

Clackamas Community College Concept Master Planning Survey

ANALYSIS OF SURVEY DATA

Sun Young Yoon, Ph.D.

Shannon Davidson, Ph.D.

December 2022

About Education Northwest

Founded as a nonprofit corporation in 1966, Education Northwest builds capacity in schools, families, and communities through applied research and development.

CONTACT

Education Northwest
1417 NW Everett Street
Portland, OR 97209
educationnorthwest.org
503.275.9500

AUTHORS

Sun Young Yoon
Shannon Davidson

SUGGESTED CITATION

Yoon, S. Y., & Davidson, S. (2022). *Clackamas Community College concept master planning survey: Analysis of survey data*. Education Northwest.

Executive summary

Clackamas Community College (CCC) developed and administered campus visioning surveys during Spring Term 2022 in partnership with Walker Macy, a landscape architecture and urban design firm based in the Pacific Northwest. College representatives included the Chief Diversity, Equity, and Inclusion (DEI) Officer, Director of Institutional Research and Reporting, Vice President of College Services, and the DEI committee. The survey is part of a broader research project that will produce findings to inform the college's 10-year master plan. The plan will in turn be used to advocate for renewing the college's 2014 capital improvement bond, which will then guide improvements to buildings, outdoor spaces, walking and biking paths, streets, and other physical spaces on each of the three CCC campuses. The survey team employed a variety of strategies and communication modalities to increase access for participants who speak a language other than English and for participants with disabilities. CCC partnered with Education Northwest to perform descriptive analysis of the survey responses.

Key findings

CAMPUS MAPS

- **Students, employees, and campus members expressed appreciation for updated spaces that are clean, welcoming, and modern and accommodate multiple uses.**
- **The places on campus that were most likely to be rated as needing improvement were dated buildings that presented public safety concerns or facilities that do not promote a sense of belonging for people across our social and formal structures of power.**
- **The places on campus that were most likely to be rated as unsafe were open, natural areas.**
 - While many expressed appreciation for nature and tree coverage, people expressed feeling unsafe in areas with graffiti or garbage, poor lighting, and signs of substance use.

STUDENT SURVEY FINDINGS

- **Students had slightly different preferences and experiences regarding online and in-person course-taking, based on demographics.**
 - While 49 percent of all respondents took only online classes, only 38 percent said they preferred to do so.
 - Students who are also caregivers took only online classes at a higher rate than any other group (67%) and also had the strongest preference for doing so (53%).
- **Students who identified as a primary caregiver were most likely to report that child care services would be beneficial on campus.**
 - Among primary caregivers, 69 percent of female students and 64 percent of first-generation students said they would be interested in having access to child care services on campus.
- **More than two-thirds of the survey participants who identified as having a disability that might affect their ability to move around campus indicated an interest in affordable housing.**
 - In addition to disability status, there were also slight differences based on race/ethnicity. Hispanic/Latina/e/o/x students showed the most interest in affordable housing (25% for “yes” and 44% for “maybe”).
- **More than two-thirds of survey participants reported that they would use the free clinic even if they were taking all online courses (32% for “yes” and 43% for “maybe”).**
- **More than half of first-generation student survey participants ranked “quiet places to study” as the most important factor if they were taking all classes online (59%) and taking at least one class on campus (58%).**
- **When asked for three words to describe how campus should feel, the two most common themes in student responses were safety and belonging.**
- **When asked to describe their campus vision, the two most common themes in student responses were health and wellness and safety. Other themes included accessibility, access to nature, and respect for culture and gender identity.**

EMPLOYEE SURVEY FINDINGS

- **The majority of employees worked for CCC prior to the pandemic (88%).**
 - About half of Hispanic/Latina/e/o/x employees (55%) worked for the college prior to the onset of the pandemic, and 91 percent of white employees did so.

- **Less than half of employees worked only or primarily at home during the 2021-22 academic year (47%).**
- **About 40 percent of caregiver employees reported that they might be interested in child care services on campus.**
 - Among female caregiver employees, 21 percent reported “yes” and 17 percent said “maybe.”
 - Open-ended survey responses suggested that some employees want child care for students even if they don’t plan to use it themselves.
- **Slightly higher percentages of younger employees and employees with a disability wanted affordable housing options for employees.**
 - More than half of employees younger than 30 reported they would be interested in affordable housing (22% for “yes” and 33% for “maybe”).
- **Similar to student responses, safety and belonging were the two most common themes in employee responses when asked for three words to describe how campus should feel for students.**
- **The most common theme that the research team identified in employees’ descriptions of their campus vision involved creating modern, upgraded spaces that could be used in flexible ways to support different learning modalities. Other themes included safety, access to nature and art, and community-oriented spaces that reflect diverse identities and abilities.**

COMMUNITY MEMBER SURVEY FINDINGS

- **When asked for three words to describe how campus should feel for community members, belonging was the most common theme that the research team identified, while safety was the most common among community members who identified as women.**
- **The most common themes that the research team identified in community members’ descriptions of their campus vision were access to nature and interactive spaces where community members can engage with students and educators.**

Recommendations

Based on our analysis and findings, we offer the following recommendations:

- Invite professionals from different sectors such as mental health services, community-based organizations, city partners, and campus security to gather and generate a plan for improving public safety particularly in open spaces on campus. Involve students, employees, and community members in those conversations.
- find the best balance in both online and in-person modalities to provide students with the maximum amount of flexibility.
- Make it a priority to renovate buildings in ways that provide ample access to technology in flexible multi-use spaces where students can choose to gather in groups or study quietly.
- Invest in representative public art and signage to ensure campus spaces are respectful and welcoming to people of different cultural and linguistic backgrounds, abilities, ages, socioeconomic circumstances, and gender.
- Create more opportunities for campus spaces to serve dual purposes as community spaces. Examples may include opening campus sports and recreational facilities to the community, offering a farmers market on campus, hosting public arts events, facilitating community education classes, and ensuring the natural spaces on campus feel safe and welcoming for people to relax and enjoy.
- Provide child care services, free health clinics, and other services that meet students' basic needs and increase access to affordable housing.
- Offer affordable housing and other facilities to ensure they meet the needs of students with disabilities.
- Increase awareness of unconscious bias among people who use the campuses; provide trainings related to diversity, inclusion, and equity; and create more opportunities for mentorship.

Contents

- Executive summary ii
- Introduction 1
- Part 1. Representativeness of the campus visioning surveys 5
- Part 2. Campus maps 9
- Part 3. Summary of survey findings 28
- Part 4. Survey respondents’ campus vision 42
- Part 5. Recommendations..... 56

Figures

- Figure 1. Percent of student survey participants who took at least in-person class across Clackamas Community College campuses 28

- Figure 2. Percent of student survey participants who prefer to take online and in-person classes..... 29

- Figure 3. Percent of student survey participants who indicated preference for online and in-person classes by disability, caregiver, and first-generation status..... 30

- Figure 4. Percent of student survey participants who indicated preferences for online and in-person classes based on their enrollment prior to the pandemic 31

- Figure 5. Percent of student survey participants who would be interested in child care services on campus by age, disability, caregiver, first-generation status, and race/ethnicity category 32

- Figure 6. Percent of student survey participants who would be interested in child care services on campus, by different backgrounds 33

- Figure 7. Percent of student survey participants who would be interested in affordable housing options by background characteristics 34

- Figure 8. Percent of student survey participants who would use the free clinic if they were taking only online classes 35

- Figure 9. Percent of student survey participants who ranked “quiet places to study” as the most important factor if they were taking all classes online or taking at least one class on campus 36

- Figure 10. Percent of employee survey participants who indicated having worked for CCC prior to the onset of the pandemic, by race and ethnicity categories..... 37

Figure 11. Percent of employee survey participants identifying different professional roles based on disability and caregiver status38

Figure 12. Percent of employee survey participants who reported working on campus or at home.....39

Figure 13. Percent of employee survey participants who would be interested in child care services on campus, by different backgrounds40

Figure 14. Percent of employee survey participants who would be interested in affordable housing options41

Tables

Table 1. Representativeness of student survey respondents in the 2022 campus visioning survey compared to institutional data on the overall student population.....5

Table 2. Representativeness of employee survey respondents in the 2022 campus visioning survey compared to institutional data on the overall employee population7

Table 3. Representativeness of community survey respondents in the 2022 campus visioning survey compared to U.S. Census Bureau data on the overall county population8

Table 4. DeJardin: Feedback from students, employees, and community members12

Table 5. Wacheno Welcome Center: Feedback from students, employees, and community members.....13

Table 6. Niemeyer: Feedback from students, employees, and community members.....14

Table 7. Statue Gardens: Feedback from students, employees, and community members15

Table 8. Environmental Learning Center: Feedback from students, employees, and community members16

Table 9. Barlow: Feedback from students, employees, and community members	17
Table 10. Dye: Feedback from students, employees, and community members	18
Table 11. McLoughlin: Feedback from students, employees, and community members.....	19
Table 12. Track and Field: Feedback from students, employees, and community members	20
Table 13. North Open Area: Feedback from students, employees, and community members.....	21
Table 14. Harmony East: Feedback from students, employees, and community members.....	23
Table 15. Harmony West: Feedback from students, employees, and community members	24
Table 16. Western Grassy Area: Feedback from students, employees, and community members.....	25
Table 17. Wilsonville campus locations: Feedback from students, employees, and community members	27

Introduction

Clackamas Community College (CCC) undertook research in 2022 to inform the college’s 10-year master plan. The plan will be used to advocate for renewing the college’s 2014 capital improvement bond, which will guide improvements to buildings, outdoor spaces, walking and biking paths, streets, and other physical spaces on each of the three CCC campuses. CCC is centering diversity, equity, and inclusion (DEI) in the master plan and included DEI as one of five institutional priorities in the most recent five-year strategic plan (2021–2026). This report reflects CCC’s ongoing efforts to create equitable environments for all learners and community members.

Campus visioning survey development and administration

CCC developed and administered the campus visioning surveys in Spring Term 2022 in partnership with Walker Macy, a landscape architecture and urban design firm based in the Pacific Northwest. CCC representatives included the Chief DEI Officer, Director of Institutional Research and Reporting, Vice President of College Services, and the DEI committee, which includes student and community representatives. The team developed three versions of the survey, tailored to the following audiences: CCC employees, community members, and students¹. CCC partnered with Education Northwest to perform descriptive analysis of the survey responses.

STRATEGIES FOR DIVERSITY EQUITY AND INCLUSION–INFORMED ENGAGEMENT

The survey team employed a variety of strategies and communication modalities to increase access for participants who speak a language other than English and for participants with disabilities.

To increase access for participants who speak a language other than English:

- The survey was translated into Russian, Spanish, and Vietnamese.
- Paper copies of the survey in all four languages were available and advertised.

¹ Associated Student Government (ASG) represented for CCC community members and students.

- Instructions to switch the survey into Russian, Spanish, or Vietnamese were included on the first page of the survey.
- Survey responses received in Russian, Spanish, or Vietnamese (37 responses) were translated into English for the survey analysis.

To increase access for participants with disabilities:

- The director of institutional research worked directly with the disabilities coordinator during the survey development to examine the accessibility of the survey via screen readers.
- Copies of the survey were provided to the Disability Resource Center staff ahead of the launch so students with disabilities could work with these staff members to complete the survey.
- The chief DEI officer, director of institutional research, director of campus services, and director of human resources developed a statement to direct employees with disabilities to Human Resources if they needed an accommodation to complete the survey.

To encourage students to participate in the survey:

- A video was created by CCC's chief DEI officer and a consultant at Walker Macy to introduce the survey to students and invite them to participate. Instructions for viewing subtitles in other languages were translated into Russian, Spanish, and Vietnamese.
- CCC's chief DEI officer emailed the video to instructors asking them to share the feedback opportunity with their students.
- As an incentive, students were invited to opt into a lottery to possibly win one of four \$50 gift cards, if they completed the survey.

CCC reached out to community members through contacts with several groups. For example:

- Neighborhood associations
- Businesses with connections to CCC (e.g., businesses who had a booth at the 2022 Summer Connections Celebration)
- Clackamas County Equity Coalition
- QR codes at community events

We utilized several communication modalities to invite employees to participate, including:

- Campus email
- myClackamas

Analytic approach

Education Northwest analyzed annotated campus maps, produced by Walker Macy, and survey data from students, CCC employees, and members of the community. Our analysis was guided by four evaluation questions:

1. How do survey respondents represent the demographics of the college's district, student body, and employee groups?
2. Where are the locations on each campus where students a) like to spend time, b) would like to see improvements, and c) feel unsafe?
3. What are students' cultural, social and emotional experiences at the college?
4. To what extent do survey findings vary by respondents' demographics?

Structure of the report

This report has five parts. In part 1, we examine the extent to which survey respondents represent the demographics of the college’s overall student and employee populations as well as the population of the region. In part 2, we examine maps from each CCC campus—Oregon City, Harmony, and Wilsonville—that survey respondents annotated with their perceptions of different locations on campus. Part 3 presents summary of findings of surveys for students, employees, and community members. Detailed figures and tables are provided in supporting documents (PowerPoint presentation and Excel spreadsheets for internal use only). Data is summarized using average and frequencies, and findings for each respondent group are disaggregated by respondent characteristics (see sidebar). Part 4 summarizes insights on the college’s culture and respondents’ social and emotional experiences at the college, derived from responses to open-ended questions in the survey. Finally, part 5 discusses recommendations based on the key findings. Throughout this report, key findings are highlighted in bold text.

This report examined results by categories, such as age, gender, race/ethnicity, disability, first-generation college student, and caregiver status. Due to the small number of respondents in some race/ethnicity categories and the need to protect individual privacy, we are only able to present disaggregated results from Asian, Hispanic/Latina/e/o/x, and white respondents in the student survey findings, and Hispanic/Latina/e/o/x and white respondents in the employee survey findings. Whenever possible, we seek to complement the descriptive data with qualitative data that reflects stories from CCC’s diverse community.

