Board Monitoring Report

Diversity, Equity, and Inclusion

May 18, 2023

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## Introduction

The SCC Board of Trustees, through the Strategic Outcomes policy on College Purpose (B1000), has identified eight critical services:

- Transfer Programming (B1003)
- Professional Programming (B1004)
- Continuing Education Programming (B1005)
- Workforce Training (B1006)
- Community Education Programming (B1007)
- College Readiness Programming (B1008)
- Adult Education Programming (B1009)
- Student Services (B1010)

In addition, the Board believes accreditation and diversity are essential elements needed to support the achievement of those services (B1002). As such, the Board has identified Strategic Outcome policies for Accreditation & Certification (B1011) and Diversity, Equity, and Inclusion (B1012).

To provide an effective and consistent assessment framework for the Board to evaluate the College's progress, the Board will regularly inspect (B4003), through President provided monitoring reports, College performance using the Shawnee College Effectiveness System (SCCES). Specific monitoring measures and indicators of performance are suggested in each Strategic Outcomes policy and aligned to Strategic Plan strategies.

In accordance with the Board policy on Monitoring College Effectiveness (B1002), monitoring reports will assist the Board with guiding the President on decisions related to the Strategic Plan for prioritizing improvement initiatives and allocating resources. Monitoring reports will include, at minimum:

- An explicit alignment with the College's Strategic Plan strategies
- An in-depth analysis of the aligned key performance indicators in SCCES
- Relevant strengths and areas for improvement informed by the analysis
- Specific, measurable actions and recommendations for continuous improvement anchored in a realistic timeframe

Further, through the Governance & Bylaws policies, the Board has identified key areas integral to the success of the Strategic Outcome policies for which monitoring reports are required (B4003). These areas include:

- Finance & Budget (Quarterly)
- Investment (Quarterly)
- Foundation (Quarterly)
- Facilities (Quarterly)
- Information Technology (Quarterly)
- Human Resources (Quarterly)
- Risk Management (Quarterly)
- Student Academic Assessment (Annual)

## Executive Summary

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

According to the Board's Diversity, Equity, and Inclusion policy (B1012), students and employees benefit from interacting with peers and role models in a diverse learning environment that increases cultural competency through understanding and engagement with multicultural, social, and civic issues (both in and out of the classroom). Students and employees also benefit from diverse learning experiences that foster active thinking, intellectual engagement, increased motivation, consistent attendance, creative problem-solving, a comprehensive understanding of their field of study, and improved satisfaction with the overall college/workplace experience. Finally, students and employees receive the greatest benefit when the learning environment and institutional culture prepare them for success in a multicultural workplace and a globally-connected society.

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

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

This report provides updates on the College's Diversity, Equity, and Inclusion efforts and how they align with the Board Strategic Outcomes using the Key Performance Indicators (KPIs) in the Shawnee Community College Effectiveness System (SCCES).

Some areas of focus since August 2021:

- Diversity, Equity and Inclusion (DEI) Council (3.1.A)
- Adopted Juneteenth holiday to the College's academic calendar and developed events to promote a diverse and inclusive environment (3.5.E)
- Customer service training (3.2.B)
- Cross-skill training (3.3.C)
- Employee recognition processes (3.5.D)

As specified by Board Policy *B1012 Diversity, Equity, and Inclusion*, the following SCCES areas of performance have been identified:

- Student Interest
- Enrollment
- Academic Progress
- Academic Success
- Completion
- Student Satisfaction
- Employee Preparation
- Employee Performance
- Cultural Condition
- Employee Satisfaction

When analyzing the KPIs aligned to these SCCES areas, the following patterns and trends are evident for FY21 and FY22

- Professional Development opportunities for employee preparation (3.2.B)
- Increased DEI initiatives for employees and students (3.1.C)
- Attained the 80% target for consistent semesters on the learning outcome benchmark (3.1.C)

# Employee Engagement with Diversity, Equity, and Inclusion

## Performance Area: Employee Preparation

*# Professional Development opportunities provided & DEI credentials received*
Since April 2022, there have been 15 documented optional professional development opportunities for employees in the form of articles, webinars, and video tips (i.e. communication in a diverse workforce, building an LBGTQ+ inclusive campus, and fostering diversity, equity and inclusion in the workplace). Three mandatory trainings included customer service, unconscious bias, and Dr. Paul Hernandez shared his book, *The Pedagogy of Real Talk: Engaging, Teaching and Connecting with Students At-Promise*. The College purchased this book for anyone who requested a copy. No credentials have been documented.

