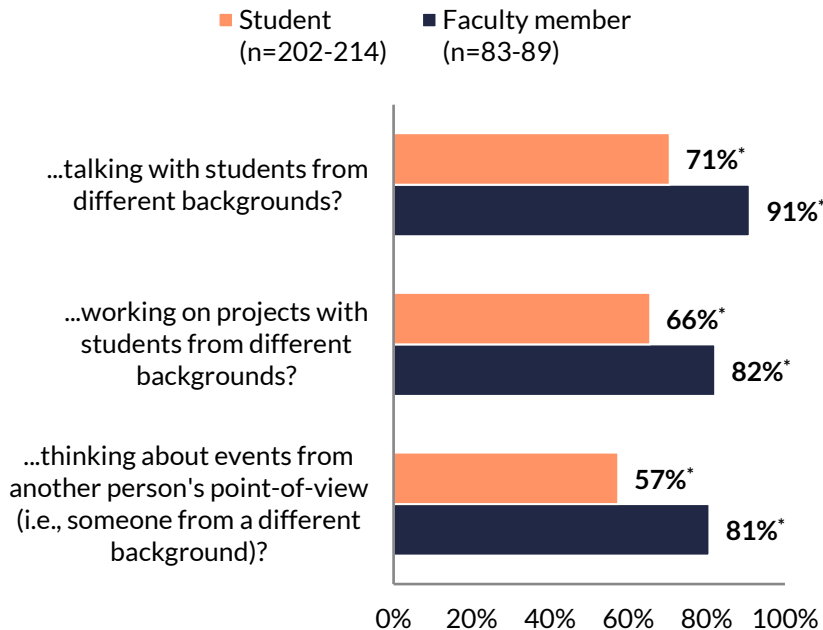
DEI COURSEWORK AND PARTICIPATION

Regarding coursework, faculty perceive there to be more diversity/exposure to different backgrounds than students do. This may be explained by various factors, such as different perceptions regarding what constitutes “diversity within coursework” or a lack of overt labeling of DEI efforts within the classroom as such.

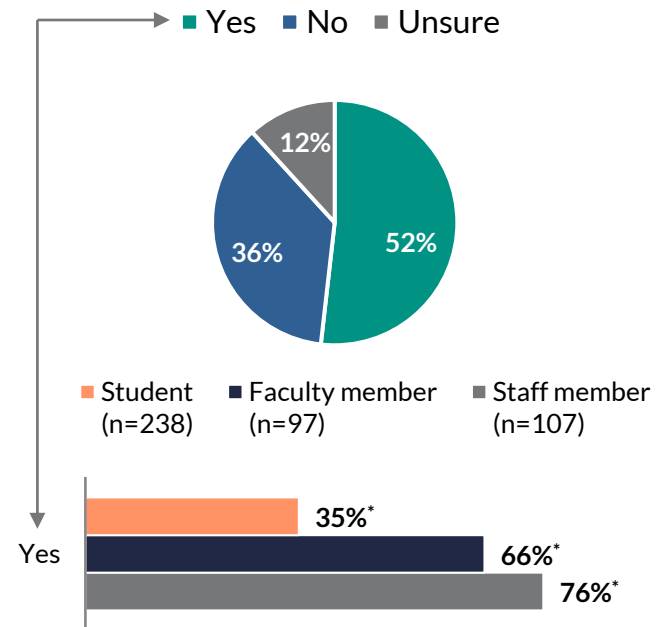
- Additionally, a significantly lower percentage of students have participated in a DEI event compared to faculty and staff. Increasing student turnout at such events may therefore be an area for Shoreline to target.

In the past term, how many of your courses included:

% Most + % All



In the past 12 months, have you participated in an event or activity held by Shoreline aimed at promoting diversity, equity, and inclusion at the school? (n=442)



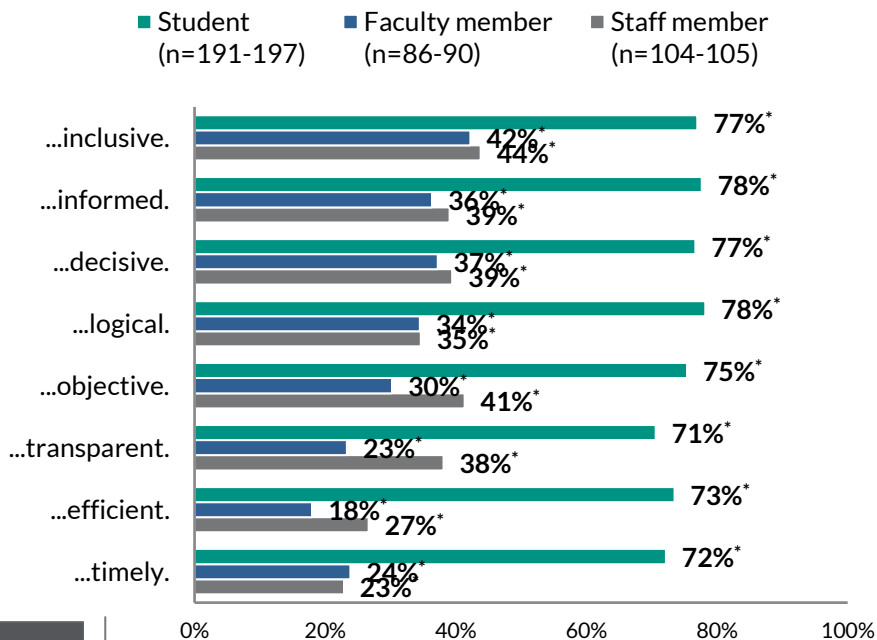
DECISION-MAKING AT SHORELINE

Students have significantly more positive perceptions than employees regarding decision-making at Shoreline. Faculty and staff perceptions of decision-making are much less positive across all measures, especially regarding efficiency and timeliness.