Part 1. Representativeness of the campus visioning surveys

Surveys were sent to CCC students, employees, and community members in spring 2022. The college received approximately 450 responses. In this section, we compare survey data to institutional data (for CCC students and employees) and U.S. Census Bureau data (for Clackamas County) to examine how representative each of the three survey participant groups is for the overall population for that group.

Representativeness of the student survey

Compared to the overall student population, the survey sample includes a greater proportion of female, Hispanic/Latina/e/o/x, and older students. Compared to institutional data on the overall CCC student population from the 2020–21 academic year, the survey contains a greater proportion of female and non-binary respondents and a lower proportion of male respondents. The survey also includes a greater percentage of Hispanic/Latina/e/o/x participants and a lower percentage of white participants compared to institutional data. Therefore, survey findings must be interpreted with care as they are not representative of the complete CCC student population.

Table 1. Representativeness of student survey respondents in the 2022 campus visioning survey compared to institutional data on the overall student population

		All CCC students (%)	Survey respondents (%)
Gender	Female	53	76
	Male	47	23
	Non-binary	0	1
Ethnicity	Not Hispanic/Latina/e/o/x	82	67
	Hispanic/Latina/e/o/x	18	33
Race	American Indian or Alaska Native	2	1
	Asian	6	9
	Black or African American	2	0
	Hawaiian or Pacific Islander	1	0
	White	81	54

		All CCC students (%)	Survey respondents (%)
	Multiracial	8	4
Age	Under 18	21	6
	18–21	31	21
	22–29	20	16
	30–39	14	25
	40–49	7	17
	50–64	5	14
	65 or over	1	1

Note: The total may not be 100 because of rounding. In the survey analysis, if respondents identified their ethnicity as Hispanic/Latina/e/o/x,” we categorized their race as “Hispanic/Latina/e/o/x.”

Source: Clackamas Community College campus visioning survey (2022) and master planning data (academic year 2020–21).

Representativeness of the employee survey

Compared to institutional data on the overall population of CCC employees in the 2020–21 academic year, the campus visioning survey contains a greater proportion of female employees. Representation of Hispanic/Latina/e/o/x employees in the survey sample is roughly comparable with the institutional data, as is representation across the age groups. The survey includes a slightly lower proportion of white respondents compared to the institutional data (table 2).

Table 2. Representativeness of employee survey respondents in the 2022 campus visioning survey compared to institutional data on the overall employee population

		All CCC employees (%)	Survey respondents (%)
Gender	Female	55	70
	Male	45	28
	Non-binary	0	2
Ethnicity	Not Hispanic/Latina/e/o/x	91	90
	Hispanic/Latina/e/o/x	9	10
Race	American Indian or Alaska Native	2	0
	Asian	4	1
	Black or African American	2	0
	Hawaiian or Pacific Islander	0	0
	White	92	85
	Multiracial	N/A	5
Age	Under 18	0	0
	18–21	0	0
	22–29	5	7
	30–39	19	17
	40–49	28	28
	50–64	37	41
	65 or over	11	6

Note: The total may not be 100 because of rounding. In the survey analysis, if respondents identified their ethnicity as Hispanic/Latina/e/o/x,” we categorized their race as “Hispanic/Latina/e/o/x.”

Source: Clackamas Community College campus visioning survey (2022) and institutional data (academic year 2020–21).

Representativeness of the community survey

The community survey includes a greater proportion of female respondents compared to U.S. Census Bureau data from Clackamas County, and a significantly lower proportion of Hispanic/Latina/o/x/e respondents. Therefore, survey findings must be interpreted with caution as they are not representative of all CCC community members (table 3).

Table 3. Representativeness of community survey respondents in the 2022 campus visioning survey compared to U.S. Census Bureau data on the overall county population

		Clackamas County	Survey respondents
Gender	Female	51	65
	Male	49	32
	Non-binary	N/A	0
	Questioning or Unsure	N/A	3
Ethnicity	Not Hispanic/Latina/e/o/x	91	88
	Hispanic/Latina/e/o/x	9	12
Race	American Indian or Alaska Native	2	3
	Asian	6	0
	Black or African American	2	0
	Hawaiian or Pacific Islander	1	0
	White	91	79
	Other race	4	0
Age	Under 18	22	0
	18–21	4	0
	22–29	9	0
	30–39	13	12
	40–49	14	29
	50–64	21	38
	65 or over	18	21

Note: The total may not be 100 because of rounding. In the survey analysis, if respondents identified their ethnicity as Hispanic/Latina/e/o/x,” we categorize their race as “Hispanic/Latina/e/o/x.”

Source: Clackamas Community College campus visioning survey (2022) and U.S. Census Bureau data (2021).

Part 2. Campus maps

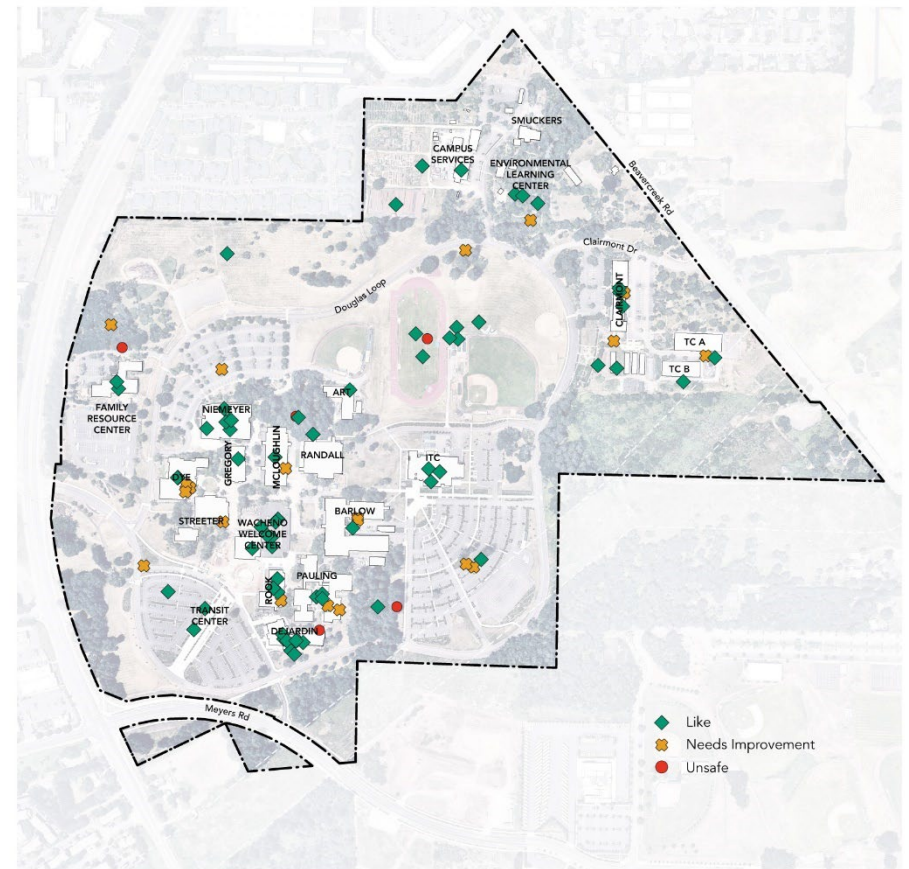
I haven't picked a particular location for this comment because this is an overall comment. We have a beautiful campus, with a good balance of green and developed areas. We can see Mount Hood from campus; we have places that are practically forest. Always maintain those things. If we have to develop more, build small.

– Employee survey participant

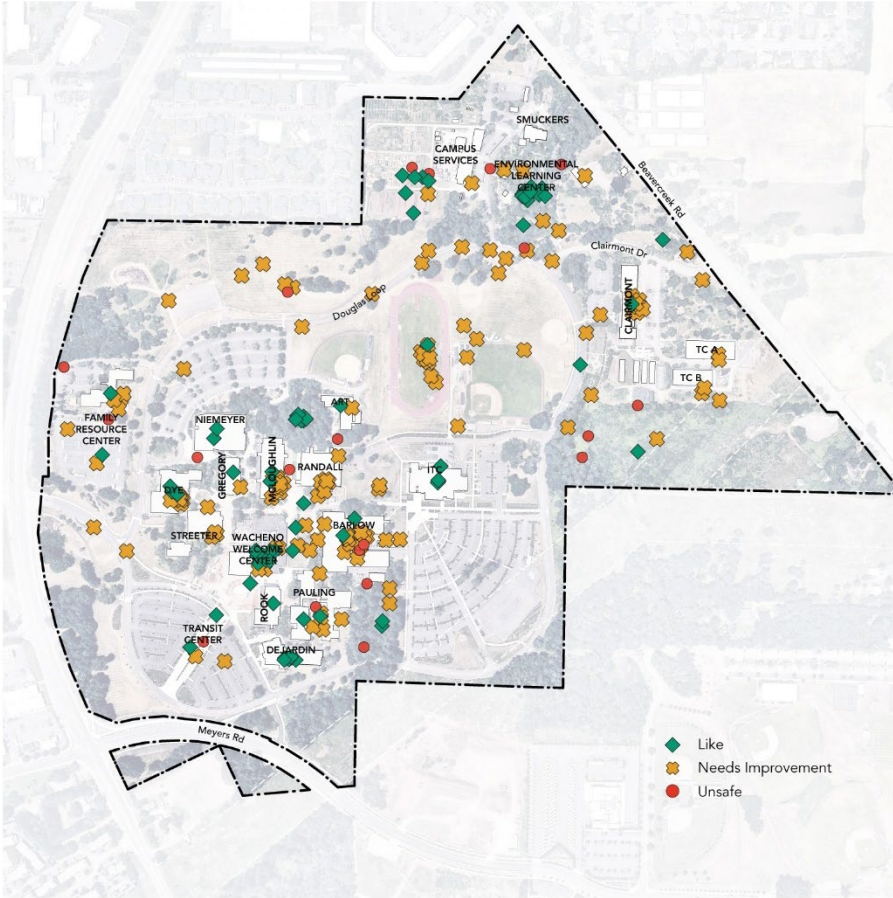
Survey respondents were presented with maps of their respective campus (Oregon City, Harmony, or Wilsonville) and asked to select up to five locations on the map for which they would like to give feedback. They were asked to designate each location as “A location I like,” “A location that needs improvement,” or “A location I felt unsafe.” The survey questions were set up to assign responses to both an x and y coordinate and a name of a campus location. Consultants from Walker Macy used the x and y coordinates to generate maps that show responses for each selected location. In this section, we present those maps along with more detailed information about locations that received the most feedback.

