



**Occidental College Commission on Athletics**  
**Final Report**

April 30, 2021

The **Occidental College Commission on Athletics (OCCA)** was formed at the request of President Elam in Fall 2020 (Appendix 1). The report that follows was written by Co-Directors Shanda Ness (Director of Athletics) and Marci Raney '01 (Associate Professor of Kinesiology) in consultation with OCCA members:

- Movindri Reddy, Professor of Diplomacy & World Affairs
- Linda Lyke, Professor of Art & Art History; NCAA Faculty Athletic Representative
- Joe Gonzalez, Assistant Athletic Director for Sports Medicine
- Tyler Yamaguchi, Assistant Track & Field Coach; Strength & Conditioning Coordinator
- Anahit Aladzhanyan '07, Women's Basketball Coach; Athletics Senior Woman Administrator; Department Budget Manager
- Chris Arguedas, Director of Oxy Intercultural Community Center
- Jordan Brown '13, Assistant Dean of Admission; Coordinator of Student Athlete Recruitment
- Tamara Himmelstein, Associate Director of Oxy Fund-Parent & Leadership Giving
- Erik Rasmussen '00, Head of Cybersecurity & Risk Management Solutions at Grobstein Teeple, LLP; Baseball
- Jackie Provost '02, Chief Operations Officer, Saben Community Clinic; Women's Water Polo
- Haley Carlton '22, History Major; Women's Softball
- Zoe Campbell '22, Psychology Major; Women's Tennis
- Jazz Henry '23, Urban & Environmental Policy Major; Men's Soccer

## Table of Contents

Executive Summary.....	4
Value of Athletics.....	5-6
OCCA Process.....	6-8
Background Information	
Current Institutional Support.....	8
Oxy Athletic Rankings in SCIAC Conference.....	9
OCCA Established Goals and Recommendations	
Key Principles.....	9
Competitiveness Standards.....	10
Competitiveness Recommendations.....	10-14
Diversity, Equity, Inclusion Standards.....	14
Diversity, Equity, Inclusion Recommendations.....	15-17
Suggestions for Funding.....	17-18
Other Considerations	
Student Athlete Support.....	18-19
Campus Climate.....	20
Post-Graduation Support.....	20
Board of Trustees Committee Representation.....	20
Club Sports, Intramurals, and Wellness Classes.....	21
References.....	21-22
Appendices	
Appendix 1: OCCA Charge.....	23
Appendix 2: OCCA Pillars.....	24
Appendix 3: Athletic Community Competitiveness Survey....	25-26
Appendix 4: Competitiveness Survey Analysis.....	27-32
Appendix 5: Oxy Enrollment Demographics.....	33
Appendix 6: Athletic Community DEI Survey.....	34
Appendix 7: DEI Survey Analysis.....	35-40

## **Executive Summary: OCCA Priority Recommendations\***

- **Capital Projects**
  - Invest in Kemp Stadium turf and lights
- **Athletic Staffing**
  - Increase head coach salaries
  - Hire full-time assistant coaches
    - Women's Basketball
    - Swimming and Diving
    - Men's Basketball
    - Women's Volleyball
  - Mandate that new athletic staff searches optimize opportunities for diverse applicant pool
- **Fundraising**
  - Hire dedicated Institutional Advancement gift officer for athletics
  - Submit NCAA grant proposals for staff positions on a regular basis
- **Admission Practices**
  - Invite the Coordinator of Student Athlete Recruitment from the Admissions Department to serve alongside faculty on the new Enrollment Committee being proposed by the VP of Admissions
  - Continue collaboration with Admissions to identify more creative recruitment strategies
  - Increase recruitment travel budget
- **Programming for Student Athletes**
  - Create a new Coordinator of Diversity, Equity, Inclusion, and Student Success position
  - Provide JEDI with programming support staff (achieved with full time assistant coaches)
  - Collaborate regularly with ICC, Emmons, CDO, HCC, IA (programming and student athlete support)
- **Governance Representation**
  - Invite the Director of Athletics to serve on either the Institutional Advancement & Communications or Student Life & Enrollment Management standing committee of the Board of Trustees

\*Although all priorities require some form of institutional support, recommendations that can be implemented at the Athletic Department-level and/or do not require financial investment are also included.

### **Value of Athletic Participation (student experience)**

For many student athletes, sport is an important part of their identity. It helps to cultivate their social connections and sense of belonging, in addition to other physical, mental, and emotional benefits. Athletic participation is also an educational experience that enriches the knowledge and skills learned in the traditional classroom environment. Indeed, sport participation exemplifies Kolb's experiential learning model. For example, studies have shown that compared to non-athletes, athletes exhibit greater nutrition, health, injury knowledge, and body awareness (Beasley et al, 2020; Weight et al, 2016). Student athletes also have heightened social and cognitive skills used for analyzing and applying health information (Beasley et al, 2020; Weight et al, 2016). Other studies show that when athletes work with coaches in training and performance goal-setting, sport participation opens the door for improving data literacy, a key skill for success in multiple fields (Clegg et al., 2020)

As opposed to traditional views, previous analysis of data collected in the National Survey of Student Engagement suggests that student athletes are engaged in educationally purposeful activities at the same level of their non-athlete peers at the Division III level. However, student athletes self-report greater gains in personal/social development and practical competence than their non-athlete peers (Umbach et al., 2006).

At Oxy, the Athletic Department engages in daily efforts to prepare student athletes for life-long success in a competitive workforce and world. The Department embraces the process of experiential learning, with repetitive habits and continuous and live problem-solving which helps build resilience. Skills such as leadership, teamwork, focused energy towards accomplishing goals are enhanced by participating in Oxy college athletics and serve student athletes not only in their careers but life as well.

### **Value of athletics to the institution**

Athletics can serve as a catalyst for increased campus unification, increased Oxy pride, as well as a more diverse student population. There are more than 200 home athletic events each year that serve as an opportunity to bring our campus together with a unified spirit for our student athletes' success. A [recent Gallup poll](#) found that NCAA student athletes have donated to their alma mater in the last 12 months at a rate of 28% compared to 17% for their non-athlete counterparts. Because 25% of our student population participate in varsity athletics, it is reasonable to conclude that providing additional resources for the overall success of Oxy Athletics is a sound investment for the institution. Indeed, in FY20, 678 different donors contributed \$172K to athletics, representing 7.1% of Oxy annual giving dollars. A majority of donors contributed during the Day for Oxy when 100% of the donation could be designated to a specific department or program. At the 2021 Day for Oxy, 1060 donors gave nearly \$306K to athletics. Overall, athletics

constituted 44% of gifts during Day for Oxy 2020 and 37% of gifts during day for Oxy 2021. Participating in athletics deepens a student's engagement with their peers and with the College, which can lead to deeper engagement as an alum. Out of the 73 members in the Founder's Court, 16 are athletic alumni. In addition to giving to athletics, they have endowed scholarships and contributed to academic capital projects (e.g. McKinnon Global Center). As demonstrated, athletics is a very visible part of any campus community as well as a significant part of society and serves as an opportunity to broadly promote Occidental's pillar of excellence. Athletics also plays a valuable role to the institution from an enrollment perspective. The higher education enrollment landscape is highly competitive and it would be difficult to replace the 25-30% of each incoming class that are recruited student athletes.

### **OCCA Process**

OCCA met a total of 7 times from January 2021 to April 2021 via Zoom. Meetings were divided into presentations, breakout rooms and entire OCCA roster discussions related to the commission guiding pillars of competitiveness and diversity, equity, and inclusion (Appendix 2). In between meetings, commission members reviewed athletic policy and institutional practice materials from the NCAA and other Division III institutions. In addition, two priority surveys were distributed to athletic staff and student athletes. All OCCA materials (e.g. meeting agenda and minutes, homework resources, presentation slides) were stored in a shared google drive. The detailed process outlined below resulted in specific goals and recommendations.