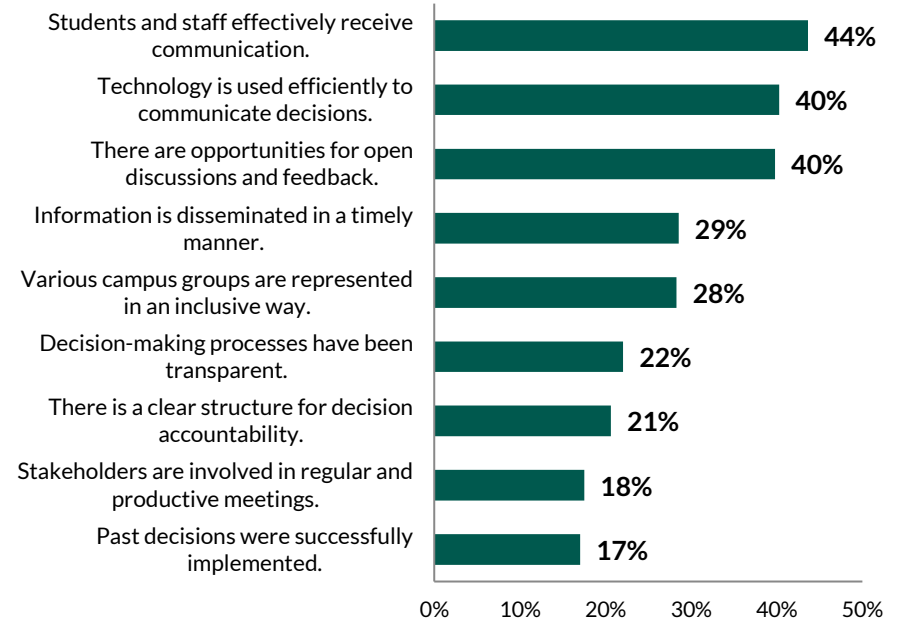
- Furthermore, while stakeholders collectively believe that communication is relatively more effective, there is a clear need for improved decision-making transparency, accountability structure, regular and productive meetings, and effective implementation of past initiatives.

To what extent do you agree or disagree that decision-making at your institution is...

% Somewhat + Strongly agree



What is working well in decision-making at the college? Please select all that apply. (n=417)



FUTURE PRIORITIES (OPEN-ENDED RESPONSE EXCERPTS)

Q: Please share any additional thoughts that you may have regarding the Institution's effort to promote educational equity and support diversity. Your answers will help Shoreline inform its policies and procedures moving forward.†

“There is none- lots of talk but no action. We're missing a VP of DEIA and though efforts are being made, there isn't a person who is qualified or one that has such qualifications due to life experiences. There's no training and to-date lots of bias and micro aggressions still present.” -*Faculty*

“Student disability services needs to be funded more adequately.”
-*Faculty*

“I would like to see more people of color from diverse backgrounds as educators. Especially in the sciences, this will help students be motivated.” -*Student*

“Shoreline Community College has been doing a good job of discussing and promoting DEIA initiatives and overall transparency seems to have increased during this administration...I also do not know the full effect of any of the programs, initiatives, or discussions which are taking place...I don't really know how any of this is playing out in the classrooms.” -*Staff*

“The college needs to be more intentional about recruiting faculty, staff, and administrators of color. It's important to have a diverse working population that reflects the type of students that represent the college population. Additionally, more training is needed in DEIA for all leaders that represent this college.” -*Staff*

RESPONDENT CHARACTERISTICS

RESPONDENT CHARACTERISTICS

Gender (n=363)

Female	61%
Male	25%
Non-binary/Gender non-conforming	6%
Not listed/Prefer to self-describe	1%
Prefer not to respond	8%

Race & Ethnicity (n=363)

White	53%
Asian	23%
Hispanic or Latin(o/a/x)	11%
Black or African American	6%
American Indian or Alaskan Native	2%
Middle Eastern or North African	1%
Native Hawaiian or Pacific Islander	1%
Not listed/Prefer to self-describe	2%
Prefer not to respond	12%

Age Range (n=444)

Under 18	6%
18 to 24	23%
25 to 34	18%
35 to 44	21%
45 to 54	16%
55+	16%

Role (n=444)

Student	54%
Faculty member	22%
Classified staff member	13%
Administrative exempt employee	11%

N.b.: Percentages may sum up to more than 100% if respondents could select more than one answer.
N.b. Respondent characteristics only represent 2023 data.



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