Oregon City campus

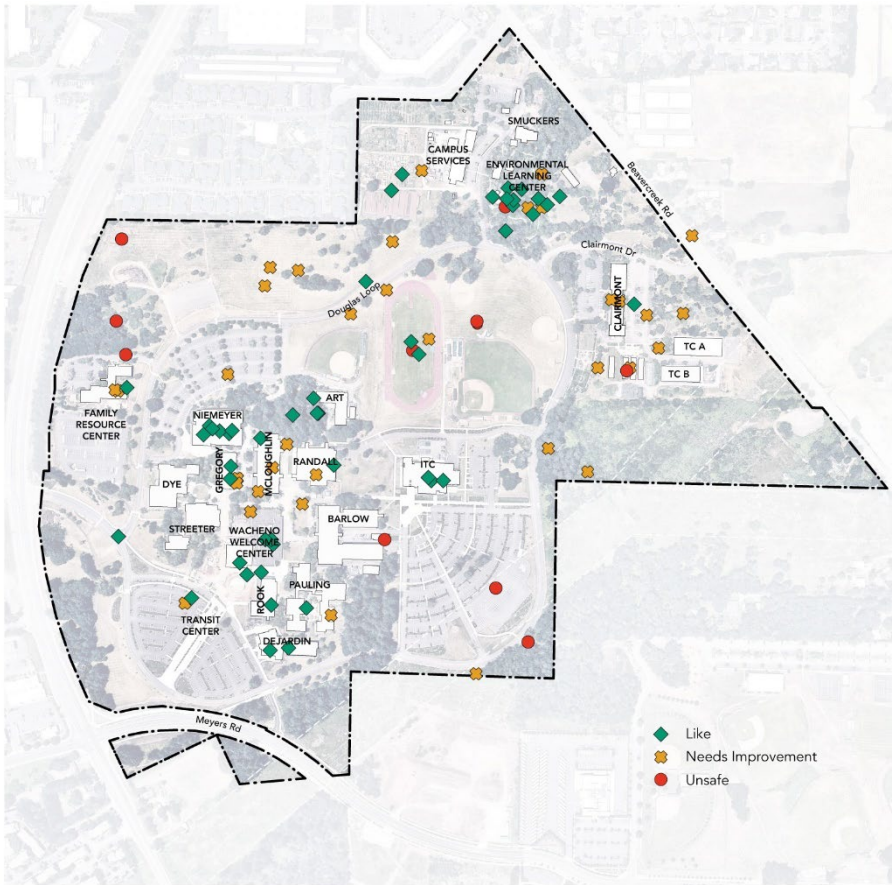
MAP OF STUDENT RESPONSES



MAP OF EMPLOYEE RESPONSES

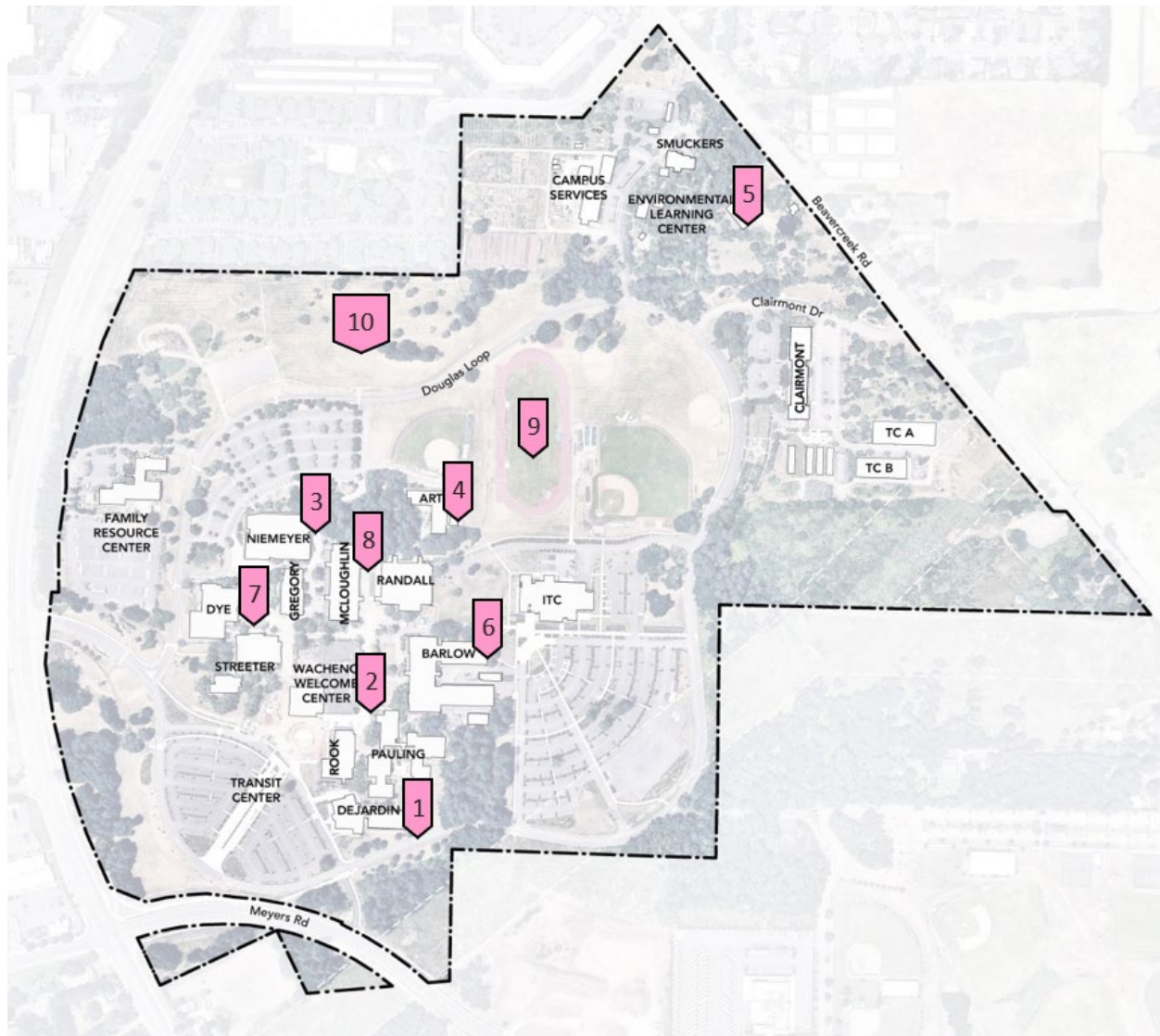


MAP OF COMMUNITY RESPONSES



Below are a series of tables presenting more detailed information about the ten Oregon City locations for which survey respondents offered the most feedback. Full tables with numbers of responses for each location are included in the appendix.

MAP OF TEN OREGON CITY CAMPUS LOCATIONS THAT RECEIVED THE MOST FEEDBACK IN THE SURVEY



1

Table 4. Location 1. DeJardin: Feedback from students, employees, and community members

	Number of responses for “Place I like”	Number of responses for “Place that needs improvement”	Number of responses for “Place where I feel unsafe”
Student	7		1
Employee	6	1	
Community	2		
Example comments	<p>“I like the upstairs space for studying.”</p> <p>“This new building is great. It has some well-lit seating areas to read or study while waiting for a class.”</p> <p>“Plenty of bright, modern, clean space. I appreciate and often use both the private study spaces and the open, social areas. Whiteboards are a nice touch.”</p>	<p>“Beautiful new facility but seems to be missing some signage on some of the special additions.”</p>	<p>“This spot is really dark during the winter and makes me feel really unsafe walking to my car at night. More lighting needs to be put up around here.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 5. Location 2. Wacheno Welcome Center: Feedback from students, employees, and community members

	Place I like	Place that needs improvement
Students	6	
Employees	9	4
Community	3	
Example comments	<p>"I like the cafe, lots of tables and gives like coffee shop atmosphere. If I don't want to hear people there's also the study rooms off to the right, so that's cool."</p> <p>"Wacheno's (re)design is starting to live up to its purpose and I look forward to being able to grow into this space more."</p>	<p>"I know signage has been a work in progress, but finding places like the cafeteria, bookstore and student services is not easy ... I often encounter people who have no idea were to go."</p> <p>"The new space in the Wacheno Welcome Center is great, now we just need to match the rest of the building. Upgrades to the cafe, etc., will be much needed."</p> <p>"The walls are very thin, and it's easy to hear everything my coworkers are doing in their offices since we have shared walls. Additionally, the space I'm in is quite cold and doesn't seem to get warmer with the thermostat."</p> <p>"The Wacheno Welcome Center doesn't feel as inviting as it could be. There should be multilingual signs. It would be nice if we had some bilingual assistants at the welcome desk. The main floor is a bit disorienting."</p> <p>"There aren't enough charging ports in the café. If there were more I would study there longer and more frequently than I do right now."</p> <p>"Bicycle parking and a bicycle repair station installed to the right of the Wacheno Welcome Center main entrance [would be] an ideal spot for this as it is a visible and accessible location and would be an incentive for students to ride their bicycles to campus."</p>

Source: Clackamas Community College 2022 campus visioning survey.

3

Table 6. Location 3. Niemeyer: Feedback from students, employees, and community members

	Place I like
Students	5
Employees	3
Community	7
Example comments	<p>“A really nice building with access to a lot of amazing music equipment and facilities.”</p> <p>“I love theater and music.”</p> <p>“Great facility with convenient parking. Needs better signage.”</p> <p>“Theater and performing arts.” “Wonderful productions both by the students and in the offseason by CRT. Publicize the Niemeyer offerings more!”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 7. Location 4. Statue Gardens: Feedback from students, employees, and community members

	Place I like	Place that needs improvement	Place where I feel unsafe
Students	2		1
Employees	7	1	1
Community	3		
Example comments	<p>“Healing and comforting.”</p> <p>“Glad some trees are still on campus.”</p> <p>“Trees are not only inviting, but keep the ground cooler.”</p> <p>“It is important for a campus to have spaces of art and natural beauty for reflection, growth and health.”</p> <p>“Favorite place to escape. I’d love to see other spaces among trees with benches for relaxing and connecting with nature.”</p>	<p>“The art center building and sculpture gardens are just delightful. I would like to see more lighting for evening walkers and students as this area can often be very dark after sunset.”</p>	<p>“This area has no flow and I never know (even though I have learned I forget) where the limited paths lead and I end up off path to get across campus or to the athletic fields.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 8. Location 5. Environmental Learning Center: Feedback from students, employees, and community members

	Place I like	Place that needs improvement	Place where I feel unsafe
Students	3	1	
Employees	12	6	2
Community	10	3	1
Example comments	<p>“A gem—maybe THE gem—of our campus. Can it be expanded?”</p> <p>“The ELC is a wonderful space to walk and relax during my lunch break. I like to use the ELC meeting spaces for retreats with teams, it feels healing and comforting to be near nature.”</p> <p>“That forested area is incredibly calming and helps me as a student relax. But I would feel safer if I had a sidewalk to get to the farm.”</p> <p>“ELC is a haven where water is sequestered and slowed, plantings and trees absorb rain and runoff and provide cooling shade and moist soil. A model for the rest of the campus.”</p> <p>“Lovely upgrades. An underappreciated gem in our region.”</p> <p>“My son loves the Environmental Learning Center! He's 9 and we often walk through. Sometimes he and his best friend have a play date there.”</p>	<p>“Walking path around main college road ends, would be nice to have sidewalk here towards FRC.”</p> <p>“The campus needs a continuous sidewalk along roadways.”</p> <p>“The ELC need funding for site improvement and maintenance. Lighting for safety. It has the potential to be quite a beautiful space if maintenance was a priority.”</p> <p>“The ELC could be one of the most beautiful spots in Oregon City. Now it is overgrown with weeds, wild blackberry, dead trees, widow maker branches, overgrown paths, etc ... What a shame that it has been let go to such an extent over the years. I really hope this area can be restored.”</p> <p>“Great community asset but seems under utilized.”</p>	<p>“The trees and grounds are overgrown for transient activity and bad behavior by nearby apartment dwellers and high school population.”</p> <p>“Overnight campers and individuals working on vehicles constantly leave waste (trash, hazardous chemical wastes, pollutants, and bio-hazards) on the roadside margin.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 9. Location 6. Barlow: Feedback from students, employees, and community members

	Number of responses for “Place I like”	Number of responses for “Place that needs improvement”	Number of responses for “Place where I feel unsafe”
Students	1	2	
Employees	2	18	2
Community			1
Example comments	<p>“Somehow the ‘Barlow’ sign is leaking? The 5-foot high ceilings ... give off a real Guantanamo vibe.”</p> <p>“Weight room and gym are always super hot and humid.”</p> <p>“B241b has wires hanging out the walls and a strange white substance growing on the bricks at the back of the classroom. All FYE classes are in these classrooms and this is not a good look for our first year students that are selecting CCC for their education.”</p> <p>“Classes in this part of the building make students feel like they aren't important.”</p> <p>“It is unclear if/where any all-access restrooms are. The building doesn't look like it welcomes all abilities. It is hard to find the elevator. Depending on where you enter, you may have to go down a ramp before finding the elevator to go up. The automatic doors have been unreliable.”</p>		<p>“Fumes from automotive can sometimes be concerning regarding our health.”</p> <p>“There needs to be a walking path that goes from B112 to B110 [which is] very unprofessional, and possibly unsafe.”</p> <p>“There are no gender neutral restrooms in Barlow.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 10. Location 7. Dye: Feedback from students, employees, and community members

	Place I like	Place that needs improvement
Students		1
Employees	4	11
Community		
Example comments	<p>"I liked sitting at the desks along the wall towards the south part of the building. They had dividers and were always very quiet and not distracting."</p> <p>"I advocate for making this a great opportunity to rebrand how we have a library and learning center. It isn't just an academic support space—it is YOUR common space to gather, do cool things, get help, learn, and belong."</p>	<p>"Dye is an old building that isn't inviting or flexible for student use. It is one of the least serviceable and least attractive buildings on campus now ... I also am thinking about the message it sends to our most marginalized students: English language learners and GED students ... having an already-marginalized population's 'home' building on campus be the old gross one is an unwelcoming optic. Dye also has questionable HVAC and leaks, and it is unsafe in case of a mass casualty event ... My ask to the Campus Visioning team is to make this building the number one priority in the next bond."</p> <p>"There are ongoing problems with Dye—wall mushrooms, leaky ceilings, issues with the boiler."</p> <p>"The location and configuration of the building makes it very difficult to communicate directions clearly to non-native speakers of English, especially when they are coming after hours for a service."</p> <p>"One of our oldest buildings is home to our Adult Basic Education and ESOL students. I know the practical reasons for this circumstance, but for new students coming in who don't have that context, it probably doesn't feel good. Like, 'Oh, I'm stuck here because I'm not as valued as other students.' It would be cool to honor and uplift our Pathway to College students with a beautiful space that matches their ambitions and futures."</p> <p>"Dye doesn't have any all-access restrooms."</p> <p>"There are many cases where I can't even enter a person's office from my wheelchair, let alone get to their computer to work with them."</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 11. Location 8. McLoughlin: Feedback from students, employees, and community members

	Place I like	Place that needs improvement
Students	1	1
Employees	2	11
Community	1	3
Example comments		<p>“McLoughlin is very old and badly needs updating. A lot of classes are taught in that building, and there are offices there, as well. Most of the classrooms in particular are seedy, stuffy, windowless, etc. ... The big classroom at the top of the main stairwell [is] the first place an active shooter would go, so it feels very unsafe. Additionally, the technology is not functional (projector screens overlap whiteboards) and the furniture is cheap and breaks easily. It doesn't leave our students with a good impression of CCC.”</p> <p>“I feel that the study areas in this building could be improved, with more charging options for computers.”</p> <p>“The building can be hard to navigate if you are not familiar with the layout. I think students and visitors could benefit from new signage and updated building maps.”</p> <p>“McLoughlin Hall is a challenging space for students. They are often confused about how to get upstairs, since the elevator and stairs are outside the building.”</p> <p>“Needs better parking for people with physical limitations.”</p> <p>“There were a bunch of desks purchased for McLoughlin which do not fit all body sizes. They are not necessarily easy to move around for group work ... It was clear that access was not prioritized when those student desks were purchased. Some classrooms have little or no windows. This isn't good for us.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 12. Location 9. Track and Field: Feedback from students, employees, and community members

	Place I like	Place that needs improvement	Place where I feel unsafe
Students	3		1
Employees	1	11	
Community	2	1	1
Example comments	<p>“Money invested in outdoor recreation would benefit all ages.”</p> <p>Many colleges have seen increases in enrollment when they invest in their athletic programs. CCC is a gateway for prospective athletes to go to college as well as to prepare to transfer as athletes to four-year institutions. Investing in our athletics facilities so that our teams and spectators have what they need may be an area to consider.”</p>	<p>“Improvements could include: better seating at softball and baseball fields, upgrading and making the track a place we could hold meets, turf soccer fields, even building a sports complex that could house most of our athletics and also include an indoor space big enough for events like graduation.”</p> <p>“A press box, PA system, and expanded spectator seating to optimize athletic events and provide community field/track use for competition.”</p> <p>“Athletic fields should use some type of bond funds to do major upgrades and allow a space for regional track and field competitions to be held, earn extra funds with more local partnerships if we had better track and field facilities.”</p>	<p>“This should be a turf field.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

10

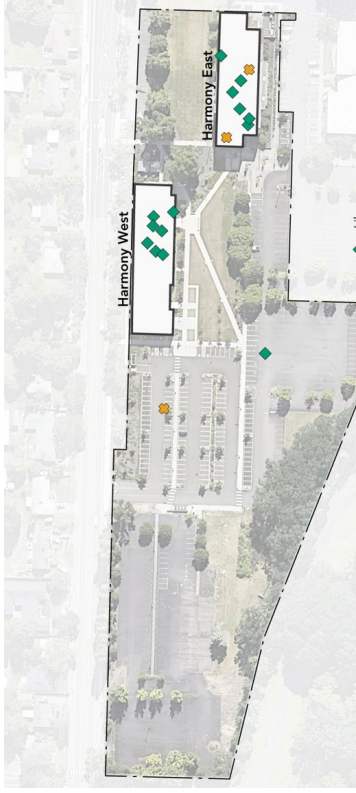
Table 13. Location 10. North Open Area: Feedback from students, employees, and community members

	Place I like	Place that needs improvement	Place where I feel unsafe
Students	1	1	
Employees		8	1
Community	1	5	4
Example comments		“Develop into a natural habitat.” “Dog park? With a fence.”	