### ***Competitiveness***

#### **Meeting 1 (January 28th)**

- Introductions and Commission Expectations
- Presentations: State of College Athletics; Oxy's unique circumstances
- Guests: President Elam, Dean Flot
- Homework: Review John Hopkins University Athletics Strategy Priorities and Occidental Athletics report from several years prior.

### **Meeting 2 (February 11th)**

- Presentations: SCIAC school budget comparisons; SCIAC school admission process comparisons
- Discussion: Identify stat-driven factors that should be used to evaluate competitiveness (director's cup, national rankings, regional rankings, SCIAC rankings, win/loss record, post-season appearances)
- Homework: Select best option for competitiveness standards and brainstorm strategies for achieving these standards.

### **Meeting 3 (February 25th)**

- Presentations: Institutional Advancement/Athletics Fundraising; Oxy Athletic Facilities Overview
- Vote: Competitiveness Standards (see page 10)
- Discussion: Strategies for achieving competitiveness standards in each of the following areas: fundraising, budget, facilities, recruitment
- Homework: Continue discussion with breakout room teams on competitiveness strategies.
- Competitiveness Athletic Community Survey distributed on February 22nd (Appendix 3)

### **Meeting 4 (March 4th)**

- Presentations: Sport-by-sport analysis; Oxy athletic community competitiveness survey results (Appendix 4)
- Discussion: Strategies for achieving competitiveness standards: fundraising, budget, facilities, recruitment (prioritize investments)
- Homework: Review NYT article "The Real Cost of Diversifying College Rosters"; Review NCAA Division III Diversity Grants, 2020 Inclusion Common Ground Summer Series, Inclusion of Transgender Student-Athletes

### ***Diversity, Equity, Inclusion***

### **Meeting 5 (March 25th)**

- Presentations: Justice, Equity, Diversity, Inclusion (JEDI) athletic program; Oxy Intercultural Community Center (ICC)
- Discussion: Strategies for merging efforts in athletics with those happening on campus to enhance diversity, equity, and inclusion at Oxy; JEDI administrative structure.
- Guests: Cori Vallembois (present only during JEDI presentation and Q&A)
- Homework: Review Oxy Athletics Demographic Breakdown provided by institutional research and team-specific data reported to NCAA (Appendix 5)

### **Meeting 6 (April 8th)**

- Discussion: Strengths of existing DEI programs at Oxy; Oxy athletic demographic goals; Strategies to ensure greater diversity in athletics
- OCCA progress update shared with College Cabinet on April 8th
- Diversity, Equity, Inclusion Athletic Community Survey distributed on April 6th (Appendix 6)
- Homework: Review draft report executive summary

### **Meeting 7 (April 22nd)**

- Presentations: Title IX
- Discussion: Strategies for achieving diversity, equity, inclusion goals (prioritize investments); Oxy athletic community DEI survey results (Appendix 7)

## **Summary of Current Institutional Support**

Occidental is one of nine schools that compete in the Southern California Intercollegiate Athletic Conference (SCIAC). According to information reported in the NCAA Equity in Athletics Disclosure Act, in 2018, Occidental College had the 4th largest endowment and ranked 7th in both overall athletic spending and athletic spending per student athlete relative to the other SCIAC institutions. In addition, Occidental College ranked 6th in the average salary of men and women head coaches and 6th in the number of assistant coaches.

The OCCA recognizes that there are currently many competing priorities for institutional support. However, given the location of Occidental College and the challenges including isolation from other DIII colleges as well as academic and financial competition with local colleges in the city of Los Angeles, the OCCA concluded that funding for athletics needs to increase. This will ensure that the Athletic Department can creatively employ the added funds to augment the robust athletics program in the ways detailed in this report. By reallocating funds previously committed to football, the athletic program with the largest operating budget, and with the creative strategies outlined below, we are certain that Oxy can increase support of existing athletic teams.



## Oxy Athletic Standings in SCIAC

Taking into account athletic team performance for the past 5 competitive seasons, Oxy ranks 5th in the SCIAC all sports ranking. The tables below provide individual sport rankings for the last competitive season played.

**Table 1. Women's Sport Rankings**

Sport	Basketball	Cross Country	Golf	Lacrosse	Soccer	Softball	Swim & Dive	Tennis	Track & Field	Volleyball	Water Polo
Ranking	8	3	7	3	4	8	4	6	3	9	7

**Table 2. Men's Sport Rankings**

Sport	Baseball	Basketball	Cross Country	Golf	Soccer	Swim & Dive	Tennis	Track & Field	Water Polo
Ranking	3	4	4	4	4	5	6	4	8

## OCCA Established Goals and Recommendations

### **Key principles:**

- The Oxy Athletic Department currently engages in several efforts that are beneficial to competitiveness and DEI goals. Future efforts should expand rather than replace these existing policies, programs, and practices.
- Goals are tempered by limitations resulting from Oxy's unique circumstances including, but not limited to: location, size, College endowment, need aware admission policies.
- Health and safety of student athletes should remain a top priority in all decisions.
- Student athlete holistic development (e.g. academic, psychological, social) should not be sacrificed in order to achieve athletic success.
- Goals and strategies should be re-evaluated at approximately 5 year intervals and appropriate modifications made to ensure continual improvement.
- Outcomes are highly dependent on persistent administrative commitment.
- Regular communication and collaboration with departments across campus are key to successful implementation of strategies.

## **Competitiveness Standards**<sup>1</sup>

- Finish in the top 3 in the SCIAC in the all sports ranking
- Every program finish in the top 4 in the SCIAC (postseason opportunities)
- Every Individual Team Sport is represented in the national ranking either by an individual or the team (Track & Field, Swimming & Diving, Cross Country, Tennis, Golf)<sup>2</sup>

<sup>1</sup>In addition to specific goals for SCIAC conference rankings, win/loss records, and postseason play, the OCCA membership agreed that extra effort should be devoted to celebrating and publicly highlighting improvement in Director's Cup rankings, regional and national rankings, all-conference and all-American honors. However, these factors should not be used as standalone criteria in the evaluation of "competitiveness."

<sup>2</sup>This criteria has been included as a result of the ability of individual sports (teams and individuals) to advance nationally independent of SCIAC rankings.

## **Recommendations for Achieving Competitiveness Standards**

The OCCA has identified 4 primary strategies that would help the Athletic Department achieve the competitiveness standards outlined above. Specific mechanisms to guide implementation for each strategy have also been suggested. Special consideration has been given to resource and support distribution in order to help elevate the competitive potential of all 20 Oxy athletic teams.

- Facility Upgrades
- Athletic Staff Positions
- Community Building
- Continued Collaboration with Admissions on Effective Recruitment Strategies

### ***Facility Upgrades***

High quality facilities are necessary for injury prevention, effective training, recruiting, and successful competition. OCCA is encouraged by the recent upgrades to the McKinnon Family Tennis Center and de Mandel Aquatic Center. Due to the lack of competition for the past three semesters as a result of the Covid-19 pandemic, the relative impact of these improvements are impossible to evaluate.

**The OCCA recommends upgrades to the following facilities.** Upgrades are listed with relevant priority level and the sport teams who will directly benefit have been identified. Funding for these capital projects will require athletic-specific campaigns coordinated between Athletics and Institutional Advancement/Alumni Relations using previously successful strategies incorporated by track and field, swimming and diving, and tennis.

