Board Monitoring Report

Diversity, Equity, Inclusion, and Belonging

April 18, 2024

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Executive Summary

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

As specified by Board Policy *B1012 Diversity, Equity, Inclusion*, *and Belonging,* 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

Performance Area: Student Interest

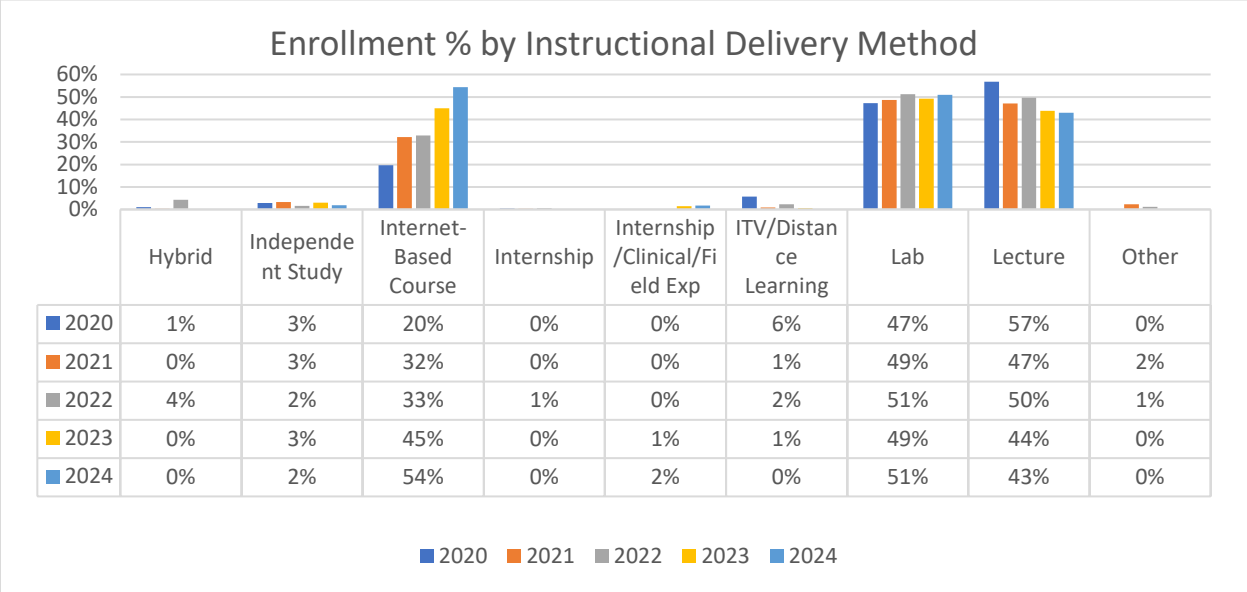
Flexible and Accessible Options to learn about DEI topics

Students were offered 21 opportunities to participate in DEI-related topics/events

- 3 of the 21 opportunities were shared through email and the mySCC portal
- 8 of the 21 opportunities were in-person on Main Campus only
- 8 of the 21 opportunities were in-person on Main Campus and offered a Zoom option
- 1 of the 21 opportunities was in-person on Main Campus, offered a Zoom option, and in-person at the Extension Centers
- 1 of the 21 opportunities was in-person on Main Campus and in-person at the Extension Centers

Percentage of students in alternative delivery programs, courses, or services

Graph 1. Instructional Delivery Method



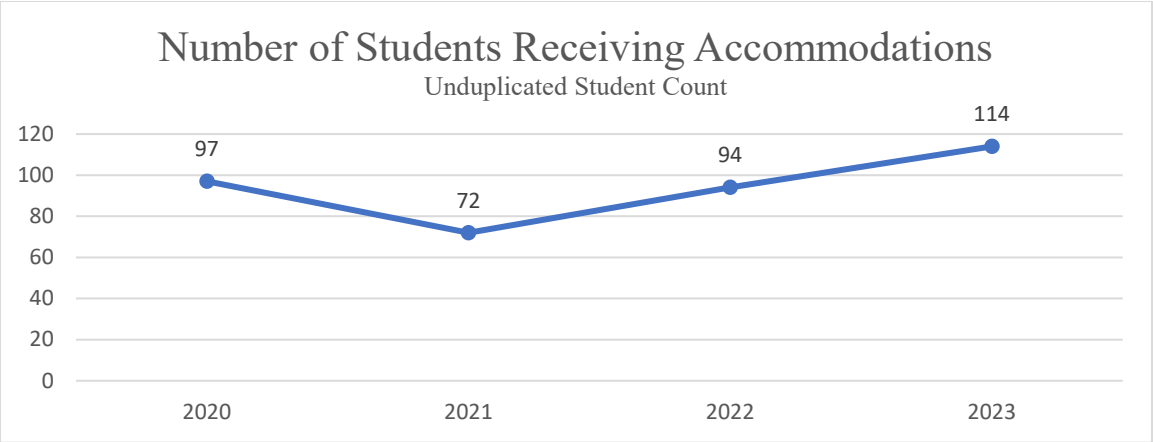
	Hybrid	Independent Study	Internet-Based Course	Internship	Internship/Clinical/Field Exp	ITV/Distance Learning	Lab	Lecture	Other
2020	1%	3%	20%	0%	0%	6%	47%	57%	0%
2021	0%	3%	32%	0%	0%	1%	49%	47%	2%
2022	4%	2%	33%	1%	0%	2%	51%	50%	1%
2023	0%	3%	45%	0%	1%	1%	49%	44%	0%
2024	0%	2%	54%	0%	2%	0%	51%	43%	0%

Source: CROA Dashboard, “Course Enrollment” report, 04/04/24

This bar chart shows the percentage of student enrollment by instructional delivery method from 2020 to 2024. There's a significant increase in Internet-based courses, growing from 20% to 54% over five years. This suggests a strong shift towards online learning. Lab and lecture remain popular, though their proportion decreases slightly, indicating a possible shift in preference or availability towards online education.

Number of students receiving accommodation services

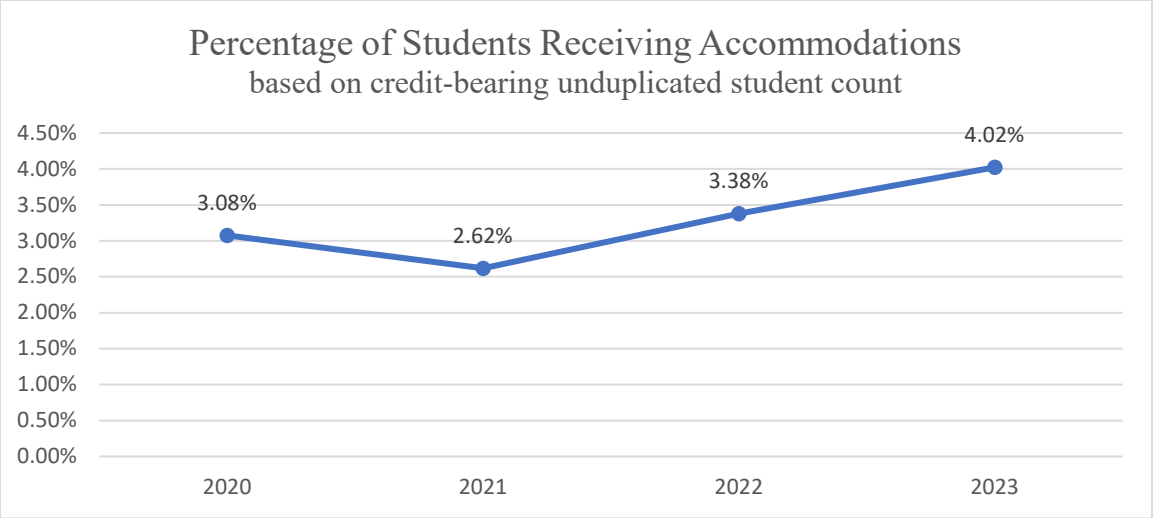
Graph 2. Number of students receiving accommodations



Data Source: CROA Dashboard, Disability & Accommodations report

Initial decrease from 97 to 72 students receiving accommodations from 2020 to 2021, followed by a subsequent increase to 114 by 2023. This could indicate an improved recognition and support for student needs over time.

Graph 3. Percentage of total students receiving accommodations



Data Source: CROA Dashboard, Disability & Accommodations report

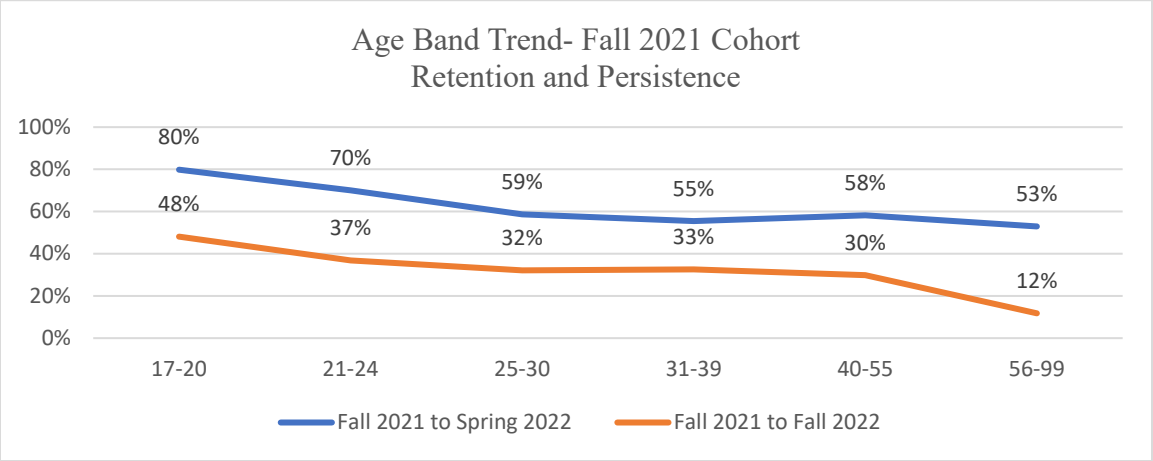
Increase in accommodations, rising from 3.08% in 2020 to 4.02% in 2023. The upward trend suggests that a higher percentage of the student population is receiving accommodations over time, which could point to better inclusivity measures.

Performance Area: Academic Progress

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.

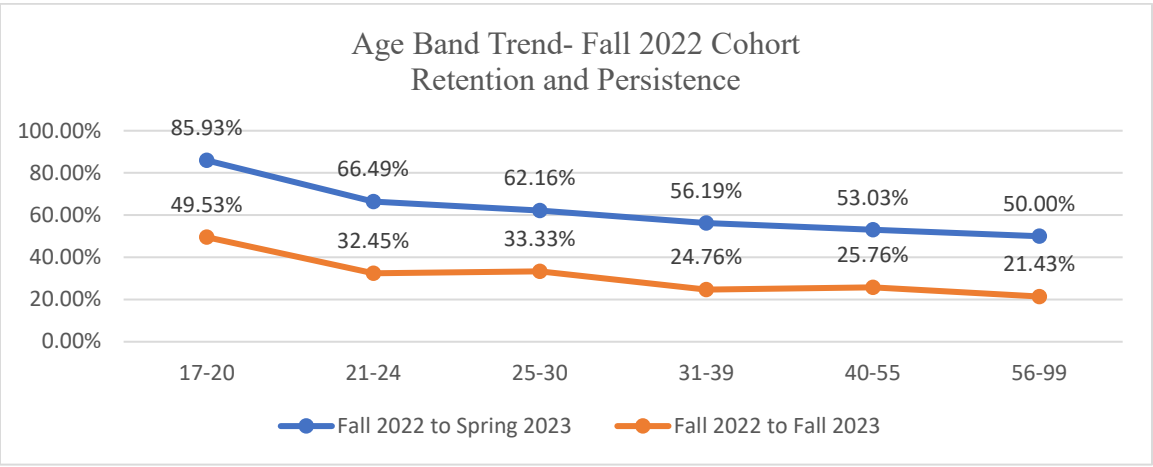
There was little difference in the rates when looking at gender. However, the disaggregation that shows the greatest difference is in the age band. The retention rate from Fall to Spring is highest among the youngest age group and decreases with age. However, persistence from fall-to-fall increases with age, indicating that while older students may take longer to complete their studies, they continue at a higher rate.

Graph 4. Fall 2021 Cohort Age Band Trend



Source: CROA Dashboard, Student Follow Through reports, 04/2023

Graph 5. Fall 2022 Cohort Age Band Trend

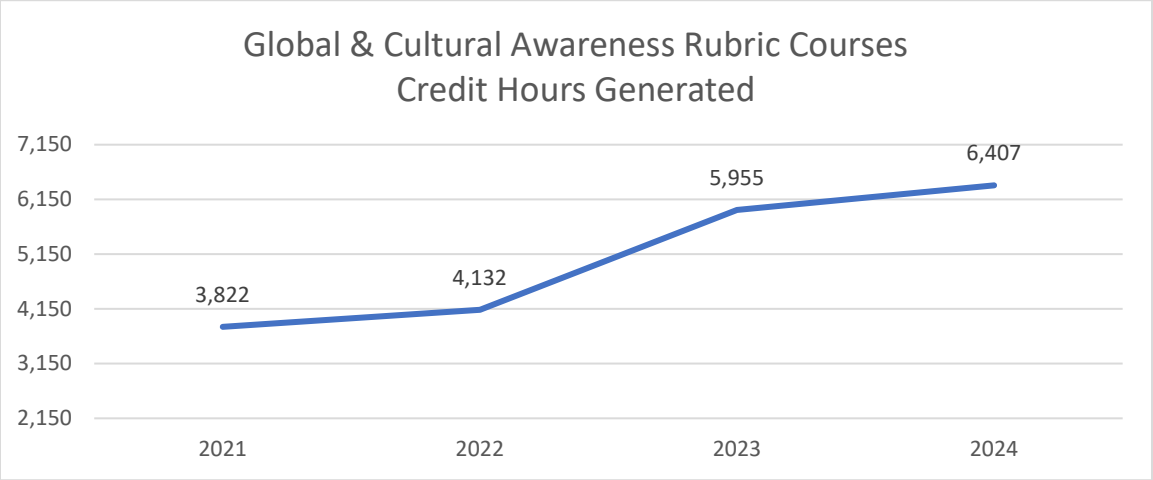


Source: CROA Dashboard, Student Follow Through reports, 4/2024

Student headcount and Credit Hours for DEI courses

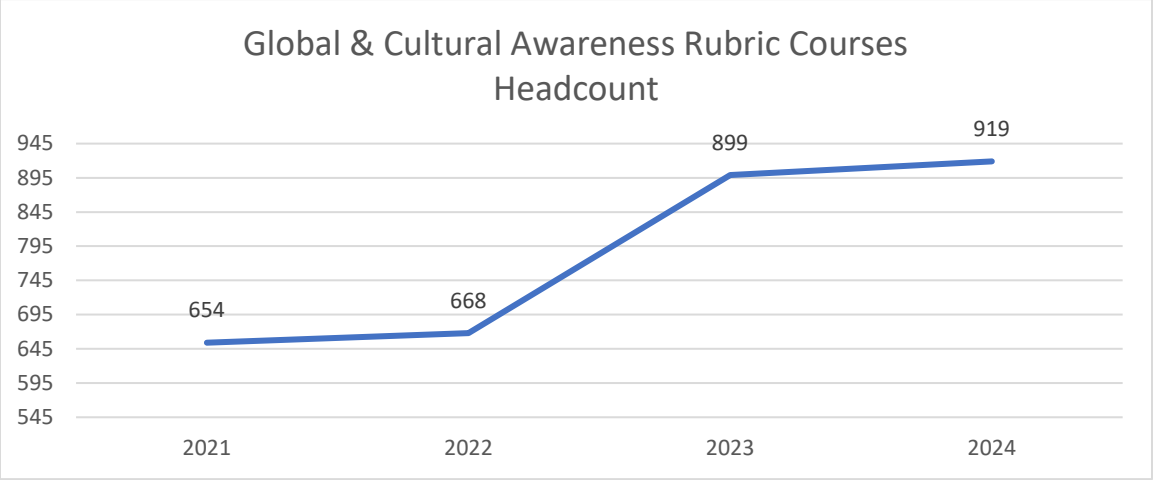
The credit hours generated in the courses submitting Global and Cultural Awareness Core Competency Rubric date represent approximately 16% of total academic credit hours, but approximately 48% of our academic students take at least one of these courses. The increase is due to the SAAT committee tasking faculty to increase the number of DEI courses assessed.

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



Source: CROA Dashboard, "Hours Generated" reports, 4/2024

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

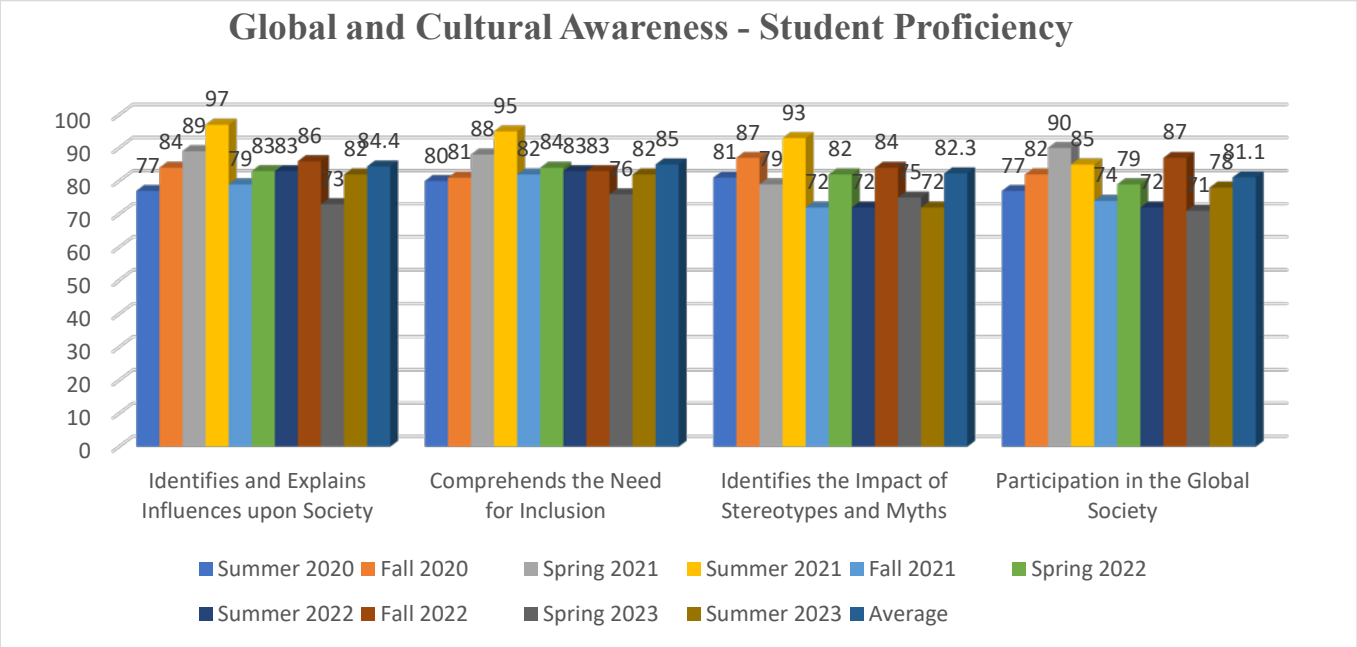


Source: CROA Dashboard, "Course Enrollment" reports, 4/2024

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 9: Disaggregated student learning benchmark targets met



Source: Student Academic Assessment report, 2022-2023

Performance Area: Enrollment and Completion

Women tend to complete at a higher rate than men. Completion rates among ethnic groups and different ages show varied distributions, with the White ethnic group and the age group of <18 and 18-20 having the highest completion percentages.

Table 1. Enrollment vs Completions

Ethnicity	Percentage of Total Enrollment	Percentage of Total Completers
American Indian	4%	2%
Asian	0%	1%
Black or African American	18%	15%
Hawaiian/Pacific Islander	0%	0%
Hispanic	2%	5%
Two or More Races	0%	1%
Unknown	1%	3%
White	74%	75%
Gender		
F	58%	64%
M	42%	36%
Age		
<18	2%	6%
18-20	41%	31%
21-25	26%	18%
26-30	12%	9%
31-40	12%	13%
41-50	4%	10%
51-61	3%	8%
62+	0%	4%

Source: CROA Dashboard, Program Completion report, 4/2024; ICCB A1

Performance Area: Student Satisfaction

Student harassment/Title IX complaints

The College had zero student complaints for FY24. We are not currently surveying the students' perceptions of inclusion, belonging, and affirmation.

Performance Area: Employee Preparation and Performance

Number of Professional Development opportunities offered by the College

From July 2023 through April 2024, there have been 5 optional professional development opportunities for employees.

- Providing Exceptional Customer Service was offered face-to-face and Zoom
- Purchase Process Management Assessment this course was offered on the Main Campus
- Shared Governance Retreat was offered face-to-face on the Main Campus
- Why Culture Counts was offered online
- Establishing a Culture of Trust was offered online

The College joined the Illinois Community College Diversity Association. The monthly Connection & Reflection meetings are an opportunity to network and collaborate with peers in DEI work across the state. Seven meetings occurred via Zoom.

Number of DEI activities accessible to employees

Employees were offered 12 opportunities to participate in DEIIB-related topics/events

- Celebrations of Culture for the Philippines and Ghana on Main Campus and Zoom option
- 60th anniversary of March on Washington on Main Campus
- Holocaust Remembrance Day on Main Campus
- Hispanic Heritage Month on Main Campus and Zoom option
- Crown Act Discussion on Main Campus and Zoom option
- Letter from Birmingham Jail on Main Campus and Zoom option
- National Hunger and Homelessness Awareness at all locations
- LGBTQ+ Recognition on Main Campus
- Moments in Black History with Ruby Bridges and the Greensboro Sit-in shared via email
- Unconscious Bias shared through mySCC portal

Money spent on DEI initiatives

The College has spent about $2300 on DEI initiatives for employee development. As of April 2024, we have not incurred any speaking engagement expenses.

Performance Area: Employee Performance

Employee perception of meaningful work

The College has not completed the employee survey of an inclusive and equitable workplace. The survey will be performed this fall.

Number of policies reviewed to improve DEI outcomes

The DEI Council established definitions for Diversity, Equity, Inclusion, and Belonging to become a tool for the review and revision of current policies and procedures. The Unauthorized Animals on Campus and Culture of Fair Treatment policies have been reviewed.

Performance Area: Cultural Condition

Number of employees externally and internally recognized for DEI contributions

We currently do not have any employees documented for being externally recognized for DEI contributions. The College received three nominations for the Diversity and Inclusion Employee Excellence Award. Sheryl Ribbing was voted the winner.

Voluntary attrition and turnover rate

The voluntary attrition for FY24 is 11 and the turnover rate is approximately 15%

Performance Area: Employee Satisfaction

Overall job satisfaction and number of employee complaints

The College has not completed the employee survey to measure overall job satisfaction. The survey will be performed this fall.

Employee Retention

The retention rate for FY24 has remained at approximately 85%.

Actions and Recommendations

Actions
Goal 3. Objective 1. Strategy C – Increase awareness of diversity, equity, and inclusion through multicultural activities in the classroom and throughout campus.
Goal 3. Objective 5. Strategy E – Develop events that promote inclusive employee interaction.

From FY23 to FY24, the number of opportunities to participate in DEI-related topics/events for students increased from 13 to 21, and employees from 7 to 12. In addition, delivery method options now include Zoom and face-to-face at the extension centers.

Goal 3. Objective 1. Strategy E – Review administrative policies and procedures to ensure they are free of implicit and explicit bias.

The DEIB Council created the following definitions to become a measuring tool for the review and revision of policies and procedures:

- Diversity – The presence of differences requiring awareness of personal limitations and biases to understand, accept, and champion individuality, ultimately strengthening the College and its community.
- Equity – Treating people fairly by providing individualized resources and opportunities to ensure all achieve the same outcome.
- Inclusion – Intentional decision-making practices that promote a culture where all are valued and involved
- Belonging – Feeling safe, accepted, and supported increasing confidence and inspiring participation in building meaningful connections.

Currently, the Council has reviewed two policies.

Recommendation
As it relates to the Board Policy on Diversity, Equity, Inclusion & Belonging (B1012) a student survey to assess equity, inclusiveness, feelings of belonging, and student satisfaction, an employee survey to assess inclusive and equitable workplace, meaningful work, and job satisfaction, review of current DEI course list with the intent to include more courses, and Equity training for the DEIB Council.