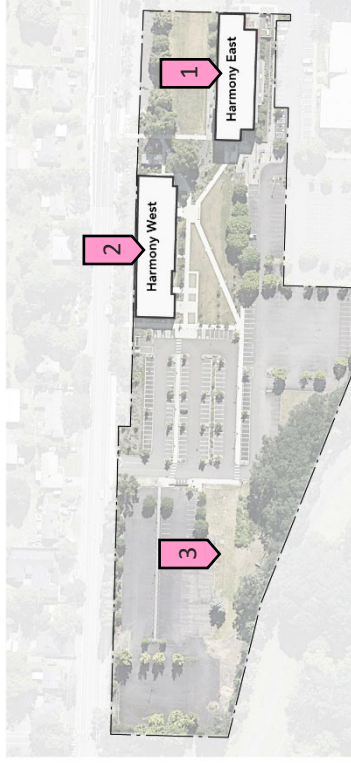
Source: Clackamas Community College 2022 campus visioning survey.

Harmony campus

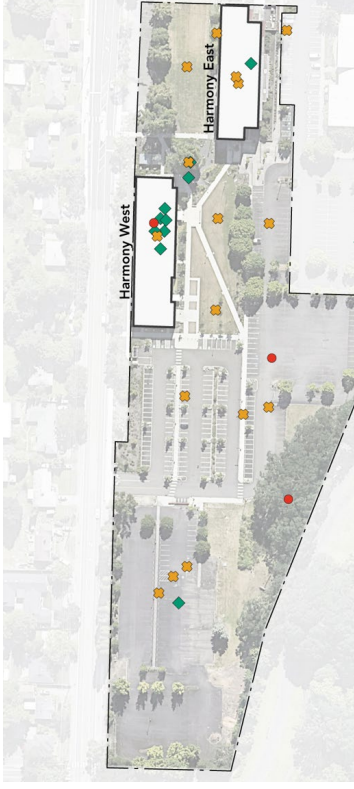
MAP OF STUDENT RESPONSES



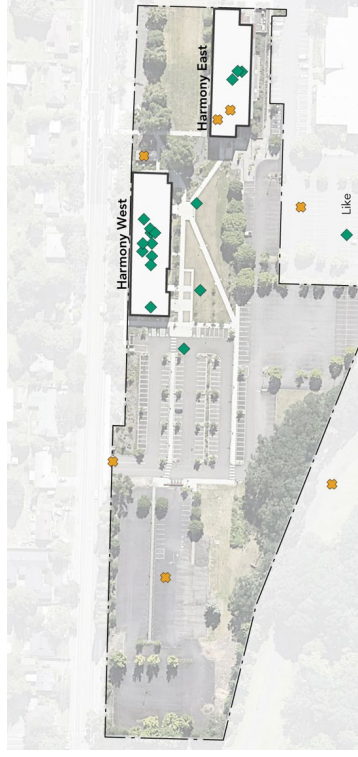
MAP OF HARMONY CAMPUS LOCATIONS RECEIVING THE MOST FEEDBACK IN THE SURVEY



MAP OF EMPLOYEE RESPONSES



MAP OF COMMUNITY RESPONSES



1

Table 14. Location 1. Harmony East: Feedback from students, employees, and community members

	Place I like	Place that needs improvement	Place where I feel unsafe
Students	6	2	2
Employees	1	2	
Community	3	2	
Example comments	<p>“Love the Health Services training facilities!”</p> <p>“Welcoming and comfortable space.”</p>	<p>“The classrooms in Harmony East were smaller, darker, slightly congested. Not as inspiring as Harmony West.”</p> <p>“The classrooms are pretty good here, but the tech in the building doesn't always work the way it is supposed to and the community feel is non-existent.”</p> <p>“This campus is a food desert. That's a problem. Evening students often go hungry because they come to classes and there isn't any food that's [within a] walkable [distance].”</p> <p>“Do a cafeteria with food.”</p> <p>“It is unfortunate that the original top floor for Harmony East, which was going to include more space for ESOL, got removed when the funding for it ran short. It's too bad that we didn't have an equitable decision-making framework at that time. We don't have library services for our ESOL students at Harmony like we do on the [Oregon City] campus. That is inequitable access. There are no all-access restrooms in Harmony East. There are very few parking spaces available for folks to park near the building. Not everyone with mobility issues has a specific disability parking permit. As this is the biggest ESOL program at the college, there should be signage in multiple languages [and] more bilingual individuals at the main information desk.”</p>	<p>“More security and officers are needed for the safety of students, staff and faculty at Harmony East and West.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Table 15. Location 2. Harmony West: Feedback from students, employees, and community members

	Place I like	Place that needs improvement	Place where I feel unsafe
Students	7		1
Employees	6	2	1
Community	10	1	
Example comments	<p>"I love this new Harmony West building—all the state-of-the-art classrooms and the community gathering space."</p> <p>"Love these classrooms and the student study areas. Hope the bookstore returns."</p> <p>"I love the study spaces in this building."</p> <p>"Thoughtful addition to the area. Yet to reach its potential."</p> <p>"Beautiful building, lots of light, great open spaces for students to work and hang out and for events."</p> <p>"The classrooms in this building are fantastic. They are full of light and easy to adjust to different formats. I also like that each class has at least one bariatric chair available."</p>	<p>"I used to bike commute to this campus, and the secure bike area was never available ... Let's make use of the facilities we have, especially those that are as financially, environmentally, and physically responsible as riding bikes."</p> <p>"While there are all-access restrooms and a lactation room in Harmony West ... there isn't a sign that is visible from the hallway that these spaces are available. Since the ESOL program is largest at the Harmony Campus, more signage should be in multiple languages."</p>	<p>"It would be nice to have more of a security presence in the building while classes are going and to help folks safely to/from their vehicles."</p> <p>"The third floor is pretty isolated from the rest of the building, and can feel unsafe when there are few other instructors or staff members. When I hold office hours, I sometimes am with volatile students and I wonder what I will do if things go south."</p>

Source: Clackamas Community College 2022 campus visioning survey.

3

Table 16. Location 3. Western Grassy Area: Feedback from students, employees, and community members

	Place I like	Place that needs improvement	Place where I feel unsafe
Students	1		3
Employees		3	2
Community			
Example comments		<p>“The traffic controls in this area of the parking lot are rather confusing.”</p> <p>“It is unrealistic to expect students and employees to park in such a small strip that is close to Harmony East. This seems to ignore that some folks with mobility issues might need to be a bit closer to Harmony East. Also, I was previously told that the only spaces that we could park in directly to the south of the Harmony East building (along the strip in front of the building), was only the spaces for those with disabled parking permits. But this visual seems to show that the other spaces beyond the disabled permit spaces are available to us. It seems consistent messaging would be helpful.”</p>	<p>“Too much activity to feel safe walking alone.”</p>

Source: Clackamas Community College 2022 campus visioning survey.

Wilsonville campus

MAP OF STUDENT, EMPLOYEE, AND COMMUNITY RESPONSES



Due to the small number of responses to the map questions on the Wilsonville campus survey, we present responses to the three location categories together. Most of the responses were from employees describing which locations need improvement.

Table 17. Wilsonville campus locations: Feedback from students, employees, and community members

Location name	Location I like			Location that needs improvement			Location I felt unsafe	
	Students	Staff	Community	Students	Staff	Community	Students	Staff
Wilsonville Building		1	8		5	1		
North PGE pole yard					1			
Open field			1		3	1		
Tree grove and pole yard			2		1			
Area north of Wilsonville Building								1
Parking lot					1	1		
<p>Selected comments about Wilsonville spaces (representing main themes): Wilsonville Building: “I like its open feel and have enjoyed art exhibits there.” “I felt very overstimulated when walking in. Too many signs on doors and things to look at. Not cozy and comfy, very industrial and intimidating. I appreciated the ample and free parking. Open field: Better utilization, better signage.” Parking lot: Minor improvements such as repainting lines and curbs to make the space feel fresher. General suggestions: Keep vegetation under control. Consider growth and expansion, such as a new building that could be constructed here. “I like the Wilsonville campus—there seems to be much opportunity. I don’t understand why it is so underutilized.” “What about something honoring Indigenous people?”</p>								

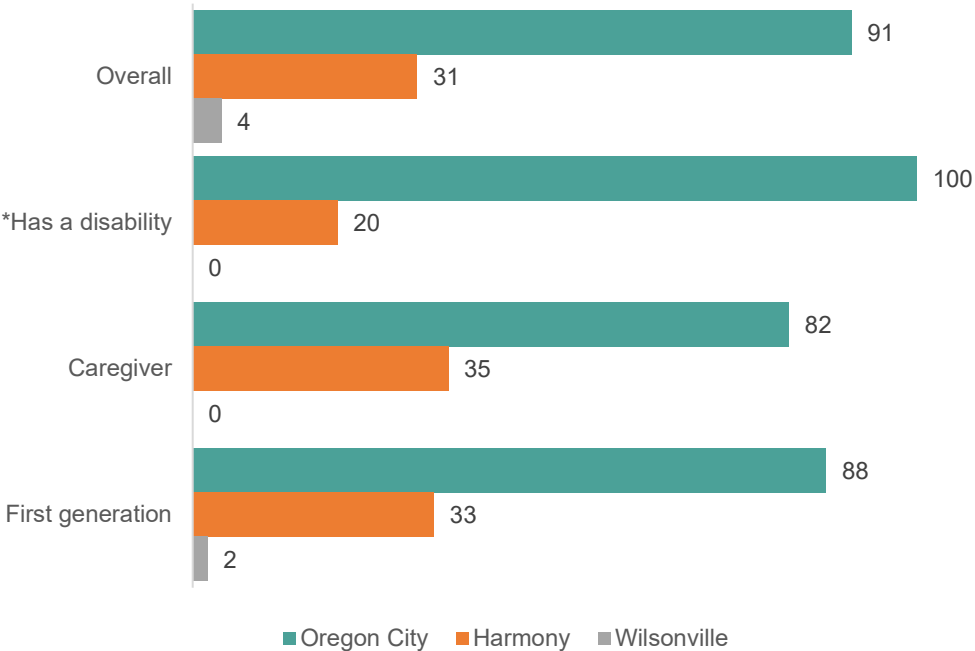
Source: Clackamas Community College 2022 campus visioning survey.

Part 3. Summary of survey findings

Student survey

Most student survey respondents indicated having taken at least one in-person class at the Oregon City campus. All survey participants who identified as having a disability had taken at least one in-person class at the Oregon City campus (100%). More than 80 percent of caregiver and first-generation students took at least one in-person class at the Oregon City campus (82%). Compared to the Harmony Campus and Oregon City campus, only a few survey participants had taken an in-person class at the Wilsonville campus (4%).

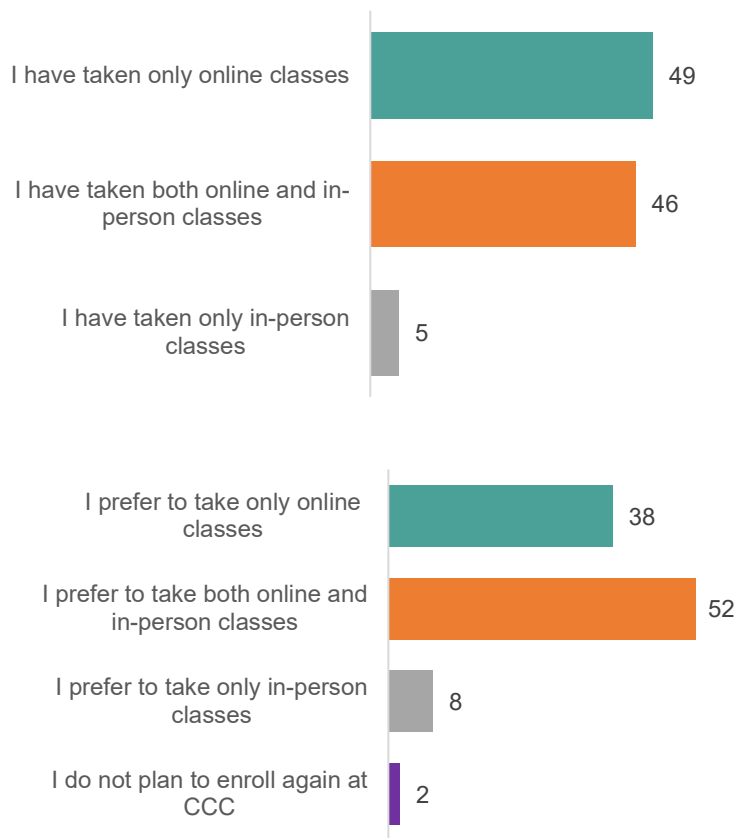
Figure 1. Percent of student survey participants who took at least in-person class across Clackamas Community College campuses



*Note: “Has a disability” indicates that students who have a disability that affects their ability to move around campus.
Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

About half of survey participants indicated that they preferred to take both online and in-person classes. Findings show slight differences between experience and preferences regarding online and in-person course-taking. For example, 49 percent of respondents said they took only online classes but only 38 percent of respondents reported a preference for doing so (figure 2).