**Table 3: Facility Upgrade Recommendations**

Facility Upgrade	Priority Level*	Justification	Sports Benefiting
Kemp Stadium: Turf	High	Has not been replaced since spring 2010; upgrades critical for concussion and lower body stress fracture, strain, and sprain prevention; opposing teams often complain about conditions and express desire to avoid competition in this venue	men and women's soccer; women's lacrosse, men and women's track and field; club sports
Kemp Stadium: Lights	High	Current lighting system is insufficient to safely host evening practices or competitions	men and women's soccer; women's lacrosse, men and women's track and field
Anderson Field: Press Box, Improved Dugout, Fan Seating, Expanded Safety Netting	Medium	The current state of our dugouts is extremely poor and needs to be replaced rather than repaired. Having a press box for baseball is standard practice and would help to professionalize our events. Expanded safety netting would protect student athletes, fans, and staff from injury.	men's baseball
Bell Field: Press Box, Restroom/Lockers, Fan Seating, Safety Netting	Medium	Currently, softball players do not have easy access to restrooms or locker rooms. Having a press box for softball is standard practice and would help to professionalize our events. Additionally, Bell Field is not spectator friendly (the viewing area is very small and seating only accommodates a handful of spectators). Safety netting would protect student athletes, fans, and staff from injury.	women's softball
Rush Gymnasium: Air conditioning	Medium	The gymnasium is located in an old building without air conditioning; the volleyball season occurs during the hottest time of the year	women's volleyball; women's basketball; men's basketball
Anderson Field: Lights	Low- medium	Lights would allow teams to host competitions at night making it less likely that there will be course conflicts.	men's baseball
Bell Field: Lights	Low- medium	(see notes for Anderson Field)	women's softball

\* High priority = installation within the next 2 years; medium priority = installation within the next 5 years; low-medium priority = installation within the next 7 years. It should be noted that additional priorities could arise that force the shift of the timeline for the low-medium upgrades listed above.

Throughout the Athletic Department, **the OCCA recommends that the institution continue to provide more Tiger Athletic-specific branding.** Although the Athletic Department is positioned at the front entrance of campus, clear signage identifying athletics is lacking. In addition to identification, effective branding (e.g. logos on new dugouts, expanded branding around Kemp stadium, outfield fence designs for Anderson and Bell fields) can help boost competitive spirit. During commission meetings, athletic visibility across campus was also highlighted. Specifically, contest schedules and/or “athlete spotlights” could be posted in the quad.

### ***Athletic Staff Positions***

Coaches, sports medicine, and athletic support staff are integral to the student athlete experience from initial contact and recruitment during high school to development of appropriate training protocols to planning and facilitation of competition opportunities. At Occidental, many athletic staff members engage in department-wide service. Examples include strength and conditioning, budget management, NCAA compliance, Student Athlete Advisory Committee (SAAC) leadership, NCAA Mandated Diversity and Inclusion Designee (Justice, Equity, Diversity, and Inclusion (JEDI) program director). The importance of these additional responsibilities cannot be overstated; some of which function as stand-alone full-time positions at other similar institutions. Oxy athletic staff also frequently serve on campus-wide committees such as the student success team and engage in the search process for Oxy staff and administrator positions.

Currently, Oxy athletic staff do not earn competitive salaries in the SCIAC conference. However, as indicated in the results from the athletic staff competitiveness survey, salary is critical to both the decision of coaches to continue working at Oxy and the decision of high caliber coach candidates to join the Oxy Athletic Department. **The OCCA recommends that the target for full time head coach salaries be set at the median of the salaries for other SCIAC schools.** Because salaries are not all calculated the same across institutions (e.g. Pomona coaches are also compensated for course instruction and are listed as faculty in financial reporting), determining the median will require more detailed analysis. We propose that the Director of Athletics work with the Oxy VP of Finance to determine the most reasonable path for reaching the median salary goal for all athletic positions within 5 years. For example, the institution could commit to a minimum percentage salary increase per year.

One parallel mechanism to help achieve salary goals is to standardize appointment length within the Athletic Department. Specifically, in order to account for labor already happening (e.g. recruitment throughout the year), the OCCA recommends that all head

coach positions (including strength and conditioning) be 12-month appointments and all full-time assistant coach positions be 10-month appointments.

Although higher salaries would benefit athletic staff and their families, higher salaries are not in and of themselves adequate to support the efforts required to recruit high caliber student athletes and coaches from diverse backgrounds. **The OCCA recommends the addition of a minimum of 4 full-time assistant coaches in FY 21-22 for swimming and diving, women's basketball, men's basketball, and women's volleyball.** Swimming and diving has the longest sport season and the second largest roster of all athletic teams. A full-time assistant coach will help the program with the newest facilities improve competitive potential and potentially increase roster size. Currently the men's basketball program meets the competitiveness standard for an individual team (ranking 4th in the SCIAC). Basketball is the second longest athletic season and has historically been one of the most popular sports for Black athletes. The men's basketball program has a large base for donor support. By providing a full-time assistant coach, the program could invest more energy into the recruitment of high caliber athletes from diverse backgrounds and potentially rise in the SCIAC rankings. Currently, women's basketball ranks 8 out of 9 and women's volleyball ranks 9 out of 9 in SCIAC rankings. Both teams have struggled in the past with donor support. In addition, the women's basketball coach currently serves as the Senior Woman Administrator and the Department Budget Manager. Full time assistant coaches are necessary to start moving these programs in the right direction. Depending on the status of current open assistant coach positions, a full-time assistant coach for women's basketball would be prioritized in order to comply with Title IX guidelines. If not all 4 positions are possible, OCCA recommends prioritizing women's basketball and then swimming and diving.

**The OCCA further recommends that at least one full-time assistant coach be hired every year or every two years thereafter depending on budget until all programs have one head coach and at least one full time assistant coach.** If the 4 aforementioned coaches are hired in FY 21-22, additional hires will be required for the following programs: women's soccer and men's soccer, water polo, lacrosse, golf. Based on input received from the athletic staff, it is clear that full-time assistant coaches are key not only to the heavy burden of recruitment for specific sports, but also to provide support for the department as a whole. Currently, only three members of the Athletic Department provide strength and conditioning support for all 20 teams as a secondary role. Additional full-time coaches would elevate this critical aspect of physical training.

Note: Because both the men and women's tennis teams are coached by the same person, it is recommended that another full-time head coach be hired rather than assistant coaches for this sport.

## ***Community Building***

One of the biggest strengths of the Occidental Athletics program as identified by current student athletes is teammate interactions/team culture. Interactions with student athletes during recruitment visits have a strong influence on a high school student's decision to accept Oxy's offer of admission. They are also critical to athletic retention. Moving forward, continued emphasis should be placed on team building activities outside of practice and competitions and efforts should be made to increase opportunities for prospective student athletes to visit the campus.

Community building extends to maintaining positive relationships with alumni and parents as well as non-student athletes and other departments on campus. See the "Diversity, Equity, and Inclusion Programming", "Suggestions for Funding" and "Other Considerations" sections of the report for additional strategies for interdepartmental collaboration on campus. In addition, the Athletic Department in coordination with Institutional Research plans to survey the entire student body in fall 2021 to determine how best to integrate athletics into student life at the college.

Regardless of the specific mechanism for community building, the focus should be on making sports "FUN"! The OCCA offers the following ideas for bringing student athletes, families, and the rest of the Oxy community together. The Student Athlete Advisory Committee (SAAC) can be leaders in these efforts, determining feasibility and developing an action plan.