*% of budget spent on DEI initiatives*
Only the 3 mandatory trainings were captured in this area and were paid from different department budgets, totaling less than $2000.

## Performance Area: Employee Performance

*# of DEI activities delivered*
According to the HR calendar, since April 2022 the Cultural Awareness Team has planned 7 DEI activities which were offered to both employees and students (i.e., Diversity Month, Juneteenth, National Disability Day, Black History Month, Ghana Independence Day, Women's History Month, SCC time capsule).

*Employee perception of meaningful work*
The College has not surveyed the employee perception of an inclusive and equitable workplace climate. The Employee Relations Team will be researching survey options.

*# of policies reviewed to improve DEI outcomes*
To date, the DEI Council has not reviewed or written any DEI policies. First, the Council is working on definitions of diversity, equity, inclusion, and belonging. The policy review tool created for Shared Governance Teams to use when they review and create policies includes criteria to ensure language used in the policies are free of bias.

## Performance Area: Cultural Condition

*# of employees externally and internally recognized for DEI contributions*
Data have not been stored for these indicators. The Employee Relations Team started the monthly Employee Excellence Awards. Three employees were nominated for the Diversity & Inclusion Employee Excellence Award in February.

*voluntary attrition and turnover rate*
The voluntary attrition for FY21, FY22, and FY23 are 13, 13, and 12, respectively, making the turnover rate for each year approximately 15%.

## Policy Performance Area: Employee Satisfaction

*overall job satisfaction and # of employee complaints*
Since employee satisfaction and the number of complaints are key indicators of our cultural condition, the Employee Relations Team will be considering how to collect these data in the future. As mentioned in the employee performance area, an employer survey has not been conducted in several years. The way in which data on employee complaints was stored in the past makes retrieval of this indicator difficult.

*Employee retention*
The retention rate for FY21-FY23 has remained at approximately 85% for each year.

## Strengths and Recommendations of Employee Engagement in DEI

- The DEI Shared Governance Teams have become actively involved in the employee engagement in this realm.
- The College has offered a wide variety of professional development and DEI activities in the past year, but only the participation in the mandatory trainings was documented. In addition, the main delivery is face to face at the main campus.
- The adding of Juneteenth as a holiday to the academic calendar and providing related activities to increase awareness was a DEI initiative offered on main campus and via Zoom that received positive feedback.
- The Employee Excellence Awards have focused the spotlight on employees within who exemplify traits we associate with excellence in the workplace.
- The overall voluntary attrition and retention rates have remained consistent; although, we are not sure how these rates are comparable to what is typically expected.

A few recommendations for the FY23-24 academic year include:
- Explore options for conducting a DEI Audit G3O1SA (Resources: ≈$30,000)
- Create a consistent method to record participation for all activities including DEI initiatives in the community and research ways to award certificates of completion for participation in professional development activities G3O5SE (Resources: Employees)
- Identify ways to include all employees from all campuses in activities G3O5SE (Resources: Employees)
- Collect employee feedback after each DEI activity G3O1SA (Resources:  Employees)
- Develop and implement an employee survey G3O1SA (Resources:  Employees, $3,000)
- Increase awareness of DEI through multicultural activities and diverse topics G3O1SC (Resources: ≈$15,000)

## Student Success in Diversity, Equity, and Inclusion

**Policy Performance Area: Student Interest**

*#Flexible & Accessible Options for DEI topics*
12 of the 13 opportunities were in-person on Main Campus. 5 of those offered a Zoom option. The remaining event was an MLK, Jr. Kahoot game sent via email.

*# of DEI events offered for students and headcount*
There were 13 documented opportunities scheduled for students in 2022-2023 that could be classified as DEI events. A recommendation for the FY23-24 year will be to document whether the events took place and how many students participated.