Figure 2. Percent of student survey participants who took online and in-person classes and prefer to take online and in-person classes

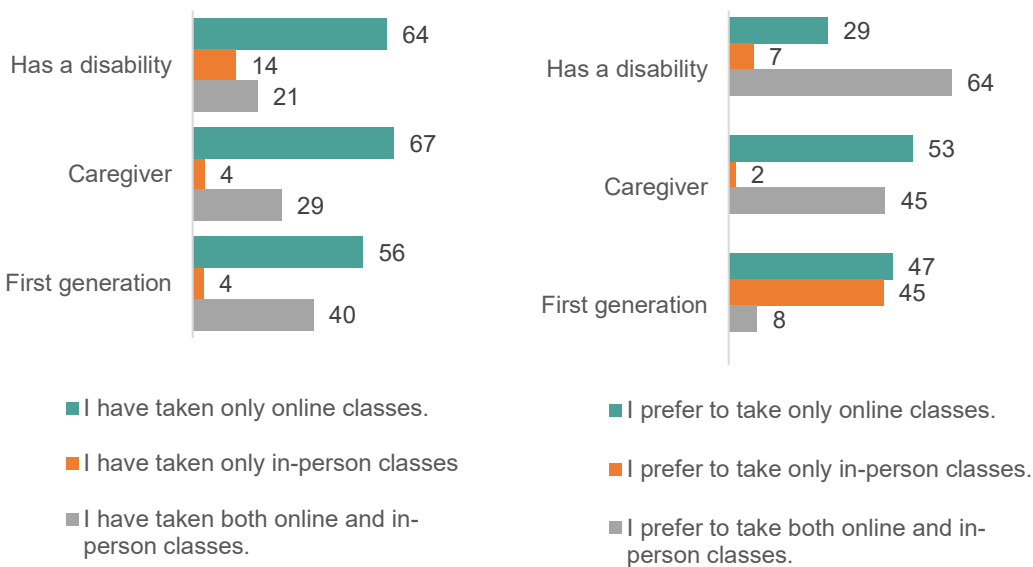


Note: Totals may not add to 100 percent due to rounding.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

Greater proportions of students who identified as a caregiver (67%) or as having a disability (64%) reported having taken only online classes. While self-identified caregivers were also more likely to say that they prefer to take only online classes (53%), only 29 percent of students who identified as having a disability indicated that they prefer only online classes, and 64 percent reported that they prefer both online and in-person classes.

Figure 3. Percent of student survey participants who indicated preference for online and in-person classes by disability, caregiver, and first-generation status



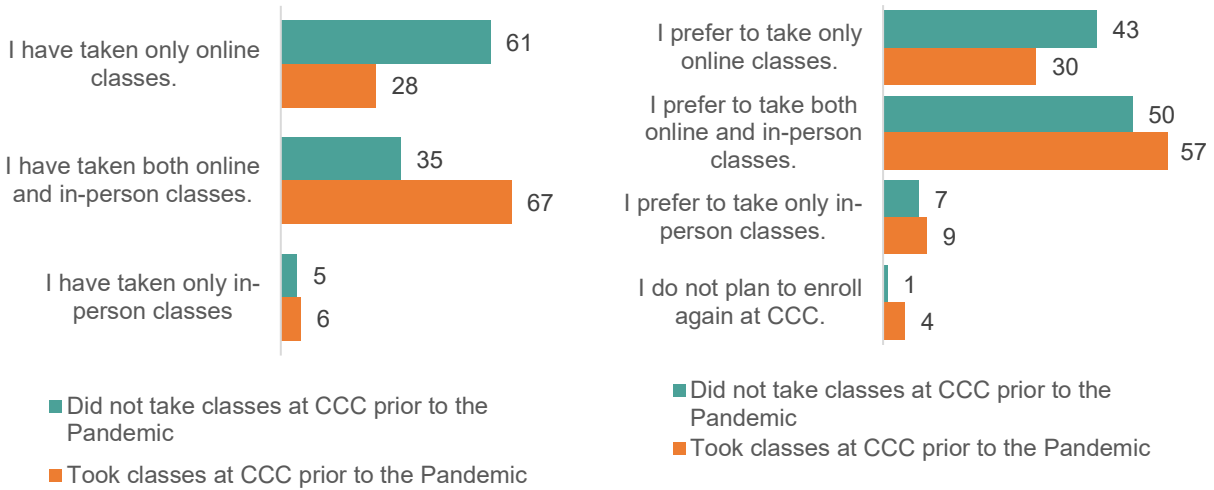
Note: Totals may not add to 100% because of rounding.

*Note: "Has a disability" indicates that students who have a disability that affects their ability to move around campus.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

The highest percentage of students who were CCC students prior to the pandemic reported having taken both online and in-person classes (67%) and said that they prefer to take both online and in-person classes (57%).

Figure 4. Percent of student survey participants who indicated preferences for online and in-person classes based on their enrollment prior to the pandemic



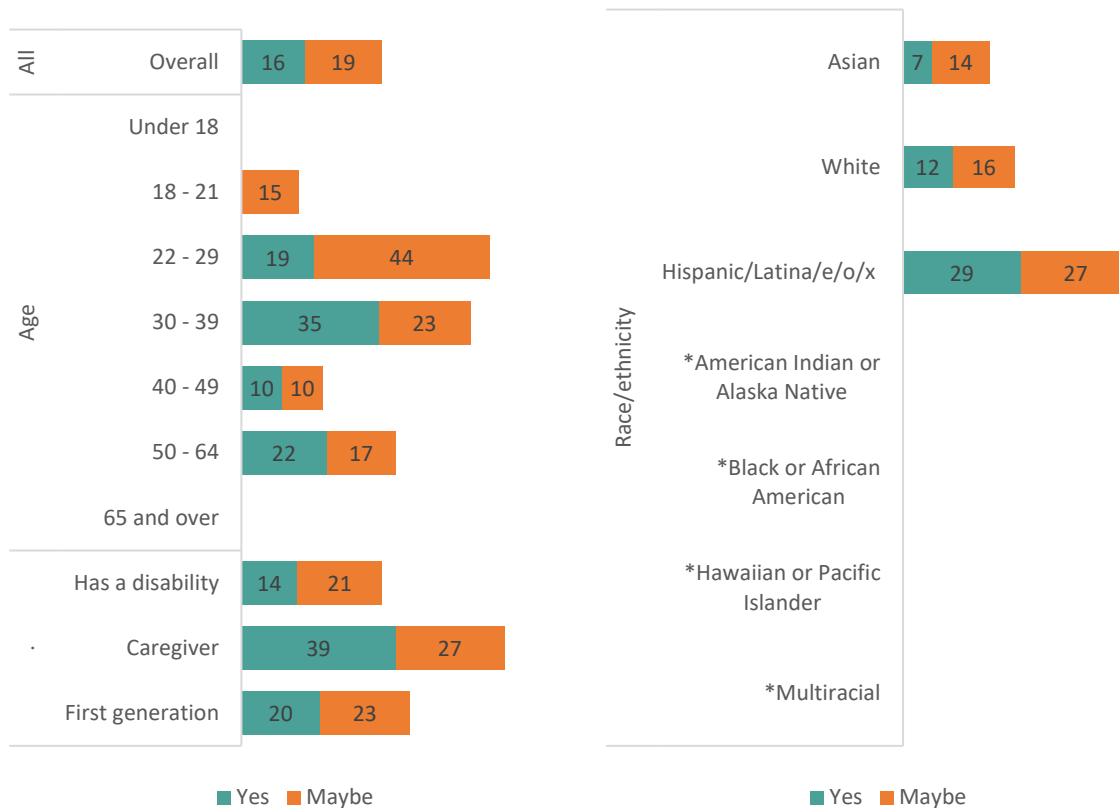
Note: Totals may not add to 100% because of rounding.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

Student survey participants who identified as a primary caregiver were most likely to report that child care services would be beneficial on campus. Overall, about 20 percent of student survey participants reported that child care services on campus would be beneficial. However, two-thirds of those who identified themselves as a primary caregiver for children under age 18 responded “yes” (39%) or “maybe” (27%) that child care services would be beneficial to them.

Based on students’ race/ethnicity categories, the highest percentage of Hispanic/Latina/e/o/x (56%) students reported that child care services on campus would be beneficial (29% for “yes” and 27% for “maybe”).

Figure 5. Percent of student survey participants who would be interested in child care services on campus by age, disability, caregiver, first-generation status, and race/ethnicity category

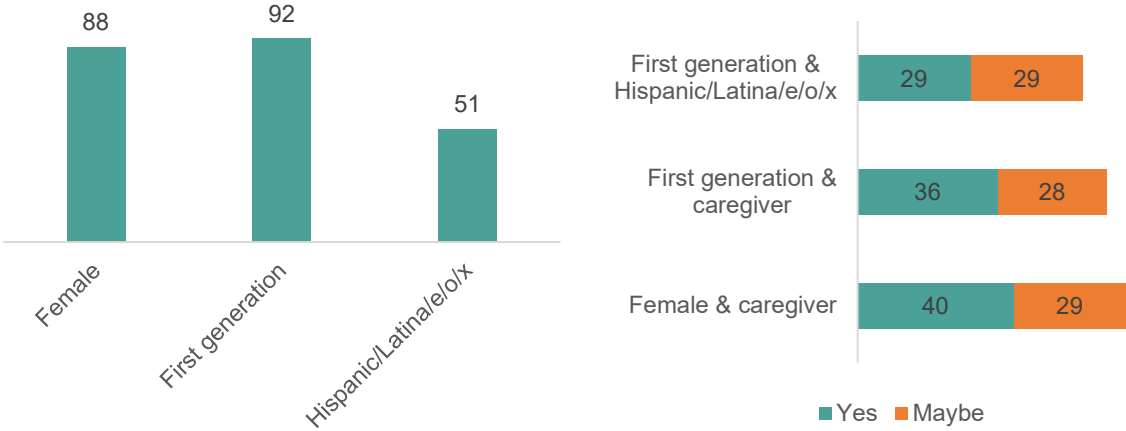


*Note: For race/ethnicity groups for which no data appear, the number or responses in the survey did not reach the reporting threshold for protecting privacy. “Has a disability” indicates that students who have a disability that affects their ability to move around campus.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

To better understand participants’ interest in child care services, we examined how their interests vary based on more than one factor. For example, 88 percent of those who expressed an interest are female, 92 percent of caregivers who expressed an interest are first-generation college students, and 51 percent of caregivers who expressed an interest are Hispanic/Latina/e/o/x. Among primary caregivers, 69 percent of female students and 64 percent of first-generation students reported their interests in child care services on campus (figure 6).

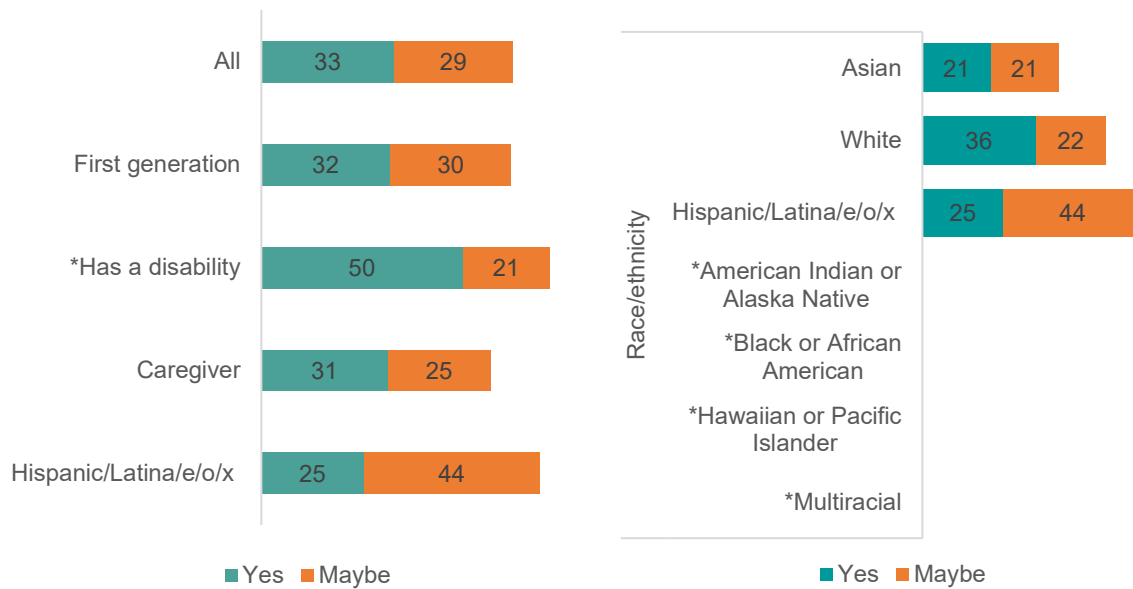
Figure 6. Percent of student survey participants who would be interested in child care services on campus, by different backgrounds



Source: Education Northwest analysis of Clackamas Community College campus visionary survey data.

More than two-thirds of the survey participants who have a disability that might affect their ability to move around campus expressed an interest in affordable housing options (50% for “yes” and 21% “maybe”). About half of primary caregiver participants expressed an interest (31% for “yes” and 25% for “maybe”) and about two-thirds of first-generation students expressed an interest (32% for “yes” and 30% for “maybe”). Among race/ethnicity groups, Hispanic/Latina/e/o/x students expressed the greatest interest (25% for “yes” and 44% for “maybe”) (figure 7).