- Multi-constituent Field Day in the spring
- Support of partner teams which incorporates non-athletic activities (e.g. community service)
- Oxy Spirit Club developed alongside SLICE
- Oxy Orange Fridays (everyone wear orange on Fridays)
- Internal Competitive Trophy with both athletic and non-athletic criteria that teams would showcase during home and away competitions

## **Diversity, Equity, Inclusion Standards**

The OCCA found it difficult to quantify standards for DEI. **The OCCA recommends that on-going efforts to diversify athletic rosters (gender, race, SES status) should be adopted.** At the same time, the potential of Oxy Athletics to help the College recruit and retain underrepresented students from all backgrounds should not be ignored as the institution moves forward in DEI strategic planning. As one of the most external facing entities of the school, Oxy Athletics has an opportunity to engage communities where underrepresented students and potential recruits hail from.

## **Recommendations for Achieving DEI Standards**

The OCCA has identified 3 primary strategies that would help the Athletic Department and hence the institution as a whole make sustainable progress in diversity, equity, and inclusion. Specific mechanisms to guide implementation for each strategy have been suggested.

- Recruitment
- Staffing
- Programming

### ***Recruitment***

**The OCCA recommends that the institution commit additional funds specific for recruitment of student athletes in underrepresented communities.** As demonstrated in the [NYT article about diversifying athletic rosters at Amherst](#) and in the DEI survey results, this strategy has great potential.

The success of all recruitment efforts relies on strong collaboration between Athletics and Admissions. Regular strategy sessions between the Director of Athletics and coaches and the Coordinator of Student Athlete Recruitment in Admissions have proven to be successful in the past. For example, the number of student athlete early decision admits has increased from 30 - 50% in the last two years. However, the OCCA recognizes that there is more work to be done specifically for the recruitment of a diverse student athlete population. Indeed, the number of early decision admits may have to decrease in order to leave positions open for economically disadvantaged students who are less likely to submit early decision applications. In addition, without a football program, creative strategies will need to be implemented to recruit and retain male students of color.

Creative solutions cannot be implemented without the support of the College. **The OCCA recommends that, if and when, an Oxy Enrollment Committee is created (as currently recommended by the VP of Admission), the Coordinator of Student Athlete Recruitment serve on this committee in order to provide the Athletic Department perspective.** It is anticipated that this committee will include faculty who will likely have strong opinions about standard admission criteria. By engaging with faculty and the Admission Department in this process, coaches will be more confident that their voice is heard and that their time and energy is not wasted. In addition, athletic staff should continue to engage in regular recruitment training focused on the specific limitations at Occidental.

Options for creative strategies include:

- Use College Board Data Mining to send targeted messages to prospective student athletes
- Expand Tiger Access Program to student athletes who may not have the financial resources to visit the College
- Increase opportunities for student athletes representing demographic diversity to engage with the ICC and/or faculty during prospective student visitations
- Change recruitment questionnaire in order to be more sensitive to concerns from underrepresented students
- Ensure roster spots are available after early decision admission to allow for more diverse regular decision enrollment
- Connect recruits with Oxy athlete alumni either based on sport and/or geography
- Establish relationships with greater LA programs that encourage diversity (e.g. RBI baseball, Los Angeles Department of Parks and Recreation)

### ***Staffing***

As previously mentioned and as highlighted in the results from all Athletic Department surveys, coaches play a critical role in recruitment and retention of student athletes. By following the recommendations for assistant coach hiring outlined above, the institution has the potential to diversify the athletic staff and the student athlete population. Indeed, when the athletic staff was asked to rank strategies for improving diversity, equity, and inclusion within athletics, hiring additional full-time assistant coaches was the overwhelming number one priority. In addition to more labor hours, greater diversity in the coaching staff will allow students from various affinity groups to relate more strongly with the Athletic Department.

In order to make progress on the stated goals, the **OCCA recommends that all athletic staff searches optimize opportunities to include a diverse pool of candidates.** Before searches are initiated, the Athletic Department should consult with the CDO to guarantee proper recruitment mechanisms have been adopted.

### ***Programming***

The athletic slogan *One Tiger, Many Stripes* adopted in fall 2020 demonstrates the current Athletic Department's commitment to recognizing and celebrating individual strengths and backgrounds in team sports. The OCCA applauds the efforts of Cori Vallembois and the rest of the athletic staff in the creation of the JEDI program as well as the ICC for its support of underrepresented students and student athlete-specific programming (e.g. Athlete of Color Leadership Practicum). As progress is made in other



areas, it is important that the progress of JEDI is not impeded. Currently, Cori has assumed leadership of JEDI without compensation. This is not sustainable. **The OCCA recommends that the College establish a full time Coordinator of Diversity, Equity, Inclusion, and Student Success position within the Athletic Department.** In addition to providing leadership to JEDI, responsibilities for this position would include oversight of SAAC and maintenance of working relationships with the ICC, the CDO, the HCC, Alumni Relations, and the NCAA Diversity and Inclusion Office. This position would afford opportunities to strengthen current athletic specific diversity, equity, and inclusion programming (e.g. speaker events, leadership workshops, on-going anti-bias education) and to connect student athletes with alumni and post-graduation employment options. As indicated in the analysis of the DEI student athlete survey (Appendix 7), male athletes, in particular, would benefit from additional networking opportunities with alumni from specific affinity groups. To further enhance the alumni connections noted in the student-athlete survey it will be important that a strong relationship between Athletics, IA, and Alumni offices is established. OxyGen, a student-alumni networking project made possible through collaborations between the Critical Theory and Social Justice academic department and Institutional Advancement, could serve as a model for Athletics. Assistant coaches would provide support to the Coordinator of Diversity, Equity, Inclusion, and Student Success position through committee-minded structures.

Recently, athlete-specific drop-in mental health counseling hours have been increased through collaboration with Emmons. Student athletes from underrepresented groups, as indicated through survey responses, benefit from this form of wellness programming. As a result, it is important to continue to offer this service. In the future, other wellness programming (e.g. nutrition counseling) should be evaluated and potentially increased for student athletes.

### **Suggestions for Funding**

The cancellation of football in fall 2020 creates an opportunity for budget reallocation. The funds previously committed to the football program could be used to pay the salaries of the proposed assistant coaches. In addition, due to the strong donor support within the men's basketball, men's baseball, tennis, and women's lacrosse programs, there may be opportunities to create endowed head/assistant coach positions which would relieve budget dollars for other programs. Track and field could be used as models for endowed coach positions. **The OCCA recommends the creation of a dedicated gift officer position for Athletics within Institutional Advancement.** This staff member would work alongside coaches to cultivate athletic donors for fundraising campaigns (e.g. endowed Director of Athletics and coach positions, capital projects, general athletic operating budget, etc.). The Coordinator of Student Athlete Recruitment position within

the Department of Admissions demonstrates the potential of athletic-focused designated positions in other College departments.

**The OCCA recommends that the Athletic Department apply for NCAA Division III Diversity Grants on a regular basis.** These grants are awarded to NCAA members committed to enhancing ethnic minority and gender representation in athletics administration and assistant coaching positions. It must be noted that some of these grants require institutional matching dollars and/or only fund positions for 1-2 years. In order to be sustainable, this strategy must be combined with those previously mentioned.

It is worth noting that there are structures already in place within the Athletic Department to ensure equity and standardization in expenditures outside of the allocated budget across athletic teams. All teams must submit proposals to commit additional funds to travel, premium equipment, etc. regardless of the funding source (e.g. Tiger Club). Once all proposals are received, the Director of Athletics and the Athletic Budget Manager/Senior Woman Administrator consider how to balance the request of one specific team to that of another with specific attention to Title IX compliance. All attempts are made to approve reasonable financial requests designed to improve competitiveness and the student athlete experience. This method of evaluating the budget will continue indefinitely.