*# of courses/services using multiple delivery methods*
Since 2021, the College has worked on refining the coding of course sections and the definitions of each delivery method in order to better analyze how we are serving the preferences of our students. These changes have to be considered when looking at the trends by delivery method. Chart 1 shows that the majority of students are in face-to-face instruction in lecture and/or lab sections. Although this data should be analyzed cautiously due to inconsistency in coding and the difficulty categorizing courses during COVID instruction, it is apparent that face-to-face method is what is scheduled and taken most often.

*% of students in alternative delivery programs/courses/services*
Graph 1. Instructional Delivery Method
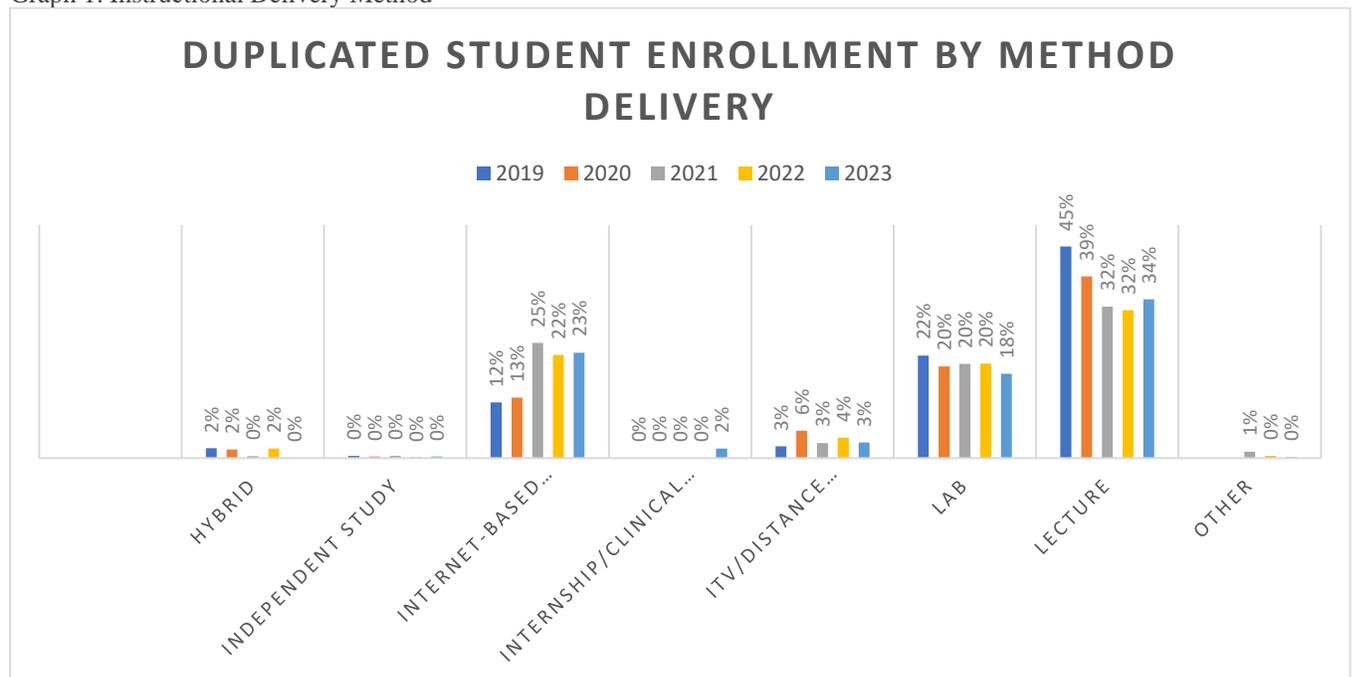


Source: CROA Dashboard, "Course Enrollment" report, 4/27/23

*# of students receiving accommodation services*

Graphs 2 and 3 show the number of students receiving accommodations and the percentage of all credit-bearing student count those numbers represent. Most often, students require extended time on their exams and an alternative testing location.

Graph 2. Number of students receiving accommodations
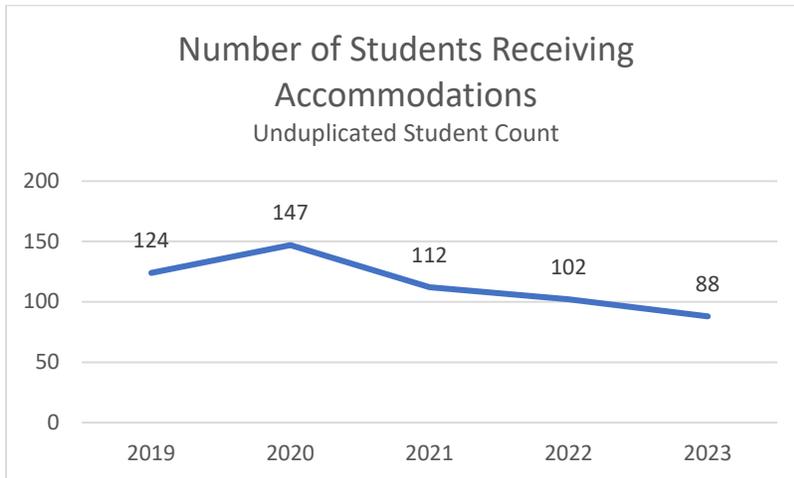


Data Source: CROA Dashboard, Disability & Accommodations report

Graph 3. Percentage of total students receiving accommodations
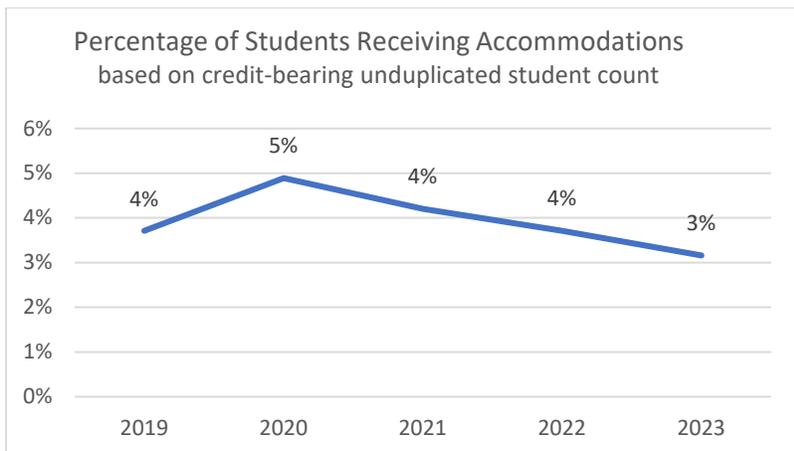


Data Source: CROA Dashboard, Disability & Accommodations report; ICCB A1

**Performance Area: Academic Progress**

*Disaggregated student retention/persistence data*

The overall retention rate for the Fall 2020 and Fall 2021 students to the following spring semesters is 70-73%. The persistence rate from Fall 2020 and Fall 2021 to the following fall semesters is approximately 40%. When disaggregating the data to look at the rates according to ethnicity, gender, and age, there were no distinct trends with one group over the other each year, as one group might be slightly higher than the average one year but slightly below the following. The only exception is the Hispanic population's retention rates fall to spring are slightly higher (75% and 76%) than the other ethnicity groups. There was little difference in the rates when looking at gender. However, the disaggregation that shows the greatest difference is in age band. The younger populations' rates were higher, the rates lowered as the age increased, and all age bands older than 25 are below the average rates for retention and persistence (Graphs 4 and 5).

Graph 4. Fall 2020 Cohort Age Band Trend
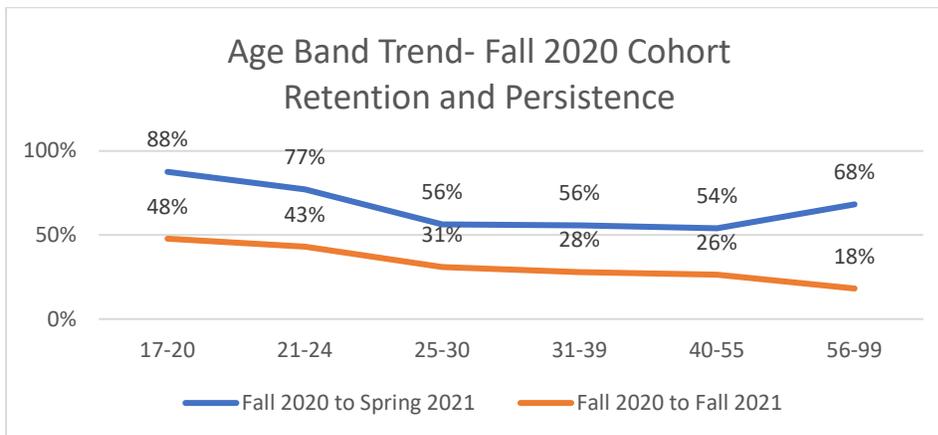


*Source: CROA Dashboard, Student Follow Through reports, 4/2023*

Graph 5. Fall 2021 Cohort Age Band Trend
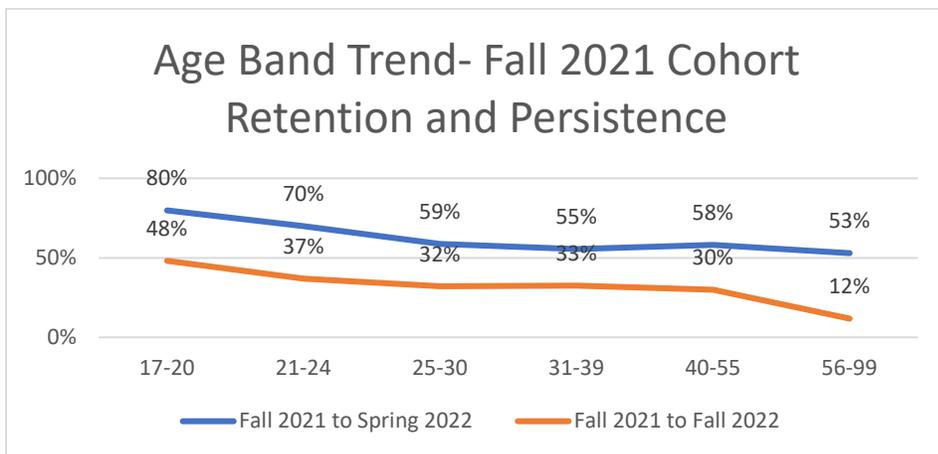


*Source: CROA Dashboard, Student Follow Through reports, 4/2023*

*Student headcount and Credit Hours for DEI courses*
The credit hours generated in the courses submitting Global and Cultural Awareness Core Competency Rubric data represent approximately 1% of total academic credit hours (Graph 6), but approximately 40% of our academic students take at least one of these courses (Graph 7).

Graph 6. Credit Hours Generated in the Global & Cultural Awareness Rubric Courses
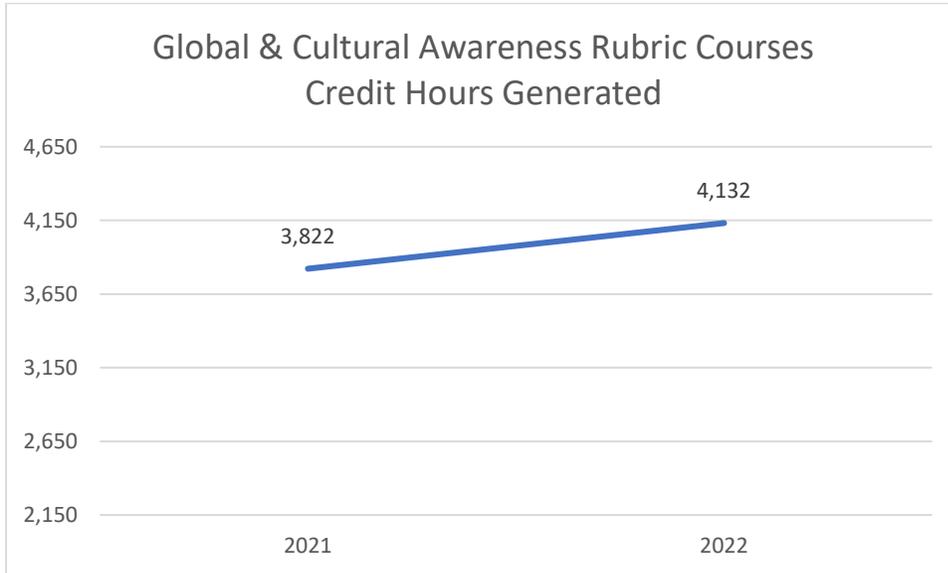


*Source: CROA Dashboard, "Course Enrollment" report, 5/3/23*

Graph 7. Headcount in the Global & Cultural Awareness Rubric Courses
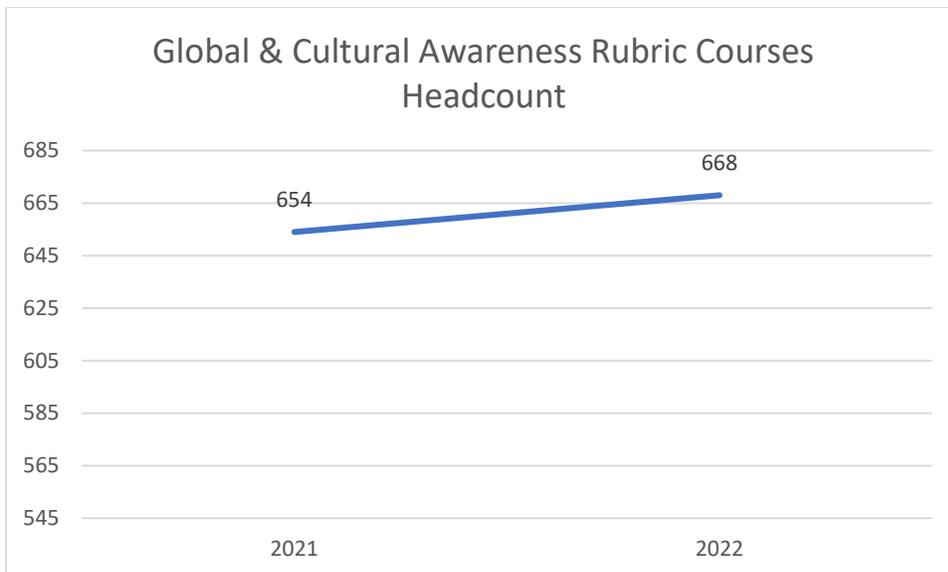


*Source: CROA Dashboard, "Hours Generated" report, 5/3/23*

# Performance Area: Academic Success

The Student Academic Assessment Team (SAAT) has set a benchmark of 80% as the target each year on the Global and Cultural Awareness core competency rubric. When looking at student success on the Global and Cultural Awareness core competency rubric, the 80% benchmark has been met just over 70% of the time (17/24) over the past six semesters. The average student proficiency rate for this core competency during the past six semesters is consistently above 80%.

Graph 8. Disaggregated student learning benchmark targets met
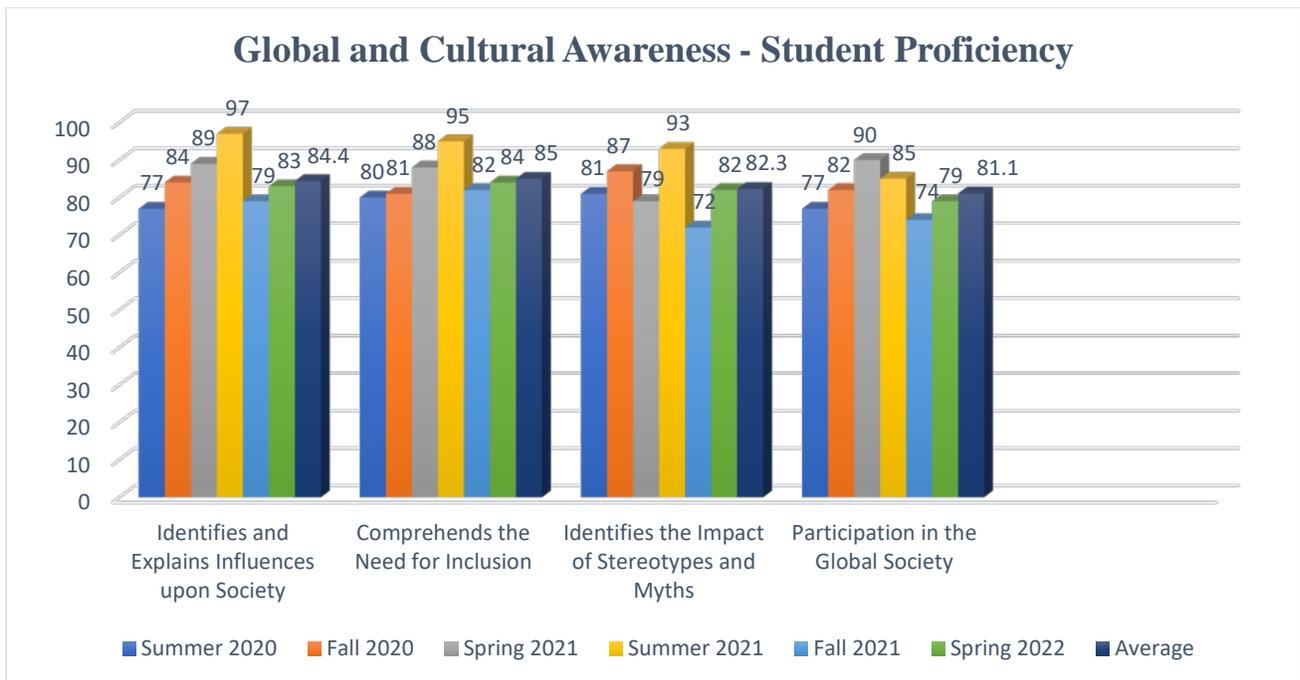


*Source: Student Academic Assessment report, 2021-2022*

## Performance Area: Enrollment and Completion

Disaggregated enrollment and completion data shows the completions are in line with the enrollment except for age band. After the 17-20 age band, the enrollment is fairly evenly distributed; however, completions tend to be higher in the younger age bands. This could be accounted for by the students' educational intent when registering rather than an inequity in programming and services. This should be explored a bit more.

Table 1. Enrollment vs Completions

| Ethnicity | Percentage of Total Enrollment | Percentage of Total Completion |
|---|---|---|
| Asian | less than 1% | 1% |
| American Indian/ Alaskan | 1% | 1% |
| Black-Non-Hispanic | 13% | 12% |
| Hispanic | 4% | 4% |
| White-Non-Hispanic | 79% | 80% |
| Pacific Islander | less than 1% | less than 1% |
| Unknown | 3% | 2% |
| Gender | | |
| Female | 65% | 65% |
| Male | 35% | 35% |
| Age | | |
| 17-20 | 35% | 38% |
| 21-24 | 13% | 32% |
| 25-30 | 11% | 10% |
| 31-39 | 12% | 10% |
| 40-55 | 17% | 8% |
| 56-99 | 9% | less than 1% |

*Source: CROA Dashboard, Program Completion report, 4/2023; ICCB A1*

## Policy Performance Area: Student Satisfaction

*Student harassment/Title IX complaints*
The student complaints for FY21, FY22, and FY23 are 2, 0, and 1 respectively. We are not currently surveying the students' perception of inclusion, belonging and affirmation.

## Strengths and Recommendations for Student Success in Diversity, Equity, Inclusion

- 13 DEI events planned for students.
- Students are interested in traditional face-to-face course delivery method.
- The most common accommodation received by students with disabilities is extended time on their exams which may also require an alternative testing location.

- The overall retention and persistence data for the Fall 2020 and Fall 2021 students show 70-73% of students who took classes in the fall semesters were retained to the spring semesters and approximately 40% persisted to the following fall.
- The 80% benchmark target on the Global and Cultural Awareness core competency rubric has been met just over 70% of the time.

A few recommendations for the FY23-24 academic year include:
- Document the events offered to the students and how many students participated G3O1SC (Resources:  Employees)
- Increase the accessibility of events to include all students from all campuses G3O1SD (Resources:  Employees)
- Create a manual for coding courses according to ICCB guidelines to better analyze data G3O1SD (Resources:  Employees)
- Include more CTE courses in the Global and Cultural Awareness Core Competency to increase the number of credit hours for DEI courses G3O1SD (Resources:  Employees)
- Increase the number of opportunities for students to attend multicultural events in other areas G3O1SC/ G3O1SD (Resources:  Employees, ≈$10,000)
- Collect student feedback after each DEI activity G3O1SC (Resources:  Employees)