Figure 7. Percent of student survey participants who would be interested in affordable housing options by background characteristics

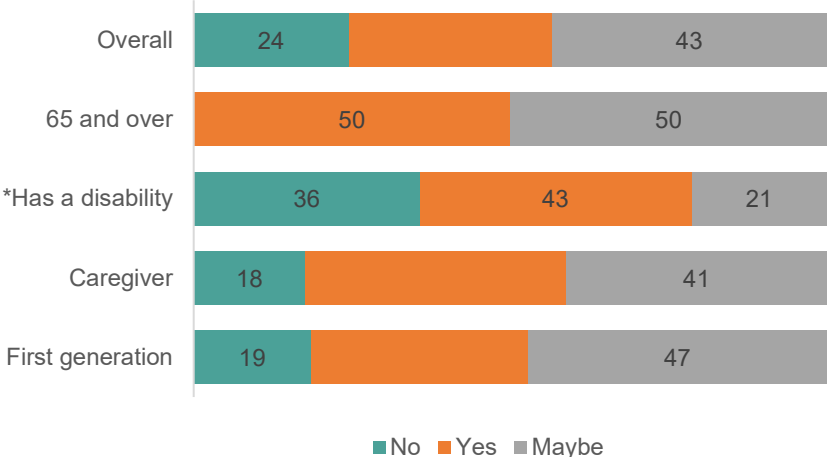


*Note: For race/ethnicity groups for which no data appear, the number of responses in the survey did not reach the reporting threshold for protecting privacy.

Source: Education Northwest analysis of Clackamas Community College campus visionary survey data.

More than two-thirds of respondents reported that they would still use the free clinic even if they were taking only online classes (32% for “yes” and 43% for “maybe”). All respondents 64 years old or above reported that they would still use the free clinic even if they were taking only online classes (50% for “yes” and 50% for “maybe”) (figure 8).

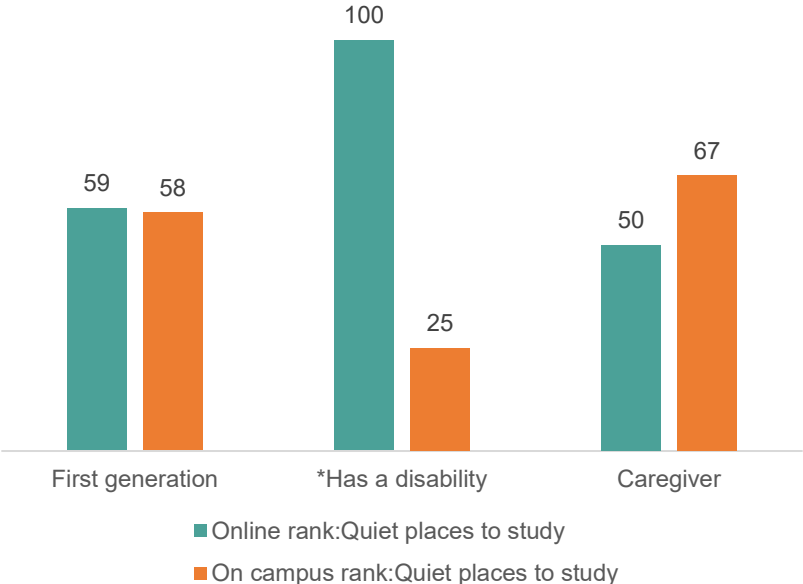
Figure 8. Percent of student survey participants who would use the free clinic if they were taking only online classes



Source: Education Northwest analysis of Clackamas Community College campus visionary survey data.

More than half of first-generation student survey participants ranked “quiet places to study” as the most important factor if they were taking only online classes (59%) and taking at least one class on campus (58%). All students with a disability ranked “quiet places to study” as the most important factor if they were taking all classes online. Two-thirds of caregiver students ranked “quiet places to study” as the most important factor if they were taking at least one class on campus (figure 9).

Figure 9. Percent of student survey participants who ranked “quiet places to study” as the most important factor if they were taking all classes online or taking at least one class on campus



Note: Totals may not add to 100 percent due to rounding.

*Note: “Has a disability” indicates that students who have a disability that affects their ability to move around campus.

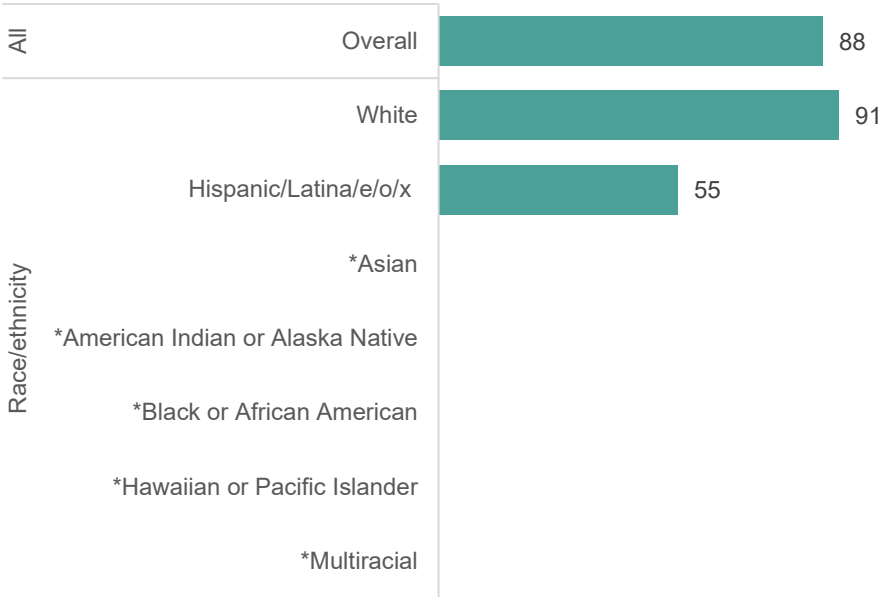
Source: Education Northwest analysis of Clackamas Community College campus visionary survey data.

Employee survey

The majority of employees said they worked for CCC prior to the COVID-19 pandemic (88 %).

About half of Latina/e/o/x employees (55%) reported working for the college prior to the onset of the pandemic, and 91 percent of white employees reported doing so (figure 10).

Figure 10. Percent of employee survey participants who indicated having worked for CCC prior to the onset of the pandemic, by race and ethnicity categories



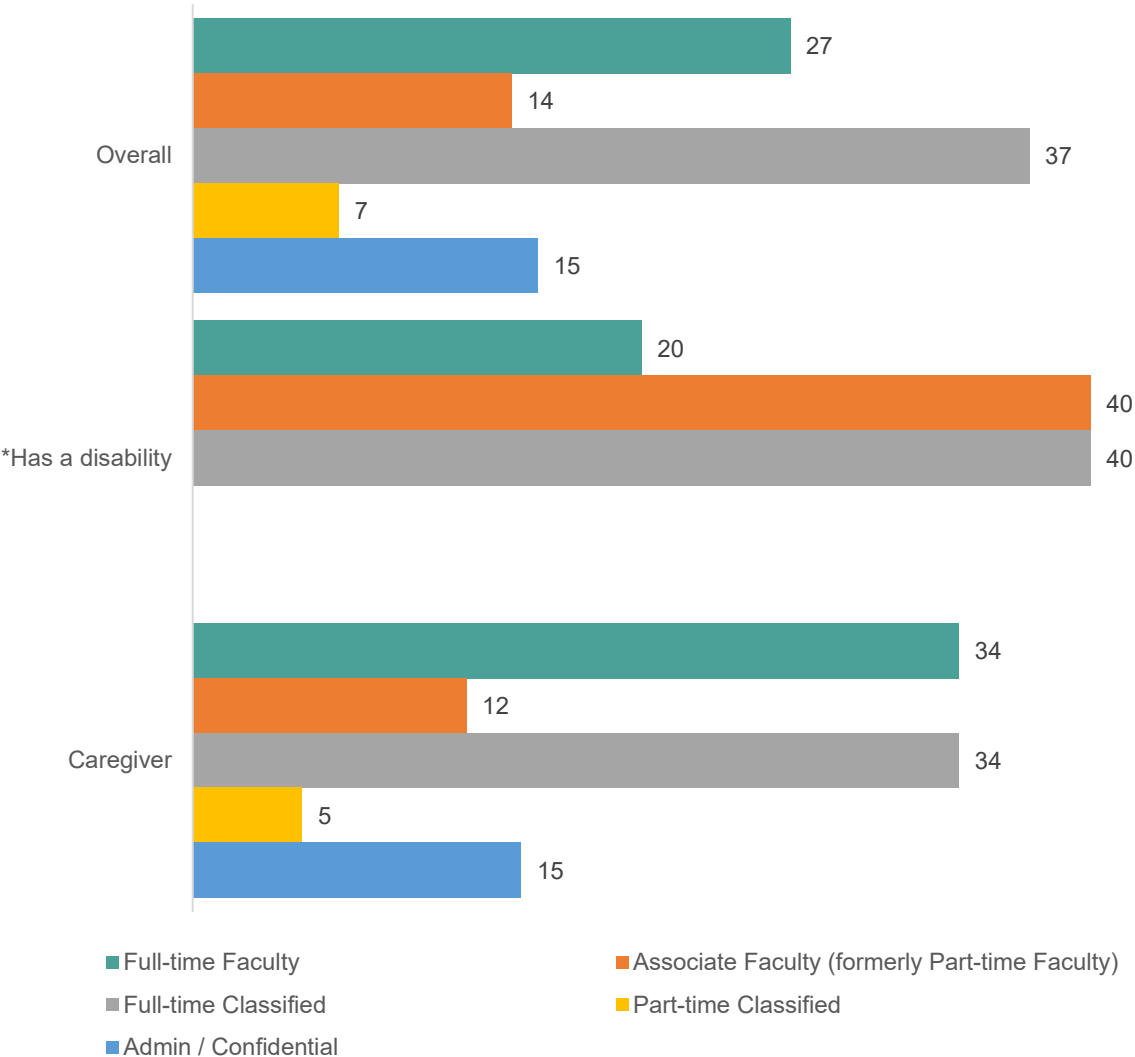
Note: Totals may not add to 100 percent due to rounding.

*Note: For race/ethnicity groups for which no data appear, the number of responses in the survey did not reach the reporting threshold for protecting privacy.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

Less than half of survey participants indicated they were faculty members (either full-time faculty or associate faculty). Among survey participants, 27 percent indicated that they were full-time faculty members and 51 percent indicated they were associate faculty members (14%) or full-time classified staff members (37%) (figure 11).

Figure 11. Percent of employee survey participants identifying different professional roles based on disability and caregiver status



Note: Totals may not add to 100 percent due to rounding.

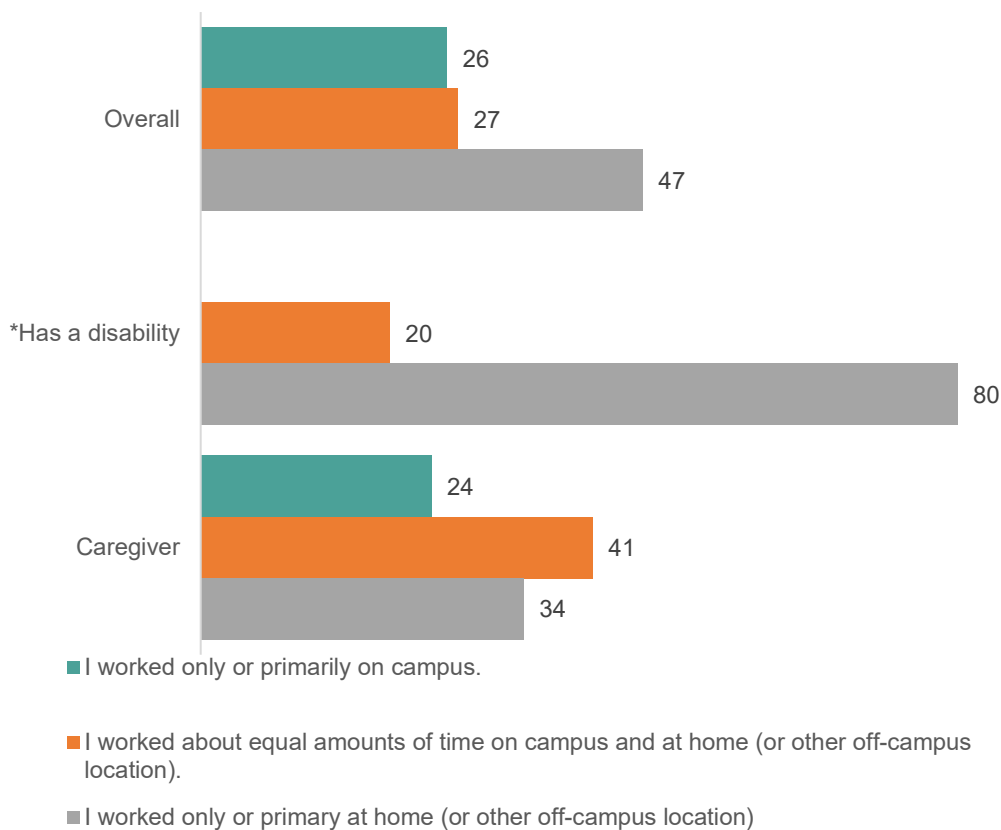
*Note: "Has a disability" indicates that students who have a disability that affects their ability to move around campus.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

Fewer than half of employee survey participants said they worked only or primarily at home

(47%). Eighty percent of participants who identified as having a disability worked only or primarily at home in the 2021–22 academic year. Fewer than half of employees who identified as a primary caregiver for any children under age 18 worked equally on campus and at home (41%). About a third of participants who identified as a primary caregiver for any children under age 18 worked only or primarily at home in the 2021–22 academic year (34%) (figure 12).