### **Other Considerations**

#### ***Student Athlete Support***

The OCCA recognizes that by prioritizing athletic success, Oxy may be more susceptible to creating cultures and conditions that downplay the value of academics. Therefore, as the institution works towards implementation of the strategies outlined in the report, the **OCCA recommends intentional and regular engagement between the Athletic Department and Student Affairs as well as between the Athletic Department and Academic Affairs.** Regular interdepartmental communication and planning helps ensure academic excellence and preparation for graduate school and/or post-graduation careers for all Oxy students including student athletes.

For example, the literature suggests that leadership development, which is critical to success in the workforce, is not always fostered through team sport participation alone. In one study, student athletes with stronger scores on diversity scales (i.e. interest, comfort, and appreciation that students have for people from diverse intellectual, cultural, and ethnic backgrounds) exhibited greater leadership skills, but for most student athletes, additional training was necessary (Huntrods et al., 2017). In 2019, Oxy Athletics started a Tiger ACTION (A Chance to Influence Our Now) program specifically designed to

improve leadership skills of student athletes. On average 20 student athletes participate each year. This program should be assessed on a regular basis to determine the most successful components. In addition, attempts should be made to identify how these successful program components can be made available to a greater number of student athletes through collaboration with other departments on campus.

Although the OCCA sees significant potential for athletics to lead the charge in diversifying the student body, OCCA does not promote lowering admission standards or the academic rigor in the classroom to accommodate student athletes. These standards should be widely communicated and understood across campus. If student athletes have been found worthy of admission, we, as a community, are responsible for ensuring their holistic development and success. At the same time, it must be recognized that student athletes represent a significant percentage of the student body and that they may require unique non-traditional support mechanisms to be competitive in both the classroom and on the field. Furthermore, the needs within the student athlete population likely differ across various demographic variables. The recently created Oxy 'Striving Tigers Team' that includes Athletic Administrators, Coaches, Faculty Members as well as Student Affairs should consider hosting athlete-specific academic success workshops. There are also evidence-based models available for first-year seminars (a high impact practice) specific to the student athlete needs (Grafnetterova et al., 2020).

In addition, it is no surprise that positive faculty interactions devoid of athletic-based stereotypes have been shown to elevate the academic experience for student athletes, particularly athletes of color (Cooper et al., 2017). Cooper and colleagues (2017) recommend that institutions implement intentional faculty-student athlete engagement opportunities and formalize consistent support for student athlete academic engagement and student athlete career development. The OCCA specifically advocates for inclusion of student athletes in high impact practices (e.g. community based learning, internships, undergraduate research) offered at the institution. One study showed that when student athletes do not participate in traditional high impact practices, it is often because of a lack of communication and mutual understanding between coaches and faculty rather than a lack of motivation or interest by student athletes (Ishaq and Bass, 2019). In order to encourage positive faculty-student athlete interactions and to bolster transparency between athletics and the faculty, a regular presentation (once or twice per academic year) co-delivered by either the NCAA Faculty Athletic Representative and the Director of Athletics and/or other athletic staff members at a faculty meeting is suggested.

Familial support is also a key influence in academic achievement. Cooper and colleagues (2017), recommend that institutions find ways to incorporate the engagement and involvement with legal guardians as partners for the continued development and success of their student athletes while in college (e.g. family weekends).

## ***Campus Climate***

**The OCCA recommends that the institution do everything in its power to prevent the perpetuation of athletic stereotypes** (e.g. aggressiveness, emotional suppression, entitlement, academically lazy, lacking academic potential) which are more common for Black male student athletes and can lead to social isolation (Cooper et al., 2016). Research suggests that positive campus climates, specifically perceptions of respect contribute to students' academic performance and interpersonal development particularly for female and marginalized social groups (Oseguera et al., 2018). Although the literature further suggests that negative stereotypes are more common at Division I institutions, OCCA members are aware of their persistence at Oxy as well. The OCCA encourages a cultural shift in which athletic participation is seen as an activity with complementary benefits to participation in other extra- and co-curricular activities. The creation of the Oxy 'Striving Tigers Team' referenced above is a step in the right direction. Options for making additional progress in this area at Oxy could include more regular announcements of student athlete success in campus bulletins such as the Posi Vibes email distributed by the Administrator Staff Council, through the campus-wide branding and/or the faculty meeting presentations referenced above. Awareness of the student athlete experience (e.g. engagement in team community service activities) could also be highlighted during quad sits with partner teams.

## ***Post-Graduation Support***

Although this report focuses primarily on the experiences of Oxy student athletes during the four years that they are enrolled as students, student athletes face unique transitional challenges upon graduation. In part because sport is such an integral component of self-identity, student athletes are at high risk of experiencing psychological distress when collegiate competition ends. It may also be a challenge for student athletes to maintain a physically active lifestyle after graduation. As a result, it is important that the institution develop post-graduation support mechanisms specific to the student athlete. Successful models such as [Moving On!](#) (Shriver et al, 2019) could be explored and implemented with existing resources. The networking opportunities with alumni referenced above will also help with the transition after graduation.

## ***Board of Trustees Committee Representation***

In order to enhance inclusion and appropriate representation of Oxy Athletics in the fabric of the institution, the **OCCA recommends that the Director of Athletics serve on either the Institutional Advancement & Communications or Student Life & Enrollment Management standing committee of the Board of Trustees.**

### ***Club sports, intramurals, and wellness classes***

Although the charge of the OCCA was to evaluate varsity athletics, the OCCA recognizes the physical, mental, and social health value of participation in other recreational sport activities at the College including Club Sports and Intramurals. Enhancing these opportunities may help the institution fill the gap left by the cancellation of football and/or help the institution with its goal of diversifying the student body. **The OCCA strongly recommends that the College conduct an evaluation of its club sport, intramural, and wellness class programs to identify ways these programs can be used to elevate the student experience.** This work could be completed by another multi constituent task force in future semesters.

### **References**

*A Study of NCAA Student-Athletes: Undergraduate Experiences and Post-College Outcomes.* (2020). [Gallup Poll]. NCAA.

[https://ncaaorg.s3.amazonaws.com/research/other/2020/2020RES\\_GallupNCAAOutcomes.pdf](https://ncaaorg.s3.amazonaws.com/research/other/2020/2020RES_GallupNCAAOutcomes.pdf)

Beasley, L., Hoffman, S., & Andelin, R. (2020). Physical health literacy of student-athletes. *Health & Social Care in the Community*, hsc.13251.

<https://doi.org/10.1111/hsc.13251>

Clegg, T., Greene, D. M., Beard, N., & Brunson, J. (2020). Data Everyday: Data Literacy Practices in a Division I College Sports Context. *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems*, 1–13.

<https://doi.org/10.1145/3313831.3376153>

Cooper, J. N., Davis, T. J., & Dougherty, S. (2017). Not So Black and White: A Multi-Divisional Exploratory Analysis of Male Student-Athletes' Experiences at National Collegiate Athletic Association (NCAA) Institutions. *Sociology of Sport Journal*, 34(1), 59–78. <https://doi.org/10.1123/ssj.2016-0015>

Cooper, J. N., Porter, C. J., & Davis, T. J. (2017). Success Through Community Cultural Wealth: Reflections From Black Female College Athletes at a Historically Black College/University (HBCU) and a Historically White Institution (HWI). *Journal of Intercollegiate Sport*, 10(2), 129–156. <https://doi.org/10.1123/jis.2017-0006>

Grafnetterova, N., Hawkinson, C., & Rodriguez, R. (2020). Connected at the HIP: Exploring Quality Dimensions in First-Year Seminars for Student-Athletes. *Journal of Issues in Intercollegiate Athletics*, 125–147.

Huntrods, C. S., An, B. P., & Pascarella, E. T. (2017). Impact of Intercollegiate Athletic Participation on Leadership Development. *Journal of College Student Development*, 58(2), 198–214. <https://doi.org/10.1353/csd.2017.0015>

Ishaq, F., & Bass, J. (2019). High Impact Educational Practices and the Student Athlete Experience: The Implementation and Barriers of HIPs in the Student Athlete Support Setting. *Journal of Issues in Intercollegiate Athletics*, 12, 178–204.

Oseguera, L., Merson, D., Harrison, C. K., & Rankin, S. (2018). Beyond the Black/White Binary: A Multi-Institutional Study of Campus Climate and the Academic Success of College Athletes of Different Racial Backgrounds. *Sociology of Sport Journal*, 35(2), 119–131. <https://doi.org/10.1123/ssj.2016-0175>

Pennington, B. (2019, November 9). The Real Cost of Diversifying College Rosters. *New York Times*. <https://www.nytimes.com/2019/11/07/sports/college-sports-diversity-amherst.html>

Shriver, L. H., Reifsteck, E. J., & Brooks, D. (2019). Moving On!: A Transition Program for Promoting Healthy Eating and an Active Lifestyle Among Student-Athletes After College. *Journal of Nutrition Education and Behavior*, 51(1), 112-115.e1. <https://doi.org/10.1016/j.jneb.2018.08.004>

Umbach, P. D., Palmer, M. M., Kuh, G. D., & Hannah, S. J. (2006). Intercollegiate Athletes and Effective Educational Practices: Winning Combination or Losing Effort? *Research in Higher Education*, 47(6), 709–733. <https://doi.org/10.1007/s11162-006-9012-9>

Weight, E. A., Navarro, K. M., Smith-Ryan, A., & Huffman, L. T. (2016). Holistic Education through Athletics: Health and Health-Literacy of Intercollegiate Athletes and Active Undergraduate Students. *Journal of Higher Education Athletics & Innovation*, 1, 38–60. <https://doi.org/10.15763/issn.2376-5267.2016.1.1.38-60>

## **Appendix 1**

### **Occidental College Commission on Athletics (OCCA): “Strengthening our Athletic Programs & Supporting our Student-Athletes”**

#### **OCCA Charge**

*(released to campus community on January 20, 2021)*

Occidental strongly believes that providing opportunities for sport participation through competitive intercollegiate athletics enhances the liberal arts student experience and helps the institution achieve its mission. Occidental recognizes the physical, emotional, mental, and social benefits that arise from athletic participation. Some 25% of Occidental students participate on athletic teams at Occidental. Accordingly, this is an important area of activity that we need to emphasize and to evaluate as to whether it is receiving the amount of attention and the resources necessary to thrive.

Building on the work of previous athletic task forces and strategic plans, this new Commission will conduct a comprehensive examination of the athletic activities and programs at Occidental. The focus will be on issues of competitiveness and diversity. The Commission will review all intercollegiate programs at Occidental to observe how they are currently addressing these issues and what areas will require more investment. OCCA will consider where and how each program can be strengthened and supported to best serve student-athletes and their College experience. OCCA will specifically review facilities, equipment, staffing, alumni support, Title IX compliance, recruitment processes, educational programs and leadership/diversity training.

The Commission will explore how athletics can be a more critical part of educating the whole student-athlete, mind, body, and spirit. Notably, the Commission will also consider how athletic teams and the program more generally operate in relation to the overall mission of the College and in consort with the academic program.

The Commission will deliver a report of its findings along with recommendations to the President and the Vice President for Student Affairs.

#### **Process:**

The Commission will work collaboratively with coaches, student-athletes, and alumni. It will actively seek input from the current student body through campus surveys and communications with members of ASOC, DEB, SAAC and other student organizations. It will examine previous athletic reports and review the recommendations. OCCA will also look at our peer institutions and institutions within the Southern California Intercollegiate Athletic Conference (SCIAC) to understand what best practices can and should be adopted at Occidental.

#### **Commission Makeup:**

The committee will consist of 15 members and will be co-chaired by Athletic Director Shanda Ness and Professor Marci Raney. The Commission will have three student-athlete representatives, selected in consultation with the Student Athletic Advisory Committee (SAAC) and Justice, Equity, Diversity, and Inclusion (JEDI) committee advisors, three Athletics staff members, two additional faculty members, two alumni who were former student-athletes, an institutional advancement representative, and two staff members.

#### **Timetable:**

The Commission will begin its work in full in January 2021. It will deliver its report and recommendations to the President and Vice President by April 15, 2021.

## Appendix 2

### OCCA Pillars

#### **1. Review Competitiveness**

**Goals:** To identify ways to prioritize investment into athletics that will enable our programs to yield more on the field success and enhance our ability to create an amazing experience for our student-athletes.

Each athletics program will be assessed based on the following criteria

- Staffing
- Recruiting
- Facilities
- Operating budgets
- Alumni and fan support
- Current and potential for success in SCIAC/national competition/Directors Cup

Additional Considerations:

- Impact of recommendations on Title IX compliance
- Intersection with Academics

#### **2. Review plans for Diversity, Equity, and Inclusion**

**Goals:** To identify ways to increase diversity across all athletic programs including staff, coaches and student-athletes and to promote a culture of inclusiveness in the athletic department.

Specific recommendations will be made in the following areas

- Recruitment and retention of student-athletes and staff
- Staff positions devoted to diversity and inclusion support
- Title IX compliance
- Programmatic Enhancements



## Appendix 3a

### **Student Athlete Competitiveness Survey**

This survey is being distributed by the Occidental College Commission on Athletics. Responses from this survey will help the commission identify student athlete priority areas for institutional support. This survey is anonymous. If you have any questions, please contact either of the Commission Co-Chairs: Shanda Ness (sness@oxy.edu); Marci Raney (raney@oxy.edu)

Which sport(s) do you play at Occidental?

Which of the following factors was the most important in your decision to participate in Occidental College athletics? Please rank your top 3.

Which of the following factors was the most important in your decision to continue participation in Occidental College athletics. Please rank your top 3.

In your opinion, which of the following investments would be the most beneficial to recruiting high caliber student athletes in the future? When answering this question, please consider all sports as opposed to your individual sport. Please rank the top 3.

Response options for ranking questions:

- Coaches
- Sports medicine facilities and staff
- Team playing fields/venues
- Equipment and uniforms
- Occidental College sport spirit
- Teammate interactions/culture
- Stay in shape
- Team current or past success
- Los Angeles location
- Other:

If you would like to provide further clarification on your rankings, do so here.

## **Appendix 3b**

### **Athletic Staff Competitiveness Survey**

This survey is being distributed by the Occidental College Commission on Athletics. Responses from this survey will help the commission identify priority areas for institutional support. This survey is anonymous. If you have any questions, please contact either of the Commission Co-Chairs: Shanda Ness (sness@oxy.edu); Marci Raney (raney@oxy.edu).

Which sport(s) are you affiliated with at Occidental?

Which of the following factors was the most important in your decision to begin working in the Occidental College Athletic Department? Please rank your top 3.

Which of the following factors is the most important in your decision to continue working in the Occidental College Athletic Department? Please rank your top 3.

In your opinion, which of the following investments would be the most beneficial to recruiting high caliber student athletes and coaches? Please rank your top 3.

Response options for ranking questions:

- Salary
- Administrative support
- Presence of full-time assistant coaches
- Team locker rooms
- Team playing fields/venues
- Sports Medicine facilities and staff
- Team culture at Oxy
- Previous or current athletic success
- Los Angeles location
- Admission strategies to support athletic recruiting
- Other:

If you would like to provide further clarification on your rankings, do so here.

Appendix 4

**Athletic Community Competitiveness Survey Analysis**

**Competitiveness  
Survey Results**

March 1, 2021

**Survey Goals**

Provide student athletes and athletic staff an opportunity to provide feedback on priority areas for institutional support.  
Survey was anonymous.

## Athletic Staff

- 11 different respondents
- Following sports were not represented in responses\*
  - Men's baseball
  - Men's basketball
  - Women's soccer
  - Women's softball

\*One respondent did not identify sport affiliation

## Athletic Staff



- LA Location
- Previous/current athletic team success
- Team culture at Oxy

**Question #1:** Which factors were the most important in your decision to *begin working* in the Occidental College athletic department?

### Notes:

- Assistant coaches, locker rooms, sports medicine facilities did not make the top 3 for any respondent
- Alumni relationship was in top 3 for 3 respondents
- Salary was only in the top 3 for one respondent

## Athletic Staff



**Question #2:** Which factors were the most important in your decision to *continue working* in the Occidental College athletic department?

### Notes:

- Administrative support, team culture, admission strategies ranked close behind assistant coaches
- Locker rooms, playing field/venue, sports medicine facilities did not make the top 3 for any respondent

## Athletic Staff



**Question #3:** In your opinion, which investments would be the most beneficial to *recruiting* high caliber athletes and coaches?

### Notes:

- Sports medicine facilities did not make the top 3 for any respondent
- Team culture and previous/current team success were ranked in the top 3 for only 1 respondent each
- 3 respondents specifically requested full-time strength & conditioning coach and facilities in text responses

## Student Athletes

- 168 different respondents
- Following sports were not represented in responses
  - Men's basketball
  - Men's tennis

## Student Athletes



**Question #1:** Which factors were the most important in your decision to *participate* in Occidental College athletics?

### Notes:

- Stay in shape came in a close 4<sup>th</sup> in overall weighted rankings
- 6 respondents indicated that opportunity to play sports and pursue a quality education factored into their decision

## Student Athletes

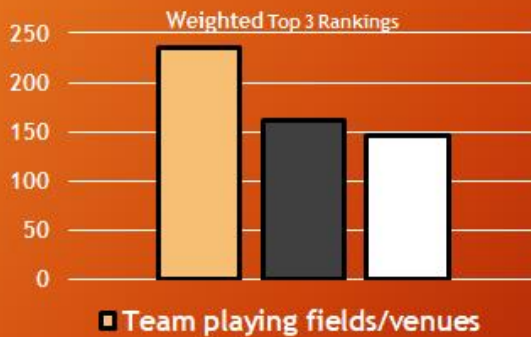


**Question #2:** Which factors were the most important in your decision to *continue* as an Occidental College student athlete?

### Notes:

- Sports medicine facilities, Oxy spirit, previous/current team success, LA location were all ranked similarly (significantly lower than the top 3)
- Equipment/uniforms, team playing fields/venues were the least likely to be ranked in the top 3
- 8 respondents indicated that they played because of the love of the sport

## Student Athletes



**Question #3:** In your opinion, which investments would be the most beneficial to *recruiting* high caliber student athletes?

### Notes:

- Occidental sport spirit and previous/current team success ranked close behind coaches and equipment/uniforms
- Stay in shape and LA location ranked the lowest



## Summary

- Consistent responses provided across sports
- Although LA location was a driving factor for current Oxy athletic participation as a coach and student athlete, respondents did not consider this factor as important for recruiting high caliber coaches and student athletes
- General consensus among athletic staff that higher salaries and additional full-time staff positions should be prioritized
- General consensus among student athletes that team culture and coaches are important to the student experience and investment in playing fields/venues must be prioritized moving forward
- Student athlete quote: “The first thing that needs to happen to out-recruit our competitor schools is to perform at a high level. Fancy equipment is nice, but kids want to come to the programs where they can be a part of a winning program.”



## Appendix 5



### Enrollment Summary Fall Census College Enrollment and Academic Year Enrolled Athletes

Total College Counts reflect enrolled students as of Fall Census.

Fall/Academic Year of:

All athletes in the academic year are counted (enrolled at census in fall or spring semesters). Multi-sport athletes are counted once.

	2017		2018		2019		2020		2021	
	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete
	2,060	417	2,055	422	2,036	431	2,081	432	1,839	393

#### Total Headcounts by Sex and Race/Ethnicity

*Underrepresented Minority = Black/African American, Native American/Alaskan Native, Hispanic/Latinx and, Native Hawaiian/Pacific Islander.  
Students of Color = Black/African American, Native American/Alaskan Native, Hispanic/Latinx, Native Hawaiian/Pacific Islander, and Asian.*

	2017		2018		2019		2020		2021	
	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete
Female	57.2%	40.3%	57.9%	45.7%	58.6%	46.9%	57.8%	42.4%	58.8%	48.1%
Male	42.8%	59.7%	42.1%	54.3%	41.4%	53.1%	42.2%	57.6%	41.2%	51.9%
White	49.2%	56.4%	50.9%	57.8%	49.2%	57.1%	49.1%	55.1%	46.2%	50.9%
Asian	18.8%	16.8%	18.9%	16.4%	19.7%	16.7%	20.9%	17.6%	21.8%	20.6%
Hispanic or Latinx	12.8%	11.8%	11.8%	11.6%	12.3%	12.1%	12.5%	13.4%	14.4%	13.5%
Black or African American	8.5%	9.8%	7.9%	8.5%	8.4%	8.4%	7.2%	7.9%	7.4%	7.6%
Non Resident Alien	6.8%	1.0%	6.7%	0.2%	6.8%	0.2%	7.0%	1.2%	6.3%	1.0%
Unknown	1.9%	1.7%	1.6%	1.9%	1.3%	1.6%	1.4%	1.4%	2.1%	2.3%
Native Hawaiian or Pacific Islander	0.9%	1.7%	1.0%	2.4%	1.2%	2.1%	0.9%	1.9%	1.1%	2.5%
American Indian or Alaska Native	1.0%	1.0%	1.3%	1.2%	1.2%	1.9%	1.0%	1.6%	0.8%	1.5%
Underrepresented Minority	23.3%	24.2%	21.9%	23.7%	23.0%	24.4%	21.6%	24.8%	23.7%	25.2%
Students of Color	42.0%	41.0%	40.9%	40.0%	42.7%	41.1%	42.5%	42.4%	45.5%	45.8%

#### Geographic Origin

*Unless International, based on permanent or mailing address at entry.*

	2017		2018		2019		2020		2021	
	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete
Out of State	50.0%	49.2%	50.6%	50.7%	52.6%	53.6%	52.6%	54.9%	51.4%	52.6%
California	40.7%	47.7%	40.0%	45.7%	38.1%	43.2%	38.2%	42.1%	40.3%	45.4%
International	6.9%	1.0%	6.8%	0.2%	6.8%	0.2%	7.1%	1.2%	6.3%	1.1%
U.S. Citizens Outside U.S.	2.4%	2.2%	2.6%	3.3%	2.5%	3.0%	2.1%	1.9%	2.0%	0.8%

#### First Generation and Pell Recipients

*Counts include all enrolled undergraduate students.*

	2017		2018		2019		2020		2021	
	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete	Total	Athlete
First Generation in College	15.2%	13.9%	15.3%	13.3%	14.6%	11.6%	13.0%	10.9%	13.6%	9.9%
Pell Recipients	19.9%	16.8%	20.4%	16.8%	19.6%	16.2%	18.6%	13.9%	17.4%	13.5%

*Data sourced from registrar's census data files. Athlete counts for 2021 counts may be slightly off (sourced from Banner).*

## Appendix 6

### **Athletic Community DEI Survey**

As outlined in the Equity and Justice Agenda for Occidental distributed by President Elam on March 29<sup>th</sup>, Occidental College is committed to diversity, equity, access, and inclusion. This commitment extends to Occidental Athletics. The Occidental College Commission on Athletics (OCCA) is charged with identifying specific strategies to fulfill this commitment and we would appreciate your input. The survey includes demographic questions in order to help OCCA identify the most critical areas of need for specific groups. Each question includes a "prefer not to say" option. Individual responses will remain anonymous.

If you have any questions, please contact either of the Commission Co-Chairs: Shanda Ness ([sness@oxy.edu](mailto:sness@oxy.edu)); Marci Raney ([raney@oxy.edu](mailto:raney@oxy.edu))

Athletic Affiliation (student athlete or athletic staff member)

Gender

Sexual Orientation

Race/Ethnicity

In your opinion, how should Occidental College support the goal to improve diversity, equity, and inclusion within athletics? Please rank your top 3 priorities from the list of strategies below.

- Hire full time Oxy athletic staff designated for diversity and inclusion programming
- Hire additional full time assistant coaches to support recruiting efforts
- Increase athletic/JEDI funding to support speaker events, diversity, equity, and inclusion workshops/conferences, book discussions, etc.
- Offer more athletic-focused events hosted at the ICC (e.g. athlete of color leadership practicum)
- Offer networking opportunities between athletic alumni and student athletes from specific affinity groups
- Increase the number of drop-in hours for student athlete mental health counseling sessions
- Make on-going anti-bias training/learning mandatory for student athletes and athletic staff.
- Mandate that all athletic staff searches optimize opportunities to include a diverse pool of candidates
- Provide additional funding for athletic recruiting efforts in areas with diverse populations
- Formalize mechanism by which athletics is involved in campus-wide planning related to College access for underserved/underprivileged communities of color
- Other: \_\_\_\_\_

If you would like to elaborate on any of your choices, please do so here.

Appendix 7

Athletic Community DEI Survey Analysis

Diversity, Equity, Inclusion  
Survey Results

April 10, 2021

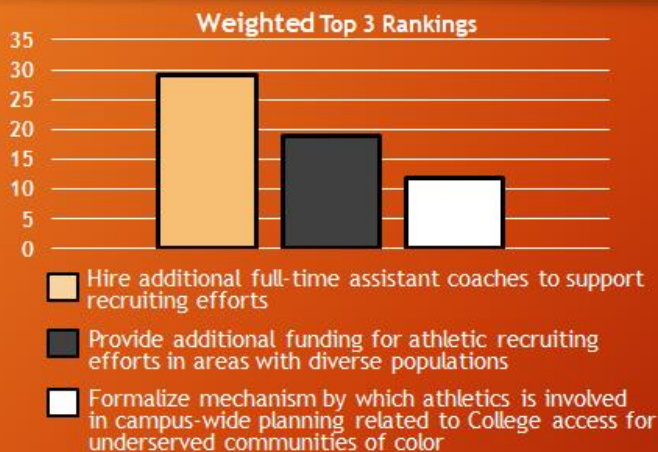
Survey Goals

Provide student athletes and athletic staff an opportunity to provide feedback on priority areas for institutional support. Survey was anonymous.

## Athletic Staff

- 15 different respondents
- Demographic breakdown (self-identification)
  - 4 women, 10 men, 1 did not identify
  - 13 heterosexual/straight, 1 gay or lesbian, 1 did not identify
  - 11 White/Caucasian, 1 Hispanic/Latinx, 2 mixed race, 1 did not identify

## Athletic Staff



In your opinion, how should Occidental College support the goal to improve diversity, equity, and inclusion within athletics?

Notes:

- “Mandate that all athletic staff searches optimize opportunities to include a diverse pool of candidates” was in the top 3 for 5 respondents
- Only 1 staff member selected on-going anti-bias training/education and only 1 staff member selected more athletic-focused events at ICC in top 3
- Zero staff put more mental health drop-in hours in the top 3

## Student Athletes

- 111 different respondents
- Demographic breakdown (self-identification)
  - 73 women, 35 men, 1 non-binary, 2 did not identify
  - 84 heterosexual/straight, 13 bisexual, 5 gay or lesbian, 3 queer, 2 asexual, 2 pansexual, 1 omnisexual, 6 did not identify\*
  - 54 White/Caucasian, 10 Asian, 9 Black/African American, 9 Hispanic/Latinx, 1 Middle Eastern, 1 Native Hawaiian/Pacific Islander, 26 mixed race, 1 did not identify

\*Option to provide multiple answers

## Student Athletes



In your opinion, how should Occidental College support the goal to improve diversity, equity, and inclusion within athletics?

- Make on-going anti-bias training/learning mandatory for student athletes and athletic staff
- Formalize mechanism by which athletics is involved in campus-wide planning related to College access for underserved communities of color



## Student Athletes

### Gender-based differences for improving diversity, equity, and inclusion in athletics

- *Increase funding for recruitment in underrepresented communities* was the #1 weighted priority by a large margin for both female and male respondents
- 38.4% of female compared to 8.6% of male respondents selected anti-bias education as a top 3 priority
- 57.1% of male compared to 26.0% of female respondents selected networking opportunities with alumni as a top 3 priority
- 31.4% of male compared to 21.9% of female respondents selected hire full-time assistant coaches to help with recruitment as a top 3 priority

## Student Athletes

### Sexual Orientation-based differences for improving diversity, equity, and inclusion in athletics

- *Increase funding for recruitment in underrepresented communities* was the #1 weighted priority by a large margin for all groups
- Although there was no difference in the relative % of non-heterosexual and heterosexual respondents who selected networking opportunities with alumni as a top 3 priority, non-heterosexual respondents were less likely to list it as the top priority
- Although there was no difference in the relative % of non-heterosexual & heterosexual respondents who selected hire full-time assistant coaches for recruiting as a top 3 priority, non-heterosexual respondents were less likely to list it as the top priority
- 36.8% of non-heterosexual compared to 23.8% of heterosexual respondents selected on-going anti-bias education as a top 3 priority

\*Respondents who identified as bisexual and gay or lesbian provided similar rankings and were therefore grouped in comparisons with heterosexual respondents

## Student Athletes

### Race-based differences for improving diversity, equity, and inclusion in athletics

- *Increase funding for recruitment in underrepresented communities* was a top 3 weighted priority for all groups
- For all race groups, full-time athletic staff designated for diversity & inclusion programming and increase in JEDI funding were lowest in priority
- White student athletes were much more likely than non-White student athletes to select hire full-time assistant coaches for recruitment as a top 3 priority
- Students who self-identified as Hispanic or Latinx were the only race subpopulation in which increase drop-in hours for mental health counseling was a top 3 priority according to weighted averages
- 21.5% of non-Black student athletes compared to 42.9% of Black student athletes selected offer more athlete-focused events at the ICC as a top 3 priority
- No difference was found for mixed-race students compared to single race students

## Summary

- Based on the wide range in responses across all subpopulations, it is clear that a single strategy is not sufficient for improving diversity, equity, and inclusion in athletics.
- Independent of athletic affiliation, gender, sexual orientation, or race, members of the athletic community agree that the institution should support diversity-specific recruitment efforts. Athletic staff rank hiring assistant coaches higher than funding for recruitment in specific neighborhoods. Student athletes are less likely to prioritize hiring of assistant coaches.
- Student athletes representing traditionally underrepresented identities were significantly more likely to prioritize ongoing anti-bias learning.

## Summary (cont.)

- Additional support for JEDI & ICC programming were not selected as priority when data was merged. However, Black students specifically prioritized ICC programming for athletics.
- Although increasing drop-in hours for mental health counseling did not rise to the top 3 weighted average for merged data, between 30 and 40% of student athletes from specific subpopulations ranked mental health as a top 3 priority. For Hispanic/Latinx students, mental health was ranked as the #1 weighted priority.