

**2023**



**COLLEGE CHANGES EVERYTHING®  
CONFERENCE**

# The Complexity and Opportunities of Student-Centered Diversity, Equity, Inclusion, and Access A Refocus at John A. Logan College (JALC)

**Thursday, July 13, 2023 at Tinley Park, Chicago**

*Presenters: Toyin Fox, Director of Diversity, Equity, & Inclusion, JALC  
Matt Garrison, Faculty & Chair of Communication, Humanities, & Social Sciences  
Jordan Mays, Assistant Vice President, Office of Institutional Research &  
Effectiveness, JALC*

# Introductions

- Presenters
- Participants/Audience



# JALC Institutional Context

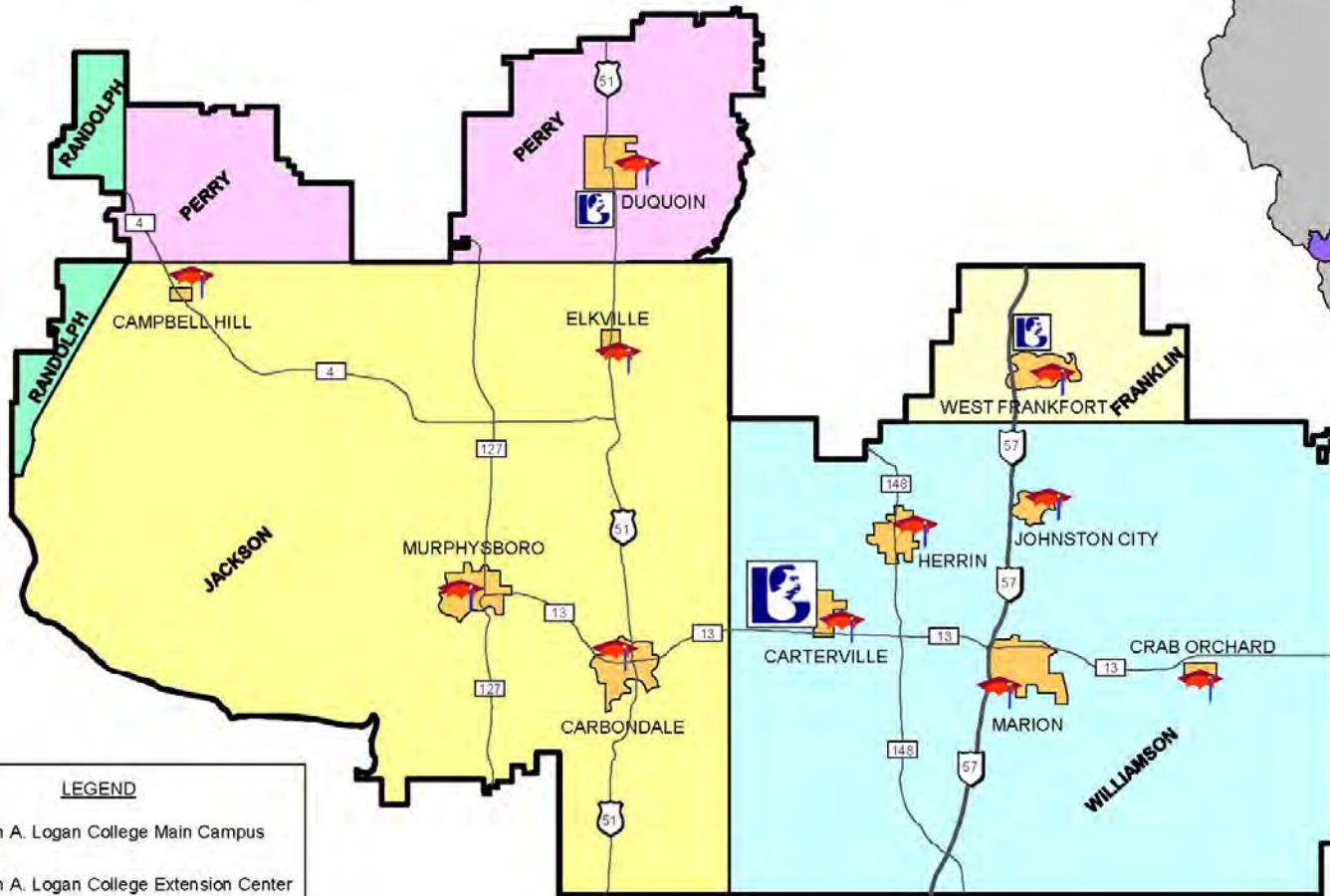
## Profile:

- 2-year comprehensive community college
- Located in the southernmost part of IL.
- 7-member board of trustees plus a student trustee
- 5 counties college district
- 11 public feeder high schools and 2 private
- College officers: President: (Dr. Kirk Overstreet), Provost & VP for Business Services and Chief Financial Officer







## More on context

- **Annual Enrollment:** Approximately 10,213 full and part-time students
- **Tuition:** In-district \$145.00 per credit hour
- Geographical
- Social/Political
- Economic
- Religious

# JOHN A. LOGAN COLLEGE DISTRICT MAP



**LEGEND**

-  John A. Logan College Main Campus
-  John A. Logan College Extension Center
-  Feeder High School
-  U.S. Interstate
-  U.S. Route
-  State Route



# JALC Context

- A new Leader in 2020 in the midst of the pandemic and the political fallout from the George Floyd and other POC murders
  - A Refocus (Diversity Challenge – Year One)
  - Addressed Employee Morale
  - Faculty Relations
  - Community Relations
  - A New Strategic Plan and Direction
  - Reorganization of the Diversity and Inclusion Committee
  - Recruitment and Retention

# The Complexity & Opportunities

**Better together. Together, we are stronger!**

- The world is changing rapidly, but the organizational readiness is not aligning with changes or not catching up fast enough.
- Bigger organization with drastically increasing diversity.
- Standardized processes and procedures (good but can come with unintended harmful barriers/consequences).
- Big organization, big data—not always easy to administer or manage.
- Affordability and a lack for basic needs; “One size fits all” funding exacerbates inequities.
- Acceptance of the principles of civil rights but not the implementation of policies that would bring about greater equality and equity (improper or ineffective policies & procedures of EEOC).
- Tension between labor and civil rights.
- Cultural differences
- Racism and its legacy, bias and discrimination
- Lack of representation or representative voices at the decision-making table of those underrepresented and marginalized populations and groups who are impacted at the decision-making table.
- Perception differences = mistrust on all sides.
- Fear on all sides.
- Pursuit of one’s own group advantages.
- Favoritism and opportunity hoarding.
- Frustrations, hopelessness and helplessness.
- DEI is championed in theory, not in practice.

# Opportunities

## We are a diverse educational community that is enriching all lives!

- “To Education we must look”(General John Logan)  
JALC, a higher educational institution – a supposedly natural place for problem solving, a beacon of knowledge and hope.
- Having the advantage of diverse demographics for building relationships and cultivating inclusive learning environment.
- Stronger Institutional **Commitment**.
- Genuinely make **DEIA a priority with intentionality and resources, not just for appearances**.
- Diversity across all levels of the institution.
- Demonstrate and ensure inclusive campus leadership and teaching to create **a sense of belonging and inclusiveness**. Campus leadership includes **diverse faculty and curriculum**.
- Diversity & Inclusion Committee
- Community and collaborative agreements based on listening and active engagement for students and employees’ retention
- Outreach and recruitment of prospective students.
- Proactively develop relationships and provide support to the elementary and secondary schools that are located within the community surrounding the institution.
- Support services for students
  - Well-designed course placement strategies.
  - Individualized mentoring, tutoring and coaching.
  - First year experience programs--e.g., summer bridge, ORI 100.
- Inclusive Campus Climate
  - Collect Data, compare outcomes
  - Programming and training to increase cultural competencies of leadership, faculty, staff, and students.
  - Assessment of campus climate and culture to identify areas needing improvement
  - Cultural competency in new student orientation.
  - Coursework in diversity as freshmen.
  - Engage students authentically in the decision-making process. Student trustee, student senate.
  - Financial support available to economically disadvantage students.
  - Highly visible and accessible support system individualized to student’s needs.
  - Create academic programs that are responsive to community needs

# ICCB and Thriving Illinois

- ICCDC – Illinois Community College Diversity Commission
  - Professional Development
  - Promote Best Practices
  - Social Justice Awareness
  - Collaborate to Promote Cultural Awareness
  - Recognize Diversity Practitioners
  - Increase Support for Diversity Initiatives
  - Monitor and Interpret DEI-related Legislation



# ICCB and Thriving Illinois

- Illinois Board of Higher Ed. – Equity Strategies
  - Student Support Practices
  - Institution-level Equity Plans
  - Equitable Talent Management
  - Attract Working Adults
  - Direct Admissions Program
  - Strategic Early College Coursework
  - Developmental Education Reform
  - Impact College-going and Completion Rates

# Strategic Goals

- DEI Strategic Goal 6
  - Student-Centered
  - Data-Informed
  - Community-Enriching



# Reflecting on the Data

- Diversity Index Creation (Race/Ethnicity)
  - ICCB District US Census Data
  - ICCB Fall Enrollment Figures
  - IPEDS Human Resources Employment Data

US Census  
District Index

0.28

32 out of 48

Fall Enrollment  
Index

0.28

37 out of 48

JALC Employee  
Index

0.11

43 out of 48

# Reflecting on the Data

- Retention
  - No statistical differences between Gender
  - Pell Recipients Lower Retention than Non-Pell Recipients
  - No statistical difference for Disability Status & Age Range (Not enough data for confidence)
  - Black/African American Students Lower Retention than White students
  - Not Enough Data for confidence of other race/ethnicity groups

# Reflecting on the Data

- Pell Status Retention (5-Year Average)
  - Pell Recipient: 54.3%
  - Non-Pell Recipient: 61.7%
- Race/Ethnicity Retention (5-Year Average)
  - Black/African American: 39.4%
  - White/Caucasian: 60.8%

# Reflecting on the Data

- Graduation Rates
  - No statistical differences between Gender
  - Pell Recipients Lower Graduation Rates than Non-Pell Recipients
  - No statistical difference for Disability Status & Age Range (Not enough data for confidence)
  - Black/African American students Lower Graduation Rates than White students
  - Not Enough Data for confidence of other race/ethnicity groups

# Reflecting on the Data

- Pell Status Graduation Rates (5-Year Average)
  - Pell Recipient: 22.7%
  - Non-Pell Recipient: 33.0%
- Race/Ethnicity Graduation Rates (5-Year Avg.)
  - Black/African American: 13.4%
  - White/Caucasian: 31.4%

# Areas of Concern

- JALC Employee Diversity
- Pell Recipient Students Retention & Graduation Rates
- Black/African American Students Retention & Graduation Rates
- Further collection of data to analyze Disability Status & Age Status



# Equity Plan Discussion

## Questions

- What do you see as barriers to inclusive teaching, inclusive learning, and fostering equity and a sense of belonging in your respective areas?
- What suggestions or ideas do you have for solutions?
- What are the critical elements needed in an equity plan? What would you like to see?
- What are some of the activities needed to ensure buy-in and a shared vision for the creation and implementation of the plan by a whole campus community ( faculty, staff, students, president, and trustees)
- What are your thoughts in successfully implementing the equity plan action steps?

# Conclusions

- Equity Plan—Accountability

“Nobody believes what you say until they see what you do.”

“It isn’t what we say or think that defines us, but what we do.”

-Jane Austen “Sense and Sensibility”

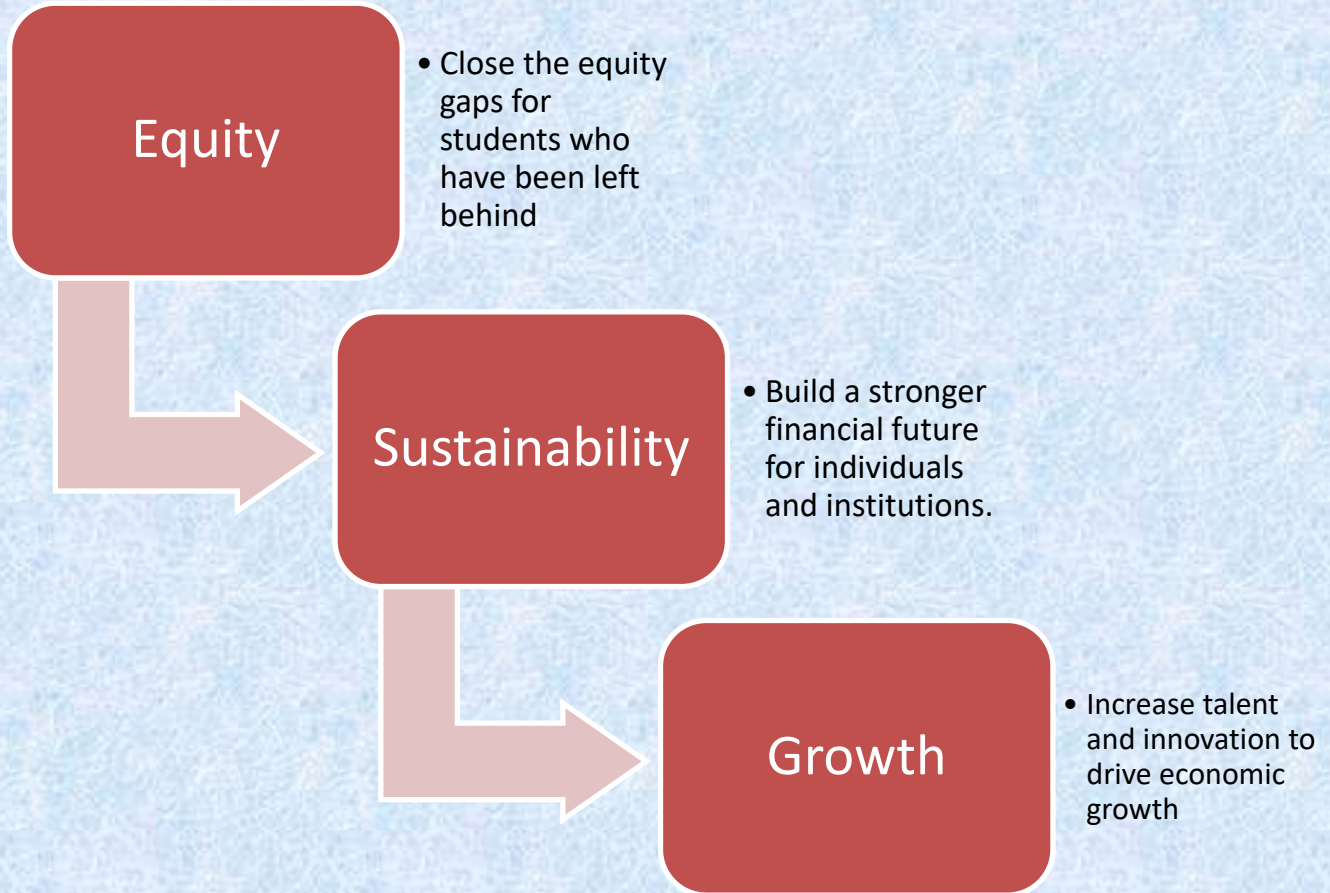
# Conclusions

*Aligning with the ICCB & IBHE Five Domains  
(derived from the Governor's Office on Equity)*

- **Increase access and educational support for minority, marginalized, and underrepresented populations of students**
- **Increase bias awareness, education, and training as well as advancement opportunity for students, faculty, and staff.**
- **Provide and increase data, accountability, and evaluation.**
- **Provide ongoing campus climate and culture surveys.**
- **Increase community engagement (Thriving Communities).**

# Conclusions

- Action Plan



# Thank You!

- Contact Information:

John A. Logan College  
700 Logan College Road  
Carterville, IL 62918  
618-985-2828 Ext. 8586

- ❖ *Toyin Fox, Director of Diversity, Equity & Inclusion, [toyinfox@jalc.edu](mailto:toyinfox@jalc.edu)*
- ❖ *Matt Garrison, Faculty & Chair of Communication, Humanities & Social Sciences, [mattgarrison@jalc.edu](mailto:mattgarrison@jalc.edu)*
- ❖ *Jordan Mays, Assistant Vice President, Office of Institutional Research & Effectiveness, [jordanmays@jalc.edu](mailto:jordanmays@jalc.edu)*