Figure 12. Percent of employee survey participants who reported working on campus or at home



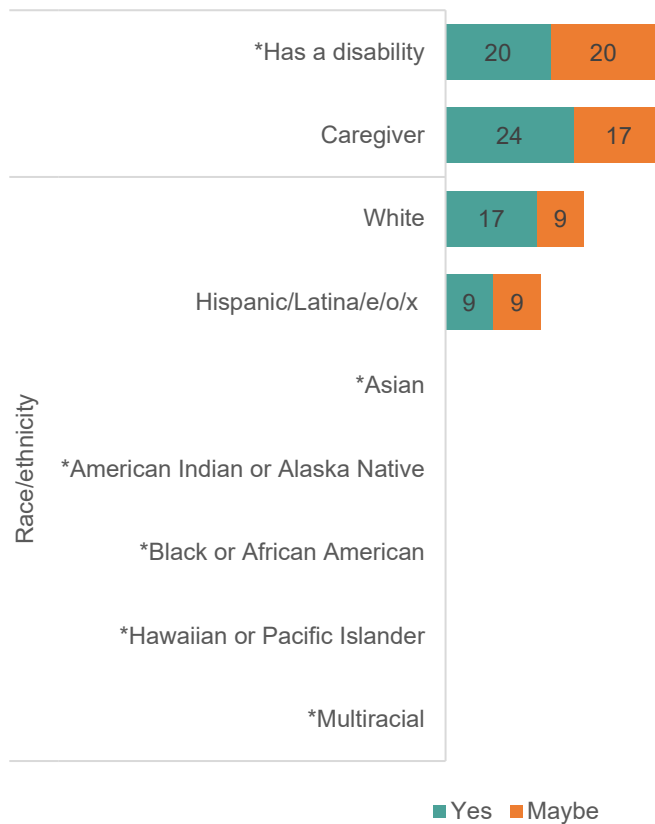
Note: Totals may not add to 100 percent due to rounding.

*Note: “Has a disability” indicates that students who have a disability that affects their ability to move around campus.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

About 40 percent of employees who identified as caregivers reported that they might be interested in child care services on campus. Among female caregiver employees, 21 percent of them reported “yes” for interest in on-campus child care services and 17 percent said “maybe” (figure 13).

Figure 13. Percent of employee survey participants who would be interested in child care services on campus, by different backgrounds



Note: For race/ethnicity groups for which no data appear, the number or responses in the survey did not reach the reporting threshold for protecting privacy.

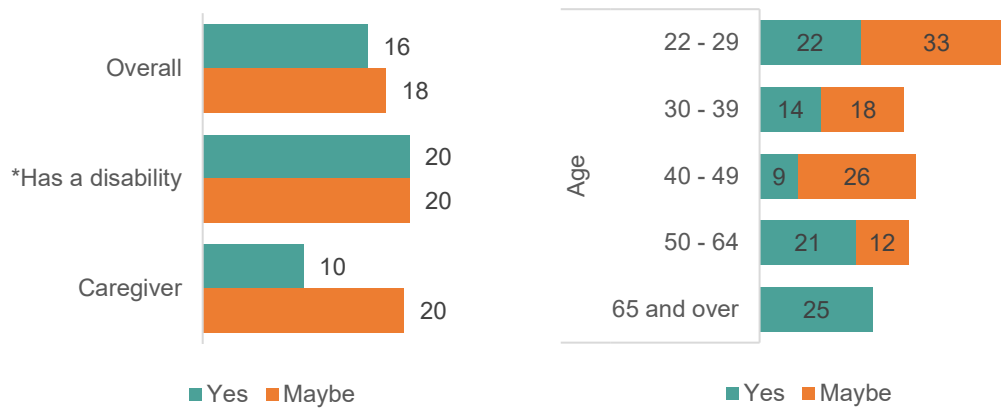
*Note: “Has a disability” indicates that students who have a disability that affects their ability to move around campus.

Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

Younger employee survey participants were more likely to report that they would be interested in affordable housing options on or near campus compared to other age groups. More than half of employees younger than 30 reported they would be interested in affordable housing (22% for “yes” and 33% for “maybe”).

Overall, about a third of employee survey participants said they would be interested in affordable housing options on or near campus (16% for “yes” and 18% for “maybe”) (figure 14).

Figure 14. Percent of employee survey participants who would be interested in affordable housing options



Source: Education Northwest analysis of Clackamas Community College campus visioning survey data.

Part 4. Survey respondents' campus vision

Campus visioning survey participants were invited to respond to open-ended questions about their vision for an inclusive, safe, and welcoming campus based on their cultural, social, and emotional experiences at CCC. Education Northwest identified the following themes in their responses.

Students' vision for creating inclusive, safe, and welcoming campus spaces

The student survey included a series of open-ended questions that allowed participants to share their 10-year vision for CCC campuses and their ideas for promoting inclusive, safe, and welcoming spaces. Students were also asked to write three words that described their vision for how CCC campuses should feel to students.

A total of 134 students responded to at least one open-ended question in a way that was thematically codable using the software ATLAS.ti. Of those 134 students, about three-quarters identified their gender as “woman,” nearly a quarter identified their gender as “man,” and a small number identified their gender as either agender, non-binary, genderqueer, trans man, questioning/unsure, or left the category blank. Of the 134 students who responded to at least one open-ended question, nearly half identified their race/ethnicity as white, just under a third identified as Latina/o/x/e, a small number (less than a dozen) identified as Asian, a few identified as either multiracial or American Indian/Alaska Native, and a few left the category blank. The responses were fairly evenly distributed across the age groups (18–21, 22–29, 30–39, 40–49, and 50–64), with very few responses from those under 18 or over 64. About a dozen of the students who provided open-ended responses identified themselves as having a disability that affects mobility, and a third identified as a caregiver. More than two-thirds identified as being the first in their family to attend college.

When asked for three words to describe how campus should feel, the two most common themes in student responses were safety and belonging. The word “safe” or “safety” appeared more than 60 times in student responses, and more than 50 of those were from survey participants who identified as female. Just under half of the responses including “safety” were from individuals who identified as Latina/o/x/e, and the responses were fairly evenly distributed across the 18–64 age groups. Among the survey participants who identified as having a disability, just over two-thirds mentioned safety when describing how campus should feel.

Belonging was the second most common theme in students’ responses to the “three words” survey item to describe how campus should feel, appearing more than 50 times. Belonging was expressed in related terms that included “welcoming,” “Including/inclusive,” “judgement-free,” “connected,” “unity,” and “accepted.” Two-thirds of the responses came from students identifying as female, and about a third were from students who identified as Latina/o/x/e.

Among the words students chose to describe how campus should feel, other common themes included “accessible,” “comforting/comfortable,” “supportive,” “happy/fun,” and “attractive/clean.”

In two other open-ended survey items, students were asked to reflect on what kinds of physical spaces would support CCC students’ growth and learning over the next 10 years and to suggest ideas for promoting inclusive, safe, and welcoming spaces. **Health and wellness, along with safety, were the most common themes in students’ descriptions of their campus vision. Other themes that emerged were accessibility, access to nature, and respect for culture and gender identity.** Each of these themes is discussed in greater detail below.

HEALTH AND WELLNESS

The health and wellness theme, which identified more than 30 times in students’ open-ended survey responses, included numerous dimensions of health including fitness, access to food, free health care, and mental health. Three-quarters of the responses that included health and wellness were from students identifying as female, and about a quarter were from students identifying as Latina/o/x/e.

I would like to create a space where it is safe to focus on mental health.

– Student survey participant

They should create space around helping students thrive on multiple levels. Mental health is a serious problem among college students I feel.

– Student survey participant

More than a dozen survey participants suggested that the college provide a gym, recreational sports, or other fitness facilities, with several emphasizing that facilities should be free or have “better hours.”

Several students requested that the college provide more ergonomic seats and places to rest comfortably between classes.

Comfortable seating such as couches and over-stuffed chairs.

– Student survey participant

More rest areas for older adults (e.g., benches between buildings).

– Student survey participant

Having a space where you can have a “break” mentally. Just comfortable places that allow people to meet and relax, especially during stressful periods like finals time.

– Student survey participant

ACCESS TO NATURE

More than 20 student responses to open-ended survey questions mentioned access to nature as an important part of a welcoming and inclusive campus. Two-thirds of the responses about nature came from students identifying as women and as either white or Latina/o/x/e (among those who chose to disclose gender and race/ethnicity). Examples of bringing nature into campus included a community garden, native plant gardens, outdoor activity areas (e.g., a theater), and outdoor places for studying.

Outdoor learning spaces, with plants and trees.

– Student survey participant

Nature is really calming, and the trees really help achieve that “cozy” feeling.

– Student survey participant

I think CCC should also create grassy lawns where people can study or play games and hang out on sunny days.

– Student survey participant

SAFETY

About 10 students requested more of a visible campus security presence. The group of students who made this request had a larger proportion of Latina/o/x/e students than the overall sample of survey responders. On the other hand, a couple of students explicitly mentioned that they did not want a police-type presence on campus.

Make sure that there is a presence of campus security and that students know that they can trust them and will be safe.

– Student survey participant

No cops on campus, and a real emphasis on police-free crisis resources.

– Student survey participant

Less than a dozen also discussed the need for better lighting around campus. A couple of students also pointed out that clearly marking building and directions can promote a feeling of safety for students who are dealing with anxiety.

For someone who has anxiety, sensory disorders, autism or is just directionally challenged, a map layout of everything would really help ease some of the stress.

– Student survey participant

Places that are physically, emotionally and intellectually safe, encouraging and have the ability to help students grow. Outside spaces/paths that are lighted for safety. Presence of security officers.

– Student survey participant

One area where the safety theme intersected with health and wellness was the topic of guns. Several students, all female, described a vision of a campus without guns.

Simple perimeter security to keep watch discreetly. No guns.

– Student survey participant

I'm concerned with gun safety and how to survive a shooting on our campus.

– Student survey participant

ACCESSIBILITY

About a dozen students mentioned accessibility in their open-ended survey responses about their vision for an inclusive, safe, and welcoming campus. Several explicitly mentioned accessibility for people with disabilities, while several others discussed accessibility more in terms of access to child care, affordable housing, or infrastructure for safe and health-promoting transportation.

Even though they're not necessary for me, I think child care spaces should absolutely be a priority. Affordable housing on or near campus would also be wonderful, as well as just making sure all spaces are accessible to folks with disabilities, even beyond the ADA requirements.

– Student survey participant

I would love to see CCC become a leading example or model for multi-modal transportation options especially that of having world-class biking infrastructure to help promote other modes of travel.

– Student survey participant

Many of my classmates have to walk through mud or the road to get from the transit center to the Home Orchard Center or Clairmont buildings.

– Student survey participant

Other transportation-related examples included “warm or cold spaces for waiting for public transit” and improved parking and lockers for bicycles.

RESPECT FOR LANGUAGE, CULTURE, AND GENDER IDENTITY

Respect for diverse and intersectional identities was a theme that the research team identified in students’ open-ended responses in a variety of ways. Language, culture, and gender were three central themes mentioned by students across gender and race/ethnicity categories.

Continue to have bilingual staff and teachers.

– Student survey participant

I really loved when the student government offered boxes for Native American Heritage month ... I think doing this same practice during Pride, Asian and Pacific Islander month, etc., would be amazing and help others [feel] included and appreciated.

– Student survey participant

Places that support diversity. For example, changing tables in men’s restrooms and non-gendered facilities.

– Student survey participant

Some required classes about anti-racism, classism, misogyny, and ablism. To help folks walk in the shoes of others.

– Student survey participant

Employees’ vision for creating inclusive, safe and welcoming spaces

The employee survey included the same series of open-ended questions that appeared in the student survey, allowing college staff members to share their 10-year vision for CCC campuses and their ideas for creating inclusive, safe, and welcoming spaces for promoting student growth and learning. Employees were also asked to write three words that described their vision for how CCC campuses should feel to students.

A total of 125 employees responded to at least one open-ended question. Of those, about two-thirds identified their gender as “woman,” nearly a third identified their gender as “man,” and a small number identified their gender as either agender, non-binary, genderqueer, trans man, questioning/unsure, or left the item blank. Of the 125 employees who responded to at least one open-ended question, over 100 identified their race/ethnicity as white, with the next-largest group (fewer than 1/10th) identifying as Latina/o/x/e. A small number identified as either Asian or multiracial, or left the item blank. The largest age groups in the sample were 50–64 (over a third of respondents), followed by 40–49 (a quarter of respondents), with very few responses from those under 22 or over 64. A third of respondents identified as a caregiver, and a small number identified themselves as having a disability that affects mobility.

Similarly to student responses, safety and belonging were the two most common themes in employee responses when asked for three words to describe how campus should feel for students. Other terms for belonging included “welcoming,” “community oriented,” and “inclusive.” Two-thirds of the responses about belonging and safety were from survey participants identifying

as female, and about a quarter were from caregivers. The fact that most employee survey participants identified as white was reflected in the patterns of responses to the open-ended questions: About 90 percent of responses about belonging and 75 percent of responses about safety were from white-identifying employees.

Among the words employees chose to describe how campus should feel, other common themes included “attractive/clean,” “friendly/kind,” “comforting/comfortable,” “interesting/exciting,” and “modern.”

In two other open-ended survey items, employees were asked to reflect on what kinds of physical spaces would support CCC students' growth and learning over the next 10 years and to suggest ideas for promoting inclusive, safe, and welcoming spaces. **The most common theme in employees' descriptions of their campus vision involved creating modern, upgraded spaces that could be used in multiple ways to support different learning modalities. Other themes included safety, access to nature and art, and community-oriented spaces that reflect diverse identities and abilities.** Each of these themes is discussed in greater detail below.

FLEXIBLE AND UPGRADED SPACES

More than a quarter of employees' open-ended survey responses indicated a desire to upgrade the building facilities on campus. Some words that employees used to describe the older buildings included “dated,” “stinky,” “gross” and “dystopia.” Several employees stressed that improvement does not necessitate full rebuilding—for example, “getting rid of the 1970s furniture” and providing updated technology can be effective upgrades. Wacheno Center was named by several employees as a good example of a welcoming, upgraded building; as one employee phrased it, “it has a great addition to take us into the future.”

Classrooms badly need updating, and more spaces for students to gather, collaborate, and study are needed. The newer buildings and remodels on campus are wonderful. We need more of that.

– Employee survey participant

The classroom spaces need to continue to expand and provide new technology, not only in new buildings. Many classrooms are still dated and not user-friendly.

– Employee survey participant

In addition to general building updates, employee responses indicated a need for spaces that can serve multiple functions, such as studying or taking courses online, especially as learning platforms and modalities evolve in response to the COVID-19 pandemic.

There should be a way to build modular spaces, especially for "lecture" classes that can expand or contract in size based on seat load ... Classrooms also need to be a lot more "digital friendly," with charging stations for students and places where they can plug in and share screens for in-class group work. I also think more classrooms in each building should be set up to support group video conferencing where part of the class is in person and part is remote.

– Employee survey participant

We could use some more large computer labs and spaces that can accommodate several groups of students learning different subjects at one time. For instance, a designated space where students who have a remote class can participate on campus before or after an in-person class. We could also benefit from having multifunctional spaces that can support hyflex learning.

– Employee survey participant

Several employee survey participants suggested co-locating services so that students do not need to travel a great distance between buildings to access resources or find spaces that suit a variety of services and tasks.

Would love to see a space where the library, tutoring services, and the Center for Teaching and Learning and Online Learning can coexist and work to support faculty and students.

– Employee survey participant

SAFETY

Nearly 30 responses to the employee survey, two-thirds of them from participants who identified as female, discussed safety as an important consideration. Some specific security suggestions included lighting on paths and in parking lots, video monitors, and emergency phones.

Student should have card access to the building during the day time to keep the public and transients away from student learning areas.

– Employee survey participant

Campus phones that would dial directly to campus safety. Emergency Blue Light stations that are available in EVERY parking lot ... Is the college going to wait until something really bad happens to select smart choices for our students and employees?

– Employee survey participant

As with students, differing opinions were expressed on the presence of security officers on campus, with several advocating for more guards and several suggesting that police-type presence leads to less safety and inclusion. Also similar to students, several employees discussed guns as a health and safety issue, expressing concern about the possibility of active shooters and mass casualties.

I am terrified of a mass casualty event happening at CCC. Can we make our campuses no-gun zones?

– Employee survey participant

Bring back campus safety officers.

– Employee survey participant

We should not have a city police officer that carries a gun patrolling our campuses. This doesn't feel inclusive, safe, or welcoming, and I wonder how it feels for our BIPOC and immigrant students.

– Employee survey participant

ACCESS TO NATURE AND ART

More than 20 employees, primarily those between 30 and 64 who identified as women, described a campus vision that includes access to the natural beauty of the outdoors, which one respondent described as “therapeutic.” Several employees suggested enhancing access to outdoor spaces with a healthier approach to landscaping and the installation of campuswide art that represents diverse cultures and/or is created by artists and students of color.

Reduce the use of fertilizers and pesticides and make outdoor areas more accessible to non-motorized vehicles and pedestrians. Encourage the use of outdoor areas for recreation and socialization.

– Employee survey participant

The natural world is a powerful welcoming space but it may not feel safe for everyone.

– Employee survey participant

There is a lot of grass that isn't used. It would be nice to see Horticulture use those spaces to create more climate-friendly spaces with native plants. I would love to see our unity groups and student clubs represented more on campus. Perhaps they could each design a mural or space on campus to represent their club's mission.

– Employee survey participant

Natural light, open spaces, and artwork that supports systemically non-dominant groups.

– Employee survey participant

COMMUNITY-ORIENTED SPACES THAT PROJECT INCLUSIVITY

When describing their vision for inclusive, safe, and welcoming spaces, nearly a third of employees mentioned the need for spaces that encourage people to come together. In some cases, this meant spaces where students could gather for studying or recreation. For others, welcoming the broader community on to campus was also expressed as a priority.

Where do students meet each other? There are a few spaces like that ... not many. Student-to-student interaction needs to be improved somehow. The lobby area of Niemeyer is a wonderful example of what I'm talking about. Can we have more like that?

– Employee survey participant

Have more community involvement activities on campus. More people using the spaces would, hopefully, make the area more safe and inviting. Make sure the uses are sanctioned and positive.

– Employee survey participant

More community spaces that get outsiders on campus [in] non-formal, non-official ways. Can we do outdoor concerts on campus? Can we host large sporting events that get prospective students to imagine themselves attending CCC? I'm open to anything. We have beautiful campuses.

– Employee survey participant

Employee responses highlighted several features that are important for making spaces truly inclusive and encouraging the community to gather and interact. These features included multilingual resources, family-friendly services, ADA-accessible facilities, and gender-affirming spaces such as all-access bathrooms.

Signage in languages other than English.

– Employee survey participant

We need more signage and explicit messages in every single building and space so that people really might feel welcome and safe.

– Employee survey participant

Oftentimes, it seems like the spaces for our ABS students (BIPOC immigrants, those seeking their GED or Spanish GED) and our ESOL/GED faculty and staff are cramped, cut from original plans, or improvised.

– Employee survey participant

Bathroom doors are ADL-approved for weight, but I have had to physically open the door for two people with mobility issues who could not push the bathroom door open and stay on their feet. The doors are heavy for anyone with assistive devices or those who are older.

– Employee survey participant

Community members' vision for creating inclusive, safe, and welcoming campus spaces

The community member survey included a series of open-ended questions, which were answered by 59 survey participants. Of those community survey participants who provided open-ended

responses, about a third identified as female, and the largest race/ethnic group was white. About half of respondents declined to provide their age group, and those who disclosed their ages were mostly distributed between the 40–49, 50–64, and over-64 age categories. About half of respondents also declined to identify their race/ethnicity, and those who did were predominantly white.

One of the open-ended survey questions asked community members to indicate what brought them to visit campus. The most common reason, cited in nearly half of community survey responses, was to attend a community event, such as a “car show,” “sports event,” or “theater [performance]”. About a quarter of responses came for a class or other educational activity, and one-sixth came to walk on the trails or attend a professional activity such as a partnership or foundation meeting. Several responses indicated that the survey participant lived in the vicinity of the campus.

When asked for three words to describe how campus should feel for community members, belonging was the most common theme, while safety was the most common among community members who identified as women. Other terms for belonging included “welcoming,” “inclusive,” “neighborly,” and “accepting,” and this theme identified in nearly a third of responses overall. The words “safe” and “safety” appeared in more than half of the responses from community members identifying as women.

Among the words community members chose to describe how campus should feel, other common themes included “attractive/clean,” “friendly/kind,” “comforting/comfortable,” “interesting/exciting,” and “modern.”

In two other open-ended survey items, community members were asked to reflect on what kinds of physical spaces would support CCC students' growth and learning over the next 10 years and to suggest ideas for promoting inclusive, safe, and welcoming spaces. **The most common themes in community members' descriptions of their campus vision were access to nature and interactive spaces where community members can engage with students and educators.** Each of these themes is discussed in greater detail below.

ACCESS TO NATURE

More than 10 community member survey responses included mention of natural, outdoor spaces and environmental programming as beneficial for both students and the community. Responses indicated that community members perceive nature as both a restful space and an opportunity to extend learning outside of the traditional classroom.

Natural spaces where students can benefit from trees, plants, fresh air, etc. The more we shift toward technological platforms for learning and connecting, the more important such spaces become.

– Community survey participant

I think you need to create smaller more intimate/comfortable areas outside to rest between classes.

– Community survey participant

Implementation of more environmentally conscientious programs and involve the city of Oregon City, especially Public Works and Parks & Recreation.

– Community survey participant

Several community member responses suggested that the outdoors would be more welcoming if additional safety measures were put in place, such as more lighting, cameras, and campus safety officers.

INTERACTIVE AND REPRESENTATIVE COMMUNITY SPACES

Community member responses included numerous suggestions for creating spaces that the whole community can use, including sports facilities, art and theater venues, and spaces for makers and growers. These responses suggest that bringing students and faculty members together with community members not only makes the campus more vibrant and inviting, but also introduces more people to the college who may become future students.

Bringing younger families on campus to show what the college has to offer would make it easier for them to imagine sending those same kids to your college! Would love to see a basic baseball field where some of your unused field area might be available for Clackamas Little League to use? Inviting people on campus for sports, learning, or physical activities is great!

– Community survey participant

Have ethnic performances available to the community and students.

–Community survey participant

Bring the farmers market to the college and other festivities to draw in the community, which will help children feel comfortable there at an early age.

– Community survey participant

In order to be truly welcoming and inclusive of the broader community, spaces on campus need to reflect a multitude of lived experiences.

We have many people in our community that are not receiving the services that they need and are continuing to not see equitable prosperity. They visit places like CCC and continue to not see themselves or their culture represented ... If you can't see it, you can't be it. I think this fits in the physical spaces that you create just as much as the people you hire.

– Community survey participant

Continue to reach out to our community and engage them in conversations. Make sure the spaces are created so that they are reflective of the community.

– Community survey participant

Part 5. Recommendations

Based on findings from the analysis of the 2022 campus visioning survey, Education Northwest offers the following recommendations for consideration.

- Students, employees, and community members alike talked about how nature can be a calming and peaceful presence and a benefit to health and wellness, extolling the virtues of the natural beauty that CCC campuses provide. At the same time, the natural spaces on campus were the most likely to be named as places that people felt unsafe, primarily due to insufficient lighting, lack of safe pedestrian and bike pathways, and the presence of houseless campers. **Recommendation:** invite professionals from different sectors such as mental health services, community-based organizations, city partners, and campus security to gather and generate a plan for improving public safety in the open spaces. Involve students, employees, and community members in those conversations.
- While the highest percentage of students reported that they have taken only online classes, the highest percentage of students also reported that they preferred to take both online and in-person classes. **Recommendations:** Offer more classes in both online and in-person modalities to provide students with the maximum amount of flexibility.
- Students representing a multitude of lived experiences seem to mostly agree that a combination of online and in-person classes would be the ideal way to learn, but building-specific feedback suggests that many of the existing facilities are not currently set up for mixed schedules that include both in-person and online engagement. **Recommendation:** Make it a priority to renovate buildings in ways that provide ample access to technology in flexible multi-use spaces where students can choose to gather in groups or study quietly.
- Some survey respondents expressed a desire for the physical spaces on campus to promote a sense of belonging for the multiple, intersecting identities of students and the community. **Recommendation:** Invest in representative public art and signage to ensure campus spaces are respectful and welcoming to people of different cultural and linguistic backgrounds, abilities, ages, socioeconomic circumstances, and genders.

- Community member responses to surveys suggest that bringing students and faculty members together with community members not only makes the campus more vibrant and inviting, but also introduces more people to the college who may become future students. **Recommendation:** Create more opportunities for campus spaces to serve dual purposes as community spaces. Examples may include opening campus sports and recreational facilities to the community, offering a farmers market on campus, hosting public arts events, facilitating community education classes, and ensuring the natural spaces on campus feel safe and welcoming for people to relax and enjoy.
- Many students and staff expressed interest in “basic needs²” services, including child care, affordable housing, and free health care clinics. Meeting college students’ basic needs is critical to their well-being and ability to learn and succeed in college (Daugherty et al., 2016; Goldrick-Rab, 2018; Goldrick-Rab, 2021; Hallet & Freas, 2018; Silva et al., 2017). **Recommendation:** Provide child care services, free health clinics, and other services that meet students’ basic needs, as well as increase access to affordable housing.
- Students who have a disability expressed interest in affordable housing. **Recommendation:** Offer affordable housing and other facilities to ensure they meet the needs of students with disabilities.
- White employees appear to retain at CCC compared to with BIPOC employees from different racial background based on the number of those who were employed before the pandemic. **Recommendation:** Increase awareness of unconscious bias among people, safety, connecteness, and belonging on campus; provide trainings related to diversity, inclusion, and equity; and create more opportunities for mentorship.

² Basic needs insecurity includes the lack of access to healthy food, stable housing, reliable transportation, affordable child care, physical and mental health care services, the internet and technology, and other necessities college students need to survive and thrive in a postsecondary academic setting (Hodara, Brey, Riggs, & Holmgren, 2021).

References

- Daugherty, L., Johnston, W. R., & Tsai, T. (2016). *Connecting college students to alternative sources of support: The Single Stop Community College Initiative and postsecondary outcomes*. RAND Corporation. <https://eric.ed.gov/?id=ED570946>
- Goldrick-Rab, S. (2018). Addressing community college completion rates by securing students' basic needs. *New Directions for Community Colleges*, 184, 7–16.
- Goldrick-Rab, S. (2021). Students are humans first: Advancing basic needs security in the wake of the COVID-19 pandemic. *Journal of Postsecondary Student Success*, 1(1), 3–17.
- Hodara, M., Brey, L, Riggs, S. & Holmgren, M. (2021). *Meeting college students' everyday needs: Survey findings from ECMC Foundation's Basic Needs Initiative*. Education Northwest. <https://educationnorthwest.org/sites/default/files/ecmc-bni-evaluation-brief2.pdf>
- Hallett, R. E., & Freas, A. (2018). Community college students' experiences with homelessness and housing insecurity. *Community College Journal of Research and Practice*. 42(10), 724–739. <https://eric.ed.gov/?id=EJ1186316>
- Silva, M. R., Kleinert, W. L., Sheppard, A. V., Cantrell, K. A., Freeman-Coppadge, D. J., Tsoy, E., Roberts, T., & Pearrow, M. (2017). The relationship between food security, housing stability, and school performance among college students in an urban university. *Journal of College Student Retention: Research, Theory and Practice*, 19(3), 284–299.