



John A. Logan College
Equity Plan for FY 2024 - 2025

Executive Summary:

The JALC Equity plan is intended to serve as a roadmap for outlining how JALC will work toward improving equitable outcomes for students and eliminate barriers and gaps in degree attainment and career preparedness for low-income, first-generation, African American, Latinx/a, rural, working adult student groups, students leaving foster care, students with disabilities, immigrants, undocumented students, justice-involved students, Indigenous students, LGBTQ+ students, and veterans, as well as recognizing the intersectionality of these identities.

John A. Logan College's mission is: "To enrich lives through learning and community engagement." Doing this effectively and successfully requires incorporating anti-racism and equity-focused approaches into our overall institutional culture, policies and practices, course content, teaching methods and practices, interactions with students and all external community partners, and interactions among ourselves as employees and administrators. Our institutional climate and culture should reflect a space that is fair, welcoming, equitable, anti-racist, and just.

More importantly, we all play a role in creating, adjusting, and even rebuilding the environments in which we live, work, and play. Achieving significant and sustainable change will take hard work, time, understanding, intentionality, and commitment to undo what took many years to build. Change is not easy; more specifically, this type of change will require us as an institution to do deep reflections and be prepared for possible discomfort. Despite the

challenges, the JALC Equity Task Force recognizes that we must implement this equity plan and take necessary actions to demonstrate our commitment to our students, staff, faculty, work, department, school, and the communities we ultimately serve.

We acknowledge that implementing these equity plan strategies is critical to changing the culture, climate, and equity gaps identified in the data collection and analysis and the feedback received from stakeholders in our district.

The JALC Equity Plan will promote equity-minded practices to cultivate greater academic success and improve retention and a sense of belonging. Moreover, novel and innovative approaches and methods that can narrow the racial equity gap, which has been an enduring challenge for the College, will be adopted. This plan encourages collaboration among faculty, staff, the college leadership team, students, and our community partners to accomplish key goals of the JALC 2022-2025 Strategic Plan. It is intended to complement other institutional efforts to increase equity degree completion and enhance employability.



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Section II. Introduction

John A. Logan College (JALC), founded in 1967, is a public two-year (post-secondary) comprehensive community college in Carterville, Illinois. The JALC district has one central campus and two extension centers in Du Quoin and West Frankfort. John A. Logan College is in very close proximity to a four-year educational institution, Southern Illinois University-Carbondale (SIU-C). Please see a district map in the supplemental materials section at the end of this document. The College district serves the following high school districts in Illinois: Marion, Johnston City, Herrin, Crab Orchard, Carterville, Carbondale, Tri-Co, Elverado, Murphysboro, West Frankfort, and Du Quoin. Many baccalaureate transfer, career education, continuing education and adult literacy courses are taught in high schools and public facilities throughout the five-county district. The College takes pride in providing high-quality, affordable education to its citizens. The area has a long history of manufacturing and coal-mining. With the closures of many mines and manufacturing plants, the College has successfully worked with state and local agencies to provide transition services and training programs to help these workers obtain degrees and training to obtain employment.

Student Profile (2023):

- Annual (2022-2023) Enrollment: 6,071 full and part-time students
- Fall 2023 Enrollment: 3,120 full and part-time students
- Breakdown by degree level
 - Degree-seeking: Headcount - 1,783; Credit Hours – 20,728.5
 - Certificate-seeking: Headcount – 235; Credit Hours – 2,815.5

- Non-Degree/Cert.-seeking: Headcount – 138; Credit Hours – 270
- Dual Credit/Dual Enroll.: Headcount – 964; Credit Hours – 5,557
- Online Enrollment
 - Enrolled in at least one Online Course: 925 students
 - Enrolled exclusively in Online Course(s): 354 students
- 39.3% Male / 60.7% Female
- Average age: 23
- Race:
 - White/Non-Hispanic 71.2%
 - Hispanic 4.4%
 - Black/Non-Hispanic 9.9%
 - Multiracial 3.2%
 - Asian 1.2%
 - Other: 0.9%
 - Unknown: 9.2%
- Financial Aid (Fall 2022): Qualified means in a declared program of study
 - Qualified students who received some aid: 65%
 - Qualified Students Received PELL: 46%
- Most recent (2020 cohort) first time/full-time graduation rate: 41%
- Tuition: In-district \$145.00 per credit hour

Faculty Profile (2023):

- Faculty: 65 full-time and 94 part-time

- Full-time demographics: 55.4% Female, 9.2% minority
- Student to Faculty Ratio: 20 to 1

Academics:

JALC is a comprehensive institution offering four transfer degrees – Associate in Arts, Science, Engineering, and Fine Arts – and over 60 occupational programs leading to Associate of Applied Science degrees or certificates. Instruction is on-campus or online, and the College is Higher Learning Commission approved to offer fully online degrees. Many degrees are enhanced by internship and work-based practice opportunities. JALC also serves community needs by providing dual credit partnerships, programs for high school equivalency, ESL, non-credit, short-term training, lifelong learning classes, and contract training for businesses.

Longstanding Challenges:

- JALC Employee Diversity
- Pell Recipient Students Retention & Graduation Rates
- Black/African American Students Retention & Graduation Rates
- Further data will be collected to analyze disability, age, and specific program challenges.

Institutional Policies and Procedures

John A. Logan College Board of Trustees Policy 3114 is the foundation for the following Administrative Procedures and Statements that support the ICCB-mandated Equity Plan:

"John A. Logan College recognizes that an ethnically, racially, and culturally diverse composition of students and faculty enhances the education of all students, and we, as educators, have a responsibility to provide a variety of learning opportunities which will prepare our students for success in a global environment. We submit that inclusive excellence extends

direct and indirect benefits to our college community through a free exchange of ideas and perspectives and a deeper empathy and respect for those of different racial, ethnic, and cultural groups. Our faculty, staff, administration, and students are encouraged to support learning by expanding the opportunity and quality of diverse encounters and experiences. Diverse learning environments positively affect students' critical thinking skills, civic commitment, and preparation for work in a global environment. In order to enrich the lives of those in our community, John A. Logan College is committed to the advancement of equity and firmly grounded in allegiance to our core values of student-centered, integrity, respect, community, and optimism." ([3000-Section-11-28-23.pdf \(jalc.edu\)](#))

A Vision of Equity at John A. Logan College:

At John A. Logan College, we envision a future where equity is not just a goal but a lived reality for every member of our community. We strive to create an inclusive environment where diversity is celebrated and every individual is empowered to achieve their full potential.

Our vision of equity encompasses the following:

1. **Access:** We are committed to removing barriers to education and ensuring that all members of our community have equal access to resources, programs, and opportunities regardless of their background, socioeconomic status, race, ethnicity, gender, sexual orientation, ability, or any other characteristic.
2. **Success:** We believe that every student deserves the opportunity to succeed. We provide comprehensive support services, personalized guidance, and innovative teaching methods to help all students reach their academic and career goals.
3. **Diversity and Inclusion:** We recognize the strength that comes from embracing diversity and fostering inclusion. We celebrate the unique perspectives,

experiences, and identities of our students, faculty, and staff, and we strive to create a campus culture that values and respects all individuals.

4. Equity-mindedness: We promote equity-mindedness among all members of our community, encouraging awareness of systemic barriers and biases and empowering individuals to advocate for justice and fairness.
5. Community Engagement: We actively engage with our local community to address systemic inequalities and promote social justice. Through partnerships, outreach programs, and advocacy efforts, we work collaboratively to create positive change and advance equity both within our institution and beyond.

By championing equity in all aspects of our work, we aim to create a community college where every student has the opportunity to thrive and contribute meaningfully to society.

Diversity, Equity, Inclusion, and Accessibility Statement for John A. Logan College

At John A. Logan College, we are committed to fostering a culture that embraces and values diversity, promotes equity and inclusion, and ensures accessibility for all members of our community. We believe that diversity strengthens us, equity empowers us, inclusion unites us, and accessibility enriches us. Therefore, we affirm the following principles:

Diversity:

We celebrate the richness of our diverse community, which includes individuals from different backgrounds, cultures, races, ethnicities, genders, sexual orientations, religions, abilities, ages, and socioeconomic statuses. We recognize

that diversity is a source of strength and innovation, and we are dedicated to creating an environment where all perspectives are welcomed and respected.

Equity:

We are committed to promoting equity by addressing systemic barriers and creating opportunities for all members of our community to succeed. We strive to eliminate disparities in access, retention, and achievement, and we actively work to dismantle inequitable structures and practices. Our goal is to ensure that every individual has an equal chance to reach their full potential.

Inclusion:

We believe that inclusion is essential for creating a sense of belonging and fostering a supportive community where everyone feels valued and respected. We are dedicated to creating an inclusive environment where differences are celebrated and all voices are heard. Through open dialogue, collaboration, and mutual respect, we strive to create a culture of belonging where everyone can thrive.

Accessibility:

We are committed to ensuring that our campus, programs, services, and resources are accessible to all individuals, including those with disabilities. We adhere to principles of universal design and strive to remove physical, technological, and attitudinal barriers that may hinder full participation. We provide reasonable accommodations and support services to ensure that every member of our community can fully engage in academic, social, and extracurricular activities. By

embracing diversity, promoting equity, fostering inclusion, and ensuring accessibility, we strive to create a community college where all individuals can learn, grow, and succeed. We recognize that this is an ongoing journey, and we are committed to continuously improving our practices and policies to advance these principles throughout our institution. Together, we can create a more equitable and inclusive future for all.

Anti-Racist Statement*:

John A. Logan College recognizes that racism is pervasive in our society and that no segment of our nation is exempt. We acknowledge that students, alumni, and employees, especially those who are Persons of Color, have experienced and have been hurt by marginalization, silencing, tokenism, erasure, and other damaging practices. We unconditionally reject racism in all forms and embrace the institutional change necessary to dismantle systems that perpetuate injustice and inequity.

We will listen and learn from each other and work to hear and amplify the voices of those who have been marginalized, and we will use every opportunity to create lasting change in alignment with these objectives.

This process of centering the voices of Persons of Color is ongoing, and we intend it to be a new and permanent part of our lives together.

** Adapted from the Illinois Community College Trustees Association*



John A Logan College Main Campus

Section III: Analyze Data

In preparation for the 2024 Equity Plan submission, John A. Logan College reflected upon internal and external data points to determine areas of inequity based on various factors associated with our students and employees. This section of the equity plan will identify the data elements utilized and the areas of concern that will be addressed in later sections.

Internal Enrollment Analysis

In the Spring of 2024, ICCB released data to all ICCB institutions that contained detailed micro datafiles for each institution. Looking at the micro datafile for John A. Logan College, the following areas came up as areas for concern for equity. A full detailed data file of this equity plan is in Appendix A.

Retention

The following areas were identified as having a retention rate of at least 10% lower than the overall retention rate for John A. Logan College. These figures were created based on all five years of data sent by ICCB combined. The overall retention rate for the five years of data for John A. Logan college was 60.0%.

Table A. Internal Retention Figures

Variable	Subgroup	Retention Rate
Age Group	25 and older	42.0%
Race/Ethnicity	Amer. Ind. or Alaska Native	44.4%
	Black or African American	40.4%
	Two or more races	42.9%
Single Parent Status	Single Parent	28.1%

Advancement Rate

The following areas had a substantially low advancement rate compared to the overall advancement rate of the institution. The advancement rate of John A. Logan College for the five years analyzed was 59.3%. All the areas listed had an advancement rate at least 10% lower than the John A. Logan college rate.

Table B. Internal Advancement Figures

Variable	Subgroup	Advancement Rate
Age Group	25 and older	47.9%
Disability Status	Reported a disability	46.3%
First Generation Status	First Generation	49.2%
Race/Ethnicity	Black or African American	49.2%
	Two or more races	18.2%
Single Parent Status	Single Parent	43.8%

Statewide Enrollment Comparison

The comparison looks at how John A. Logan College compares the five years of data to the Statewide data for the same five-year period. This data is compared to show areas for improvement where John A. Logan College is lower than comparable data statewide. Here are the areas with the highest percentage difference from the statewide figures by each measurement. Appendix A of this equity plan contains a detailed data file for the statewide comparison.

Table C. Comparison Enrollment – Baccalaureate/Transfer

Variable	Subgroup	Percentage of Enrollment by Variable		
		Statewide	JALC	Difference
Age Group	25 and older	19.9%	17.1%	-2.8%
Disability Status	Reported a disability	4.1%	2.6%	-1.5%
First Generation Status	First Generation	36.4%	10.6%	-25.9%
Gender	Male	43.5%	39.0%	-4.5%
Pell Recipient Status	Pell Recipient	20.2%	20.0%	-0.2%
Race/Ethnicity	Asian	5.9%	1.2%	-4.6%
	Black or African American	11.9%	8.1%	-3.8%
	Hispanic/Latino	23.2%	2.2%	-20.9%
	Nonresident Alien	0.9%	0.1%	-0.8%
	Two or more races	3.4%	0.7%	-2.6%
Single Parent Status	Single Parent	5.3%	3.1%	-2.1%

Table D. Comparison Enrollment – Career and Technical Instruction

Variable	Subgroup	Percentage of Enrollment by Variable		
		Statewide	JALC	Difference
Age Group	25 and older	48.9%	44.2%	-4.7%
Disability Status	No disability reported	95.1%	94.9%	-0.2%
First Generation Status	First Generation	40.9%	20.2%	-20.7%
Gender	Male	51.9%	42.6%	-9.2%
	Unknown	0.1%	0.0%	-0.1%
Pell Recipient Status	Not a Pell Recipient	77.4%	61.9%	-15.4%
Race/Ethnicity	Asian	4.1%	1.1%	-3.1%
	Black or African American	11.7%	9.4%	-2.2%
	Hispanic/Latino	19.5%	2.3%	-17.3%
	Nonresident Alien	0.6%	0.1%	-0.5%
	Two or more races	2.4%	0.7%	-1.8%
Single Parent Status	Not a single-parent	94.0%	91.2%	-2.8%



Table E. Comparison Enrollment – General Associate Degrees

Variable	Subgroup	Percentage of Enrollment by Variable		
		Statewide	JALC	Difference
Age Group	Under 25	62.3%	57.8%	-4.4%
Disability Status	No disability reported	96.3%	95.9%	-0.4%
First Generation Status	First Generation	59.5%	27.0%	-32.6%
Gender	Male	33.0%	21.1%	-11.9%
Pell Recipient Status	Not a Pell Recipient	66.7%	51.2%	-15.6%
Race/Ethnicity	Asian	3.2%	1.0%	-2.2%
	Black or African American	20.1%	17.1%	-3.0%
	Hispanic/Latino	27.8%	2.6%	-25.2%
	Nonresident Alien	0.8%	0.0%	-0.8%
	Two or more races	3.0%	1.0%	-2.0%
Single Parent Status	Not a single-parent	87.3%	85.6%	-1.8%

Table F. Comparison Credit Hours Accumulated 24+

Variable	Subgroup	Percentage of Cr. Hr. Accumulation		
		Statewide	JALC	Difference
Age Group	Unknown	27.6%	20.0%	-7.6%
Disability Status	Reported a disability	31.0%	18.2%	-12.8%
Race/Ethnicity	White	50.4%	49.0%	-1.4%
Institution Cr. Hr. Accumulation Rate		39.8%	46.3%	6.5%

Table G. Comparison Credit Hours Accumulated 30+

Variable	Subgroup	Percentage of Cr. Hr. Accumulation		
		Statewide	JALC	Difference
Disability Status	Reported a disability	10.4%	3.0%	-7.3%
Institution Cr. Hr. Accumulation Rate		15.3%	22.0%	6.6%

Table H. Comparison Retention

Variable	Subgroup	Percentage of Retention		
		Statewide	JALC	Difference
Age Group	25 and older	53.4%	42.0%	-11.4%
	Unknown	48.3%	40.0%	-8.3%
Disability Status	Reported a disability	68.7%	51.5%	-17.2%
First Generation Status	First Generation	63.2%	52.8%	-10.4%
Gender	Female	68.0%	60.1%	-7.8%
Pell Recipient Status	Pell Recipient	62.6%	56.0%	-6.7%
Race/Ethnicity	Amer. Ind. or Alaska Native	58.6%	44.4%	-14.2%
	Black or African American	48.3%	40.4%	-7.9%

	Nonresident Alien	66.4%	60.0%	-6.4%
	Two or more races	62.1%	42.9%	-19.2%
	White	69.5%	61.9%	-7.6%
Single Parent Status	Single Parent	62.7%	28.1%	-34.6%
Institution Retention Rate		66.3%	60.0%	-6.3%

Table I. Comparison Graduation Rates

Variable	Subgroup	Percentage of Graduation Rate		
		Statewide	JALC	Difference
Age Group	25 and older	32.1%	21.5%	-10.6%
Disability Status	Reported a disability	30.2%	17.4%	-12.9%
First Generation Status	First Generation	31.0%	22.7%	-8.2%
Gender	Female	36.3%	32.8%	-3.5%
Pell Recipient Status	Pell Recipient	28.6%	24.6%	-4.0%
Race/Ethnicity	Asian	34.1%	30.0%	-4.1%
	Black or African American	15.9%	13.0%	-2.9%
	Nonresident Alien	33.5%	0.0%	-33.5%
	Two or more races	26.3%	0.0%	-26.3%
	White	40.6%	34.5%	-6.1%
Single Parent Status	Single Parent	30.6%	18.8%	-11.9%
Institution Graduation Rate		33.5%	31.0%	-2.5%



World Music & Food Day

Table J. Comparison Advancement Rates

Variable	Subgroup	Percentage of Advancement Rate		
		Statewide	JALC	Difference
Age Group	25 and older	52.5%	47.9%	-4.5%
Disability Status	Reported a disability	60.7%	46.3%	-14.4%
First Generation Status	First Generation	57.2%	49.2%	-8.0%
Gender	Female	66.5%	62.0%	-4.5%
Race/Ethnicity	Asian	76.1%	65.0%	-11.1%
	Two or more races	58.2%	18.2%	-40.0%
	Unknown	62.7%	56.3%	-6.4%
	White	69.2%	61.7%	-7.5%
Single Parent Status	Single Parent	59.7%	43.8%	-15.9%
Institution Graduation Rate		63.2%	59.3%	-3.8%

Table K. Comparison Completions: Associate – Transfer

Variable	Subgroup	Percentage of Completions by Variable		
		Statewide	JALC	Difference
Age Group	25 and older	27.5%	24.1%	-3.3%
Disability Status	Reported a disability	5.7%	3.5%	-2.3%
First Generation Status	First Generation	42.0%	14.5%	-27.5%
Pell Recipient Status	Pell Recipient	30.2%	29.1%	-1.1%
Race/Ethnicity	Asian	4.8%	0.5%	-4.2%
	Black or African American	9.9%	8.4%	-1.5%
	Hispanic/Latino	23.6%	2.2%	-21.4%
	Nonresident Alien	1.1%	0.1%	-1.0%
	Two or more races	3.0%	0.4%	-2.6%
Single Parent Status	Single Parent	6.3%	3.5%	-2.8%

Table L. Comparison Completions: Associate in Applied Science

Variable	Subgroup	Percentage of Completions by Variable		
		Statewide	JALC	Difference
Age Group	25 and older	56.1%	49.3%	-6.8%
Disability Status	Reported a disability	6.4%	5.1%	-1.3%
First Generation Status	First Generation	41.7%	14.4%	-27.3%
Gender	Female	60.0%	53.6%	-6.4%
Pell Recipient Status	Not a Pell Recipient	67.8%	63.0%	-4.9%
Race/Ethnicity	Asian	4.1%	1.9%	-2.3%
	Black or African American	7.6%	5.1%	-2.5%
	Hispanic/Latino	17.9%	1.6%	-16.3%
	Two or more races	2.4%	0.4%	-2.0%
Single Parent Status	Not a single-parent	92.5%	92.3%	-0.3%



John A. Logan College Front Entrance C

Table M. Comparison Completions: Long-term Certificates

Variable	Subgroup	Percentage of Completions by Variable		
		Statewide	JALC	Difference
Age Group	Under 25	58.1%	51.9%	-6.2%
Disability Status	Reported a disability	5.7%	3.9%	-1.8%
First Generation Status	First Generation	45.9%	21.7%	-24.2%
Gender	Male	43.0%	18.3%	-24.7%

Pell Recipient Status	Not a Pell Recipient	70.8%	59.5%	-11.3%
Race/Ethnicity	Asian	4.1%	1.5%	-2.6%
	Black or African American	10.5%	7.7%	-2.8%
	Hispanic/Latino	22.7%	1.8%	-21.0%
	Two or more races	2.6%	0.9%	-1.6%
Single Parent Status	Not a single parent	91.4%	89.4%	-2.0%



A Bridge Pathway at JALC

Table N. Comparison Completions: Short-term Certificates

Variable	Subgroup	Percentage of Completions by Variable		
		Statewide	JALC	Difference
Age Group	25 and older	46.3%	24.6%	-21.7%
Disability Status	No disability reported	94.9%	94.8%	-0.1%
First Generation Status	First Generation	41.5%	12.8%	-28.7%
Gender	Male	51.6%	28.4%	-23.3%

Pell Recipient Status	Not a Pell Recipient	79.1%	74.0%	-5.0%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.2%	0.1%	-0.1%
	Asian	4.3%	0.8%	-3.5%
	Black or African American	13.0%	10.0%	-3.0%
	Hispanic/Latino	21.1%	1.6%	-19.5%
	Two or more races	2.6%	1.7%	-0.9%
Single Parent Status	Not a single-parent	93.0%	91.3%	-1.7%

Census Diversity Index

To reflect on the restrictions posed by the community college district for John A. Logan College, a separate analysis was performed during FY23 that looked at the institution's enrollment, census population for the district, and employment data of JALC employees. A diversity index was implemented to allow for a clear picture of the diversity of each race/ethnicity category and the overall college district. Data from this diversity index comparison is located in Appendix B.

The College used the Simpson's Diversity Index (SDI) as a baseline for comparative purposes. The Simpson's Diversity Index (SDI) is typically used to measure community diversity. Specifically, it is used to measure biodiversity; however, it can also gauge diversity differences in populations in schools, communities, and other locations. The index ranges from 0 to 1, with high scores (close to 1) indicating high diversity and low scores (close to 0) indicating low diversity. Based on the information in the index, the diversity index for the John A. Logan College district is 0.28.

In comparison, the student enrollment at John A. Logan College for the same period had a diversity index of 0.28. This data indicates that the institution is no more or less diverse than the census area in relation to the student population at JALC.

When comparing the college district diversity index to the employees of John A. Logan College, the diversity index indicates less commonality than the student enrollment. The employee diversity index for John A. Logan College was 0.11 for FY23. Compared to the district area, this figure is closer to zero and lower than 0.28. This data indicates that employee diversity is less diverse than that of the general population within the college district (see equity plan in Section V).

Further review of the SDI data points to several equity gaps resulting from the lack of a diverse population in the John A. Logan College district. One of these is the enrollment of Hispanic/Latino students. John A. Logan College is lower for enrollment and completion for this subgroup than other institutions statewide. One of the significant contributors to this difference is the lack of Hispanic/Latino individuals within the John A. Logan College district. Hispanic/Latino individuals only comprise about 3% of the John A. Logan College district population compared to 12% statewide. Due to the district population, John A. Logan College will have difficulty reaching the same levels of enrollments and completions for this population group.

Another data set brought to light in examining the SDI data reveals a lower than the state average for enrollment, specifically career and technical areas, is the 'Male' subgroup under the gender category. Some correlation to this difference may point to JALC's prominent programs in

Healthcare in comparison to other career and technical programs at the college. Healthcare program enrollment at JALC is 82% female and 18% male (based on Fall 2023 data).

Additionally, early childhood education and cosmetology are further examples of CTE programs that attract female enrollment over male enrollment. These are areas in which John A. Logan College plans to boost recruitment efforts to increase male student enrollment; however, the program makeup may not be ideal for a complete statewide comparison of these areas of study. Overall, these degree programs make up 34% of the enrollment for all CTE programs at JALC.



Black History Month Celebration at JALC

Section IV: Assess Climate (Campus Climate Survey)

This section of the equity plan describes the methods used to evaluate the institution's students and employees regarding the campus climate. It reviews data gathered from the campus climate survey results completed in Fall 2023.

HEDS Campus Climate Survey

The College engaged with the Higher Education Data Sharing Consortium (HEDS) to implement, distribute, and report the institution's campus climate survey results. HEDS used the "Diversity and Equity Campus Climate Survey" instrument to gather the data. The survey focused on internal stakeholders and was not distributed outside of John A. Logan College. The College will continue to find ways to gauge the climate of the surrounding community in subsequent years.

The survey instrument was emailed to all students (18 years old or older) and current employees. A total of 233 survey responses from students and employees were captured over six weeks in the Fall of 2023. The survey measured for demographics, amongst other data, and showed broad representation throughout the college.

Table O. Survey Participant Demographics

Variable	Category	Percentage of Responses
Gender	Man (cisgender)	24.9%
	Non-binary and/or transgender	3.4%
	Woman (cisgender)	62.7%
	<i>Did not reply</i>	<i>9.0%</i>
Age Status	Younger than 25	33.9%
	25 and Older	55.8%
	<i>Did not reply</i>	<i>10.3%</i>

Sexual Orientation	LGBTQ+	15.9%
	Straight (Heterosexual)	72.5%
	<i>Did not reply</i>	11.6%
Religion	Atheist/Agnostic	13.7%
	Christian	56.2%
	Other religious affiliation	6.5%
	Spiritual, but not religious	6.9%
	<i>Did not reply</i>	16.7%
Political Views	Conservative	28.3%
	Liberal	19.3%
	Middle-of-the-road	27.5%
	<i>Did not reply</i>	24.9%
Disability Status	Long-term disability	12.9%
	No disability	74.7%
	Temporary disability	3.0%
	<i>Did not reply</i>	9.4%
Race	African American/Black	2.6%
	All other races/ethnicities	1.7%
	Asian	0.9%
	Hispanic/Latino	1.3%
	International	0.9%
	Multiple races/ethnicities	6.9%
	White	73.4%
	<i>Did not reply</i>	12.4%

As this table indicates, the responses from various demographic groups were included in the overall group of survey participants. This survey also included additional information about any student who may have experienced any form of discrimination or harassment while enrolled at the institution in the past 12 months. Results from these questions were very detailed and

assisted other areas of the campus with understanding where potential issues related to discrimination may be found.

Climate Survey Timeline

The college plans to remeasure the campus climate annually using internal survey instruments. A more detailed external campus climate survey will be completed again in three to five years to measure against the 2023 results. The annual survey will include questions similar to those of the HEDS survey but will be more concise in length. Additionally, following the rollout of the HEDS survey in Fall 2023, the institution will look for better ways to increase participation among students and employees of John A. Logan College (see equity plan for hiring in Section V, page 42).

Climate Survey Key Findings

Key findings from this climate survey were primarily positive. The survey included responses from both students and employees. Students comprised 53.7% of the responses, employees comprised 34.9%, and 11.4% did not identify as either student or employee. Indicators listed below are broken down by either employee or student to help identify any areas of concern for each group.

Table P. Key Indicator Responses

Indicator	Group	Score	Definition
Campus Climate for Diversity and Equity	Students	4.11	Generally Satisfied
	Faculty_Staff_Administration	3.69	Generally Satisfied
Campus Support for Diversity and Equity	Students	3.99	Agree
	Faculty_Staff_Administration	3.53	Agree
Insensitive/Disparaging Remarks	Students	1.68	Rarely
	Faculty_Staff_Administration	1.83	Rarely
Experienced Discrimination or Harassment	Students	7.32%	
	Faculty_Staff_Administration	13.75%	

These results indicate that overall, the campus climate and support for DEI efforts are good at John A. Logan College. However, breaking down these results by students and employees does indicate that students have a better outlook on John A. Logan College's campus climate and support than do employees of the institution. Additional indicators from the campus climate survey are included in Appendix C.



Section V: Policies, Strategies, Services, & Practices

Outline of JALC Equity Plan for 2024 – 2025

Strategy 1 – Eliminate barriers to participation and achievement	Alignment with JALC Strategic Pillar 1: Student Success
Population Impacted	All stakeholders, especially Black, Latinx, low-income, rural, women, individuals with disabilities, working adults, LGBTQ+, and other racially minoritized groups.
New or Existing	New & Existing
Timeline	July 2024 – May 2025
Evaluation	Gather data and track the persistence, retention, and degree completion of students using the services in the Student Success Center and all other related metrics.
What	<p>Build constructive relationships and support networks for JALC students by providing services that support access, retention, degree completion, student loan repayment, and overall academic success, especially for historically marginalized and underserved student populations.</p> <p>Support Services currently in place:</p> <ul style="list-style-type: none"> TRIO Program Counseling Services Tutoring Services Disability Support Services College Readiness & Advisement Library Services
Why	Research demonstrates that assisting underserved populations and struggling students with wrap-around services helps with persistence, retention, and degree completion. Students tend to drop out of College because of financial constraints and emotional and social challenges.
Who will be served	Any JALC enrolled students. Some services have specific eligibility criteria, e.g., TRIO and Disability Services.
Who is responsible	Student Success Center, Student Affairs, Academic Affairs, Department Chairs, Faculty.

<p>How</p>	<p>TRIO Program:</p> <p>The TRIO Program is a component of the Educational Opportunities Program (EOP) that is funded through the U.S. Department of Education. This program provides individual support to students who are low-income, first generation, and/or disabled, and who demonstrate academic potential.</p> <p>The purpose of the TRIO program is to increase college retention and graduation rates for eligible students, and to foster a supportive climate.</p> <p>The focus of the program is to provide at risk students with the tools to be successful in College by providing the following all free of charge:</p> <p>TRIO Services:</p> <ol style="list-style-type: none"> 1. Access to cultural activities to immerse students in cultures that might not be available to them. 2. Transfer assistance 3. Additional tutoring hours/online tutoring services 4. Peer mentoring/Student Leadership opportunities 5. Mentoring from professionals 6. Proactive/early advisement with mentors 7. Grant aid assistance
<p>How</p>	<p>Counseling:</p> <p>On-campus mental health services that provide a safe and confidential place for students to come and is free of charge.</p> <p>Early Alert Mental Health grant provided funds for after-hours virtual counseling services to all students free of charge to address any mental health challenges.</p> <p>Grant money is used to create a safe and quiet place for students to utilize, as well as address the mental health issues that might be present.</p>

Tutoring services:

Tutoring services are available to all students in our tutoring labs. The professional tutor has extended hours once a week to provide services for non-traditional students' needs.

Disability Support Services:

Attendance at Senior IEP meetings for all in district high schools to help bridge the gap between high school and college while providing important information about the transition. Most of the time, the student, parents, and other agency resources are in attendance to provide the student with a disability with the resources and contacts to assist them in receiving appropriate accommodations to be successful in college.

Implementing a new software (AIM) to better streamline the services for students with disabilities. This new software has removed some barriers for students to receive accommodations by eliminating unnecessary steps. The communication between the DSS office and faculty has improved, ensuring all approved accommodations are made known to the faculty.

The TRIO program helps to mentor students with disabilities as it is one of the three qualifiers to be in the program. The DSS Coordinator also acts as a mentor to active TRIO students and an advisor.

College Readiness & Advisement:

Proactive Advising Model:

- More focused outreach with retention efforts per academic advisors. Each advisor uses an Early Alert, at-risk list, and advisement list to do bi-weekly outreach to their students via email and text messaging using J-1 Communications.
- Building relationships with assigned students.
- Completing monthly outreach communication.
- Check-in with students based on need.
- Sharing resources that support student success.
- Academic advisement and planning.
- Transfer planning.

	<ul style="list-style-type: none"> • Facilitating connections with faculty to resolve student issues as needed. • Participate in online and other innovative advising models. <p>Learning from our students and collaborating with them to promote success is essential to equity-minded practices.</p> <p>A cohort of student representatives from the target populations (populations impacted by the inequities) will be assigned as student partners for equity. These students' demographics and backgrounds provide them with expertise about the challenges their peers experience so they can provide insight into existing student success barriers. This initiative will also be helpful to our professional development for all employees.</p>
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Strategy 2.	JALC Strategic Pillar 2: Arts, Culture, and Community Engagement
Build and sustain diversity, equity, and inclusion (DEI) programming for students, faculty, and staff.	
Population Impacted	All community stakeholders. Including Black, Latinx, low-income, rural, women, individuals with disabilities, working adults, LGBTQ+, and other racially minoritized groups.
New or Existing	Existing
Timeline	July 2024 – May 2025
Evaluation	Institutional Cultural Competency Learning outcomes; program review of co-curricular learning outcomes; metrics collected on faculty and staff learning and students.
What	<p>Promote diversity and inclusion programming in our arts and cultural education, co-curricular programming, and community engagement to increase institutional enrollment, retention, and operational effectiveness for all JALC community and region members.</p> <p>Utilize campus resources (including Library Services) to enrich learning and experiences.</p>

Why	<p>To demonstrate JALC's commitment to fostering a culture of belonging and eliminating barriers or inequitable disadvantages for populations or individuals impacted by lack of access and inclusion.</p> <p>To enrich learning and community engagement for all.</p>
Who will be served	<p>All students, employees, volunteers, and, as far as possible, third parties- applicants for admission, applicants for employment, vendors, supplier-contractors, and the general public.</p>
Who is responsible	<p>JALC administration, Board of Trustees, Student Affairs, Academic Affairs, Department Chairs, Faculty, and Staff.</p>
How	<p>Continue to revise institutional systems and processes to provide access, welcome, and inclusion for diverse students, faculty, staff, and community stakeholders in our arts and cultural activities and programming, especially those from historically underserved and marginalized communities, as specified in the equity plan requirements.</p> <p>Continue to build student-centered Arts & Culture Challenge programs and events.</p> <p>Learning from and collaborating with our students to promote success is essential to equity-minded practices. Students can lead campus panel discussions and forums, raising awareness of equity, challenges, and student experiences.</p> <p>Generate a repository of best practices on diversity, equity, and inclusion (DEI) for faculty and staff.</p> <p>Ensure the college mission, vision, goals, and strategic plan reflect our campus community's diversity, equity, and inclusion values.</p> <p>Cultivating honesty, integrity, and respectful discourse.</p> <p>Ensure the College's physical environment, classrooms, websites, and printed materials represent our diverse populations.</p> <p>Provide professional development for faculty and staff on issues of equity and evidence-based practices for creating institutional and systemic change.</p>

Community Engagement:

Provide opportunities for engaged learning outside the classrooms through community service, civic engagement or internships, visits, and tours.



World Music & Food Day: A Cultural and Global Engagement Initiative

<p>Strategy 3.</p> <p>Assess and improve achievement of access, retention, learning, completion, and labor market outcomes for CTE using disaggregated data.</p>	<p>JALC Strategic Pillar 3: Career and Regional Economic Development; SEM Plan</p>
<p>Population Impacted</p>	<p>Black, Latinx, low-income, rural, women, individuals with disabilities, working adults, and other racially minoritized groups, as outlined in Equity Plan statute – and as designed for sustainable actions across all marginalized populations</p>
<p>New or Existing</p>	<p>New & Existing</p>
<p>Timeline</p>	<p>July 2024 – May 2025</p>
<p>Evaluation</p>	<p>Access, enrollment, persistence, retention, and completion data is tracked and reviewed for all students registered in the CTE-relevant programs and using its services (Perkins Equity Metrics, persistence and completion special populations metrics, WIOA, and Adult Education track). Advisors and program managers can help with this assessment. Program Review and Academic Assessment.</p>
<p>What</p>	<p>Thriving Together:</p> <p>Promote equity and inclusion principles and practices in CTE programs, transfer programs, and economic development activities.</p> <p>Provide training and education consistent with regional workforce needs to help all to thrive together in the community.</p>
<p>Why</p>	<p>Close Equity Gaps:</p> <p>To close equity gaps within programs at JALC. And build career pathways for all stakeholders, creating clear opportunities for all.</p>
<p>Who will be served</p>	<p>All students, with a particular focus on the historically underserved and marginalized populations as stated in the Equity Plan mandate - African American, Hispanic, Asian, first generation, age, disability, and gender (especially males between 18 and 25).</p>

Who is responsible	CTE Dean, Department Chairs, faculty and staff, Advisement, College Readiness (Recruitment and Retention), Student Activities Financial Aid, and other relevant wrap-around services.
How	<p>Increase enrollment of underrepresented/underserved student populations in Career and Technical Education.</p> <p>As we continue improving our programming and quality of CTE offerings, we hope to increase enrollment with the underserved populations mentioned above. Continue to work with underrepresented populations through our Perkins-qualified students receiving assistance as special population qualifiers.</p> <p>The following efforts are made to recruit underrepresented student populations into CTE programs:</p> <p>Various events are held on and off campus at JALC to recruit students as we continually seek to recruit underrepresented populations into our CTE programs, such as:</p> <ul style="list-style-type: none"> • New Student Orientation Days; • Applied Technology Tour Day; • Ag Mechanics Day; • College Career Days; • 8th Grade Career Fair; • events such as World Music & Food Day, LoganPalooza, and SpringFest. <p>More focused outreach with JALC's recruitment and retention efforts (in alignment with SEM Plan)</p> <ul style="list-style-type: none"> • Work to resolve transportation issues. Possibly operate our own JALC bus transportation. • Make available more payment plan options for students via the Bursar Office • Continue to provide online tutoring access • Implementation of Promise scholarship • Implementation of an Adult Student Promise scholarship • Provide more high-flex class options • Offer flexible Saturday student service hours • Offer online new student orientations • Continuing bridge program for first-generation, low-income, minority students.

<p>Strategy 4.</p> <p>Value diversity and inclusion; promote a safe and healthy work environment emphasizing active listening, open communication, and collaboration.</p>	<p>Alignment to JALC Strategic Pillar: Organizational Culture</p>
<p>Population Impacted</p>	<p>Black, Latinx, low-income, rural, women, individuals with disabilities, working adults, and other racially minoritized groups, as outlined in Equity Plan statute – and as designed for sustainable actions across all marginalized populations.</p>
<p>New or Existing</p>	<p>Existing and ongoing</p>
<p>Timeline</p>	<p>July 2024 – May 2025</p>
<p>Evaluation</p>	<p>Institutional, cultural competency, co-curricular learning outcomes, attendance and program statistics, and campus climate results/feedback.</p>
<p>What</p>	<p>Anti-racism work:</p> <p>Establish a process to provide ongoing evaluation of the campus climate, including views of students, all college employees, and community partners/stakeholders.</p> <p>Provide professional development for all employees that emphasizes racial learning and racial literacy and productive conversations about race and racial inequality.</p> <p>Assess instructional and other student-facing materials to determine the extent to which they are inclusive of diverse voices and experiences and improve them according to assessment results.</p> <p>Design and deliver structured opportunities, both in and outside of the classroom, for students to learn about their own and other racial groups.</p>

Why	<p>JALC has a predominantly white population of students, faculty, staff, and administrators. For many students growing up in all-white communities, the College represents their first extended encounter with a diverse student body or a diverse population more generally.</p> <p>Everyone is on a learning curve with regard to DEI, and our goal as educators is to take our students along that curve and be a model for the possibility of personal growth and the advancement of humanity.</p>
Who will be served	<p>All JALC stakeholders, however, the impetus is to help close the achievement gap and increase a sense of belonging, safety, and well-being for our African American, Latinx, and Asian students and increase the diversity of faculty, staff, and administrators of color.</p>
Who is responsible	<p>College administrators, all faculty and staff, and the entire college workforce. Leadership to be provided by the President and the Provost Offices, Institutional Effectiveness & Research Office, and the Diversity & Inclusion Committee</p>
How	<p>Anti-racism efforts:</p> <p>Incorporating anti-racism and equity-focused approaches into our course content, teaching methods and practice, mentoring relationships with students, and governing and management practices.</p> <p>Boost critical reflection, training, and action among JALC leadership, administrators, faculty, and staff to promote anti-racism and equity in our teaching, hiring mentoring, and general practices with support from the following offices and groups:</p> <ul style="list-style-type: none"> • President and Provost Offices • Human Resources Office • Diversity & Inclusion Office • Faculty • Diversity & Inclusion Committee • Equity Plan Task Force • Student Leaders • Community partners/stakeholders • Provide employee training and mentoring support

	Publicly express the College's commitment to diversity, equity, and inclusion, and recognize the relevance of the JALC DEI Office to the institutional structure.
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Strategy 5.	JALC Strategic Pillar 4: Organizational Culture
Review Hiring Practices and Transparency	
Population Impacted	Black, Latinx, Asian, low-income, rural, women, individuals with disabilities, working adults, and other racially minoritized groups, as outlined in Equity Plan statute – and as designed for sustainable actions across all marginalized populations.
New or Existing	Existing & New
Timeline	July 2024 – May 2025 & ongoing
Evaