



Board Monitoring Report

Diversity, Equity, Inclusion, and Belonging

April 17, 2025



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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

Options for students to learn about DEIB-related topics

- We maintained a digital presence through TV monitors and signage across all campus locations to raise awareness for:
 - Hispanic Heritage Month
 - Mental Health Awareness
 - Native American Heritage Month
 - Pride Month
- We placed displays in the Commons area to provide educational information on:
 - Black Settlements in Southern Illinois
 - National Women's History Month
 - Disability Awareness
 - Religions around the World

Options for students to participate in DEIB-related events

- Alexander/Pulaski County NAACP MLK Breakfast
- Celebrate Soulfully Luncheon
- Juneteenth Lunch and Learn Virtual Experience
- National Hunger & Homelessness Awareness Food Drive
- Voter registration drive
- Women's History Month (Cosmetology Program)

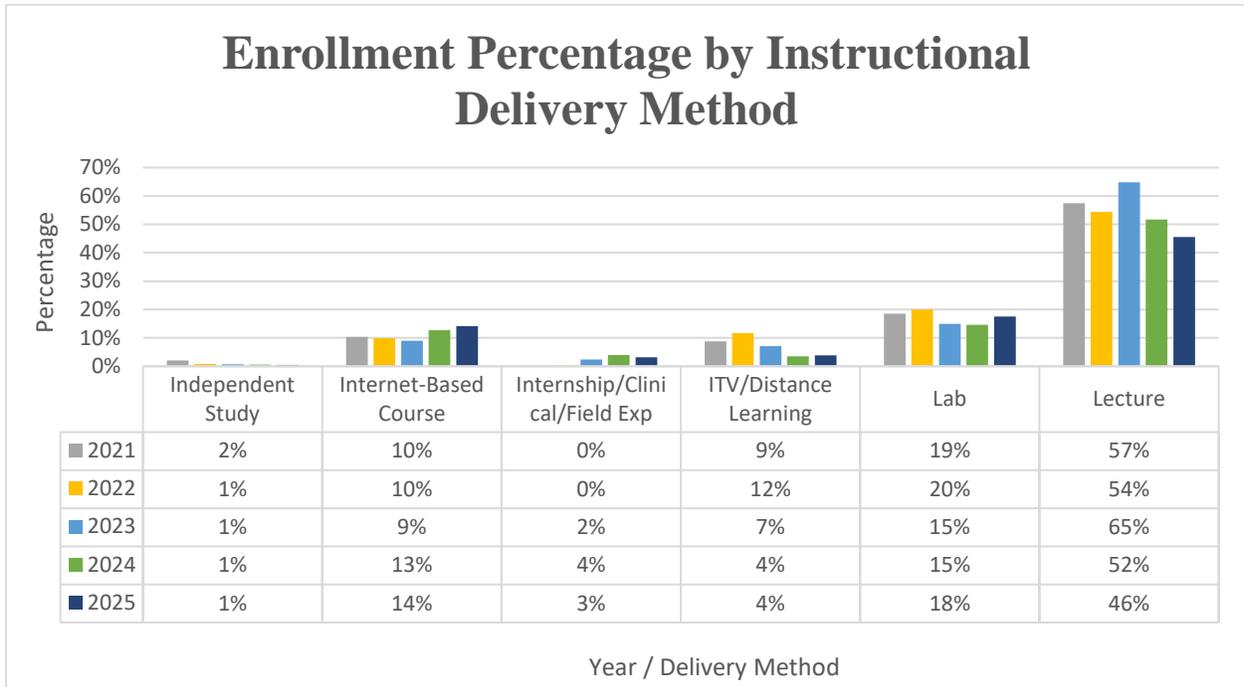
DEIB-related topics from courses on the Global and Cultural Awareness List

- Associate Degree Nursing – Healthcare Diversity Course
 - Cross-cultural communication role play
 - Cultural group presentations (birth, death rituals, dietary, healthcare practices)
 - Religion
 - LGBTQ+
 - Medical experimentation (Tuskegee, History of maternity care)
- Cosmetology
 - Cultural Awareness (hands-on experience with hair textures and skin tones)
 - Business/marketing strategies that promote equity for minority-owned businesses
- Practical Nursing - Growth and Development Course
 - Cultural Practices and the impact of culture on healthcare
- Social Psychology
 - Discrimination
 - Prejudice
 - Social Influence
 - Stereotyping



Number of courses and services offered using multiple delivery methods
 Percentage of students in alternative delivery programs, courses, or services

Graph 1. Instructional Delivery Method



Source: CROA Dashboard, “Course Enrollment” report, 04/03/25

This bar chart shows the percentage of student enrollment by instructional delivery method from 2021 to 2025.

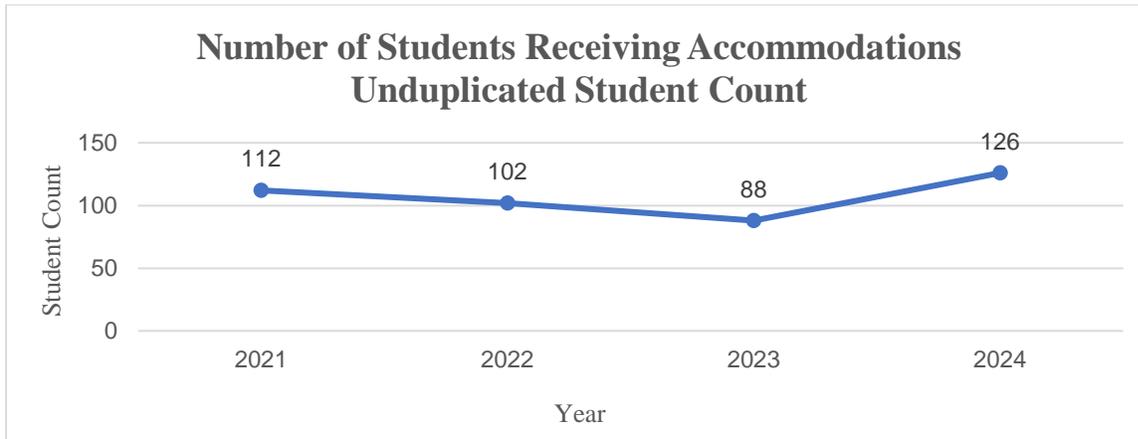
- Independent study has decreased from 2% to 1%.
- Internet-based courses have increased from 10% to 14%.
- Internship and Clinical/Field Experience courses have increased from 0% to 3%
- ITV/Distance learning courses have decreased from 9% to 4%
- Lab courses have decreased from 19% to 18%.
- Lecture courses have decreased from 57% to 46%.

From 2021 to 2025, lab courses decreased by 1%, lecture courses decreased by 11%, and internet-based courses increased by 4%. This suggests a shift toward online learning.



Number of students receiving accommodation services

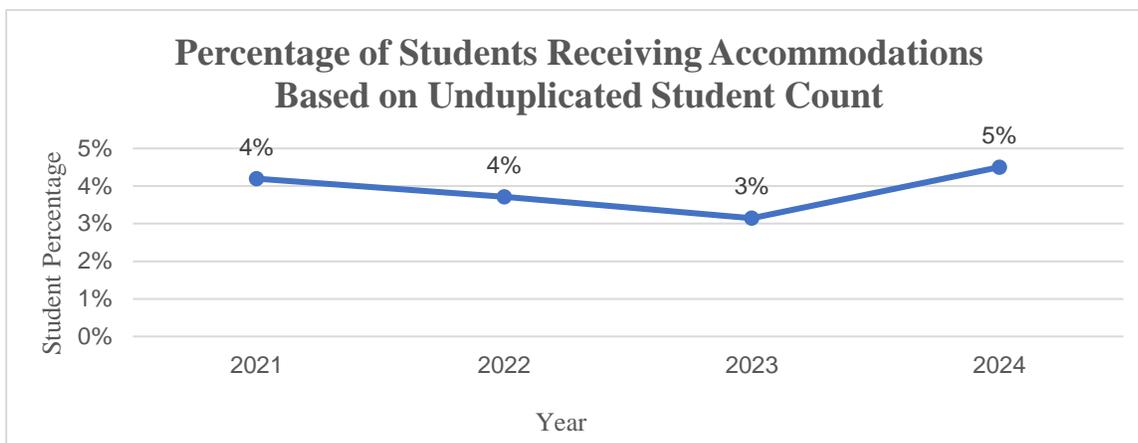
Graph 2. Number of students receiving accommodations



Data Source: CROA Dashboard, Disability & Accommodations report

- Decrease from 112 to 102 students receiving accommodations from 2021 to 2022
- Decrease from 102 to 88 students receiving accommodations from 2022 to 2023
- Increase from 88 to 126 students receiving accommodations from 2023 to 2024

Graph 3. Percentage of total students receiving accommodations



Data Source: CROA Dashboard, Disability & Accommodations report

Accommodations increased from 3% to 5% in 2024. The upward trend suggests that a higher percentage of the student population receives accommodations over time, which could point to better inclusivity measures.

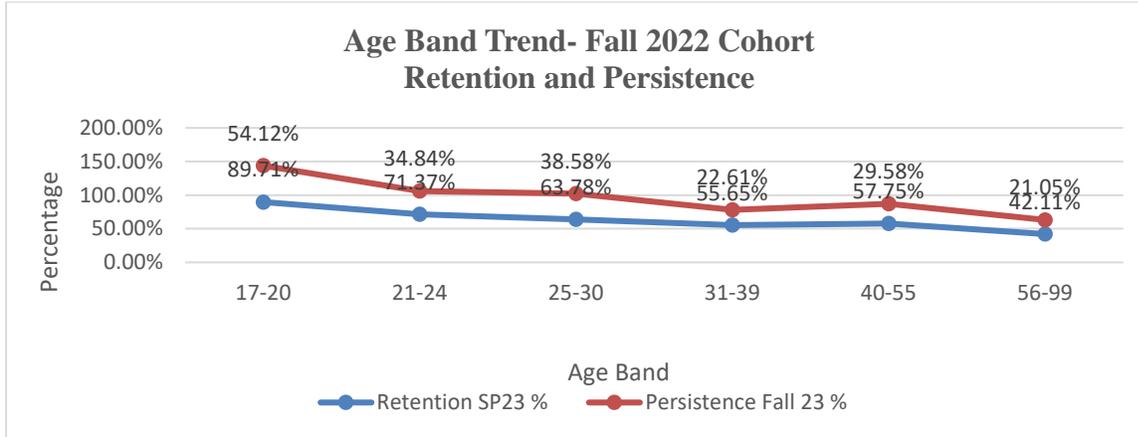


Performance Area: Academic Progress

When disaggregating the data to examine 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 year.

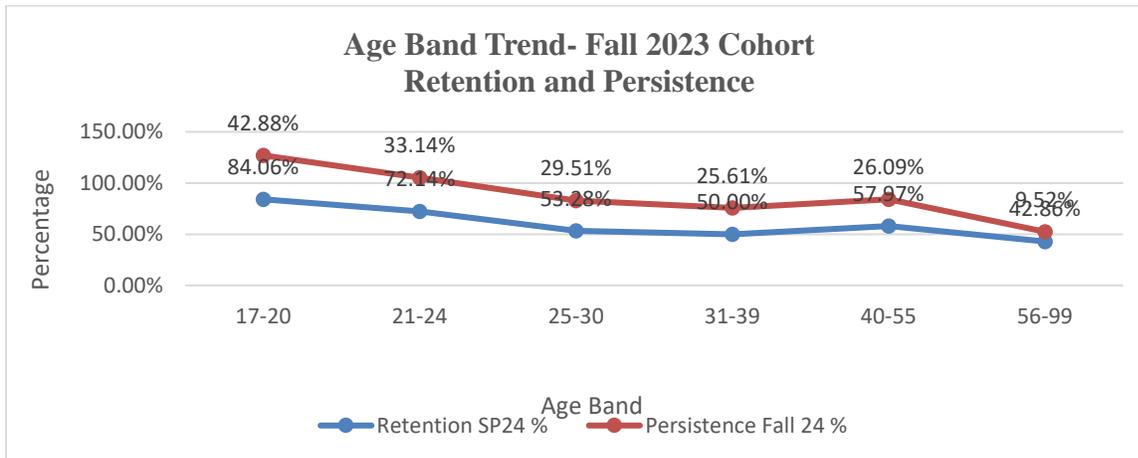
There was little difference in the rates when looking at gender. However, the disaggregation that shows the greatest difference is in the age band. The retention rate from Fall to Spring is highest among the youngest age group and decreases with age. However, persistence from fall-to-fall increases with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

Graph 4. Fall 2022 Cohort Age Band Trend



Source: CROA Dashboard, Student Follow-Through reports, 04/2024

Graph 5. Fall 2023 Cohort Age Band Trend



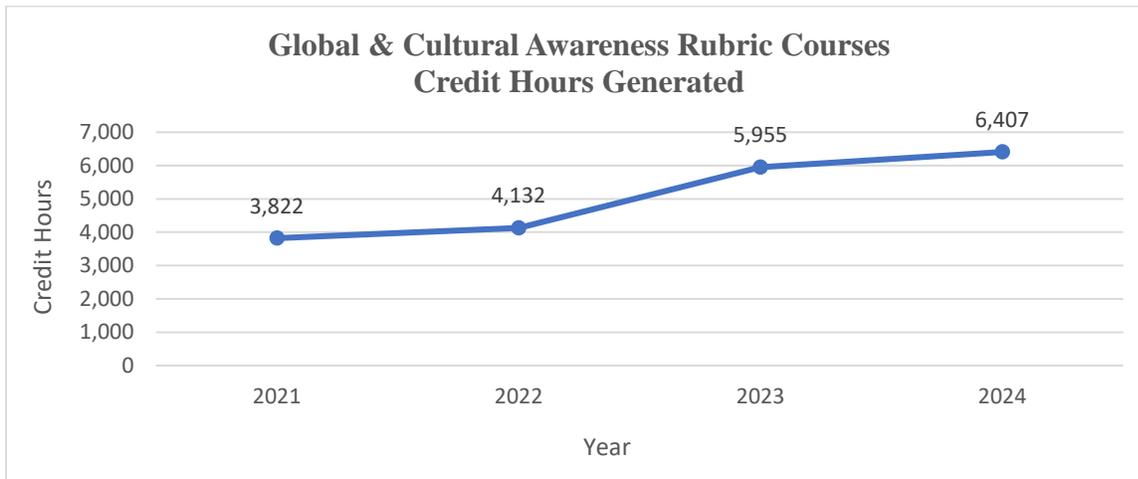
Source: CROA Dashboard, Student Follow-Through reports, 4/2025



Student headcount and Credit Hours for DEI courses

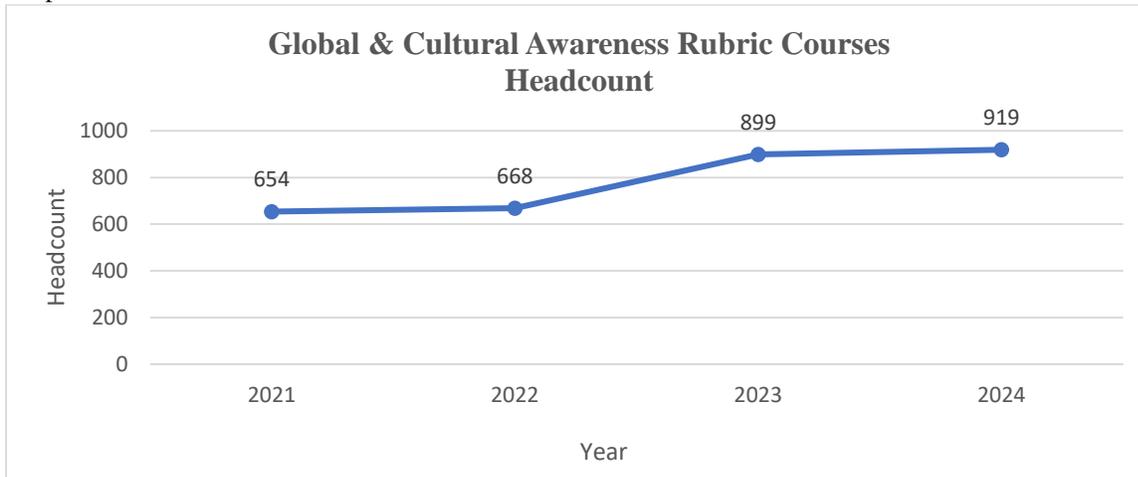
The credit hours generated in the courses submitting Global and Cultural Awareness Core Competency Rubric data represent approximately 16% of total academic credit hours, but approximately 48% of our academic students take at least one of these courses.

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



Source: CROA Dashboard, "Hours Generated" reports, 4/2025

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



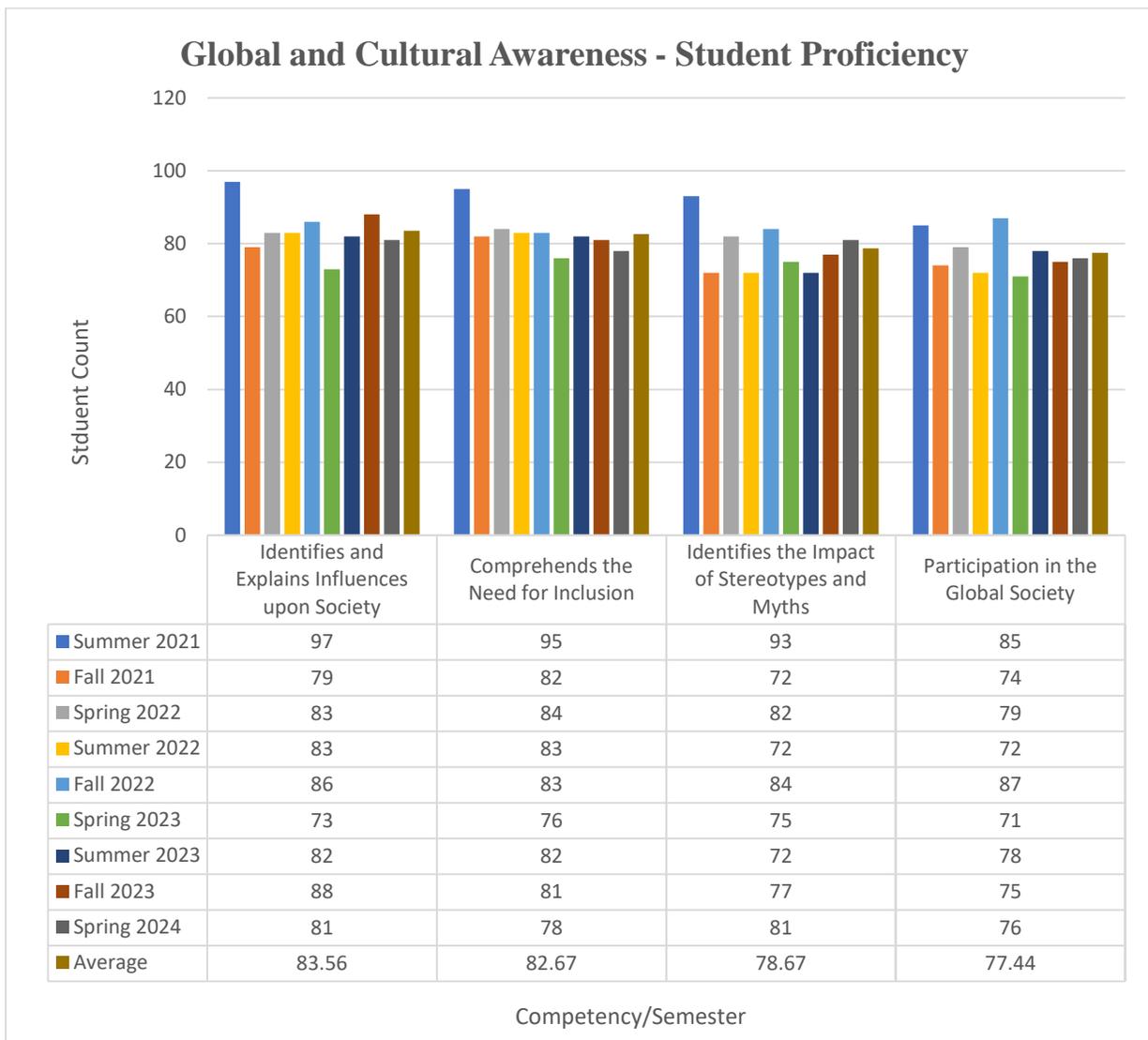
Source: CROA Dashboard, "Course Enrollment" reports, 4/2025



Performance Area: Academic Success

The Student Academic Assessment Team (SAAT) has set a target of 80% on the Global and Cultural Awareness core competency rubric each year. The data highlights consistent strengths in societal analysis and inclusion, with opportunities for growth in global engagement and stereotype awareness. Summer 2021 was the highest-performing term overall, while Spring 2023 saw the lowest scores.

Graph 9: Disaggregated student learning benchmark targets met



Source: Student Academic Assessment Report, 2023-2024



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-non-Hispanic ethnic group and the age groups of 17-20 and 21-24 having the highest completion percentages.

Table 1. Enrollment vs Completions

Ethnicity	Percentage of Total Enrollment	Percentage of Total Completion
Asian	less than 1%	1%
American Indian/ Alaskan	less than 1%	1%
Black-Non-Hispanic	14%	12%
Hispanic	4%	4%
White-Non-Hispanic	78%	80%
Pacific Islander	less than 1%	less than 1%
Unknown	3%	2%
Gender		
Female	64%	66%
Male	36%	34%
Age		
17-20	37%	41%
21-24	14%	31%
25-30	11%	10%
31-39	12%	10%
40-55	17%	8%
56-99	9%	less than 1%

Source: CROA Dashboard, Program Completion report, 4/2025; ICCB A1



Performance Area: Student Satisfaction

In fall 2024, Shawnee partnered with Viewfinder to administer Campus Climate Surveys to students. The survey contained questions related to academics, safety, experiences of discrimination, diversity, equity, and inclusion.

A total of 92 respondents took the Shawnee Viewfinder Campus Climate Survey for Students.

A large majority of student respondents indicated that they are satisfied with their education, the faculty, and their overall experience at Shawnee.

Student respondents highlighted multiple ways they feel safe and welcome at Shawnee, including feeling safe on campus and in the classroom and perceiving the institution as an inclusive environment.

Most student respondents said there is an effective process by which their voices can be heard, the well-being of Shawnee's community takes precedence over other priorities, and public announcements from the institution are honest and truthful.

Small proportions of student respondents expressed dissatisfaction with any aspect of the campus climate, reflecting generally positive sentiments among student respondents.



Performance Area: Employee Preparation

Number of Professional Development opportunities offered by the College

Professional Development opportunities from May 2024 through April 2025:

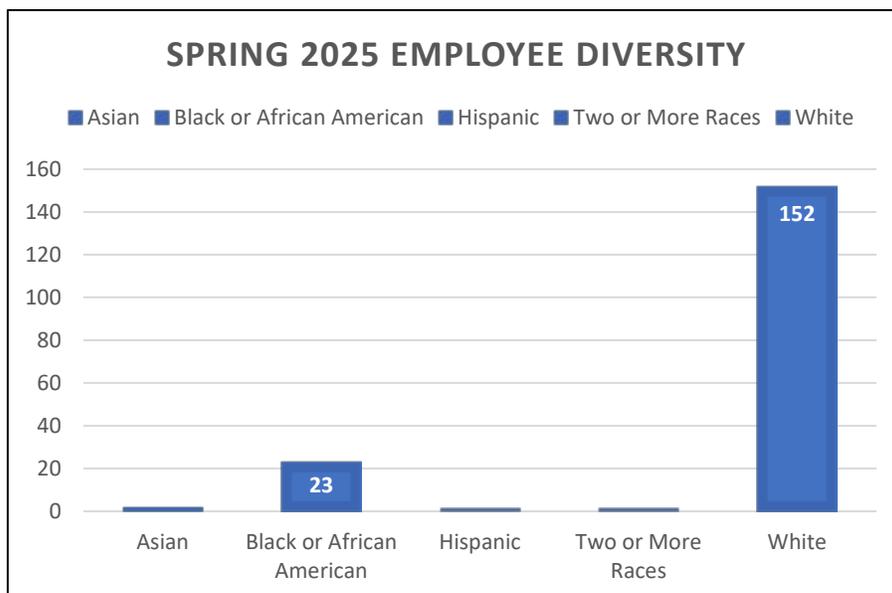
- Diversity, Equity, and Inclusion Awareness for Employees
- Maintaining Workplace Civility
- Preventing Unlawful Harassment
- Webinar hosted by the American Association for Access, Equity, and Diversity
- The College maintains membership with the Illinois Community College Diversity Association. The monthly Connection & Reflection meetings, which are held via Zoom, are an opportunity to network and collaborate with peers in DEI work across the state.

Number of DEI activities accessible to employees

Employees were offered opportunities to participate in the following DEIB-related topics/events:

- Alexander/Pulaski County NAACP MLK Breakfast
- Cairo block party to support upcoming community projects
- Celebrate Soulfully Luncheon
- Juneteenth Lunch and Learn Virtual Experience
- Lens of Truth Documentary Film Festival
- National Hunger & Homelessness Awareness Food Drive
- Voter registration drive

Employee Diversity





Performance Area: Employee Performance

Number of policies/operating standards reviewed and changed

Policies Created:

- Culture of Professionalism & Inclusion
- Pursuit of Excellence in Employment Practices
- Pursuit of Excellence in Compensation & Benefits
- Culture of Equity & Respect
- Culture of Confidentiality & Disclosure

Operating Standard Change:

- Staffing, Recruitment, and Selection of Full-Time Employees

Performance Area: Cultural Condition

Voluntary attrition and turnover rate

The voluntary attrition for FY25 is 15%, and the turnover rate is approximately 16%

Performance Area: Employee Satisfaction

Employee Retention

The retention rate for FY25 is 84%

Overall job satisfaction and number of employee complaints

In fall 2024, Shawnee partnered with Viewfinder to administer Campus Climate Surveys to employees. The survey contained questions about safety, discrimination experiences, diversity, equity, and inclusion. A total of 102 respondents took the Shawnee Viewfinder Campus Climate Survey for Employees.

A large majority of employees indicated they are satisfied with their interactions with other employees and that they love their jobs. A very small proportion of employees said they wanted to quit their jobs.

Employee respondents highlighted performance evaluations and professional development as positive aspects of their experiences at Shawnee. However, they expressed lower levels of satisfaction with workplace climate related to employees being held to consistent standards, collaboration among employees, and compensation.



Actions and Recommendations

Actions

Goal 3. Objective 1. Strategy A –Improve Diversity, Equity, Inclusion, and Belonging activities.

The Cultural Awareness Team changed its name to the Cultural and Community Engagement Team in an effort to promote an inclusive environment that recognizes the perspectives and experiences of all campus and community members.

Cultural and Community Engagement Team members:

- Attended the Cairo block party hosted by the Fowler Bonan Foundation to celebrate the groundbreaking of new affordable housing and future projects.
- Hosted a lunch discussion with students and staff at the Massac and Union County Extension Centers on strategies to enhance inclusivity within the college environment.
- Provided Black History memorabilia to the Alexander/Pulaski County NAACP MLK Breakfast, Mounds Public Library, Cairo Unit School District No. 1, and Meridian Community Unit School District No. 101 in support of the belief that all history is important.

The Executive Assistant to the Vice President of Student Affairs advocated for including less-than-one-year certificates in the commencement ceremony and booklet. In May 2024, 59 students and 72 certificates were included in the commencement booklet. As this inclusion effort continues, participation is expected to grow.

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

Goal 3. Objective 1. Strategy F – Review and revise HR operating standards to ensure equity.

At the time of this report, the Diversity, Equity, Inclusion, and Belonging Council had created 5 policies and 1 operating standard.

Recommendation

As it relates to the Board Policy on Diversity, Equity, Inclusion & Belonging (B1012), reorganizing key performance areas across the campus departments will further enhance the College's equitable and inclusive learning and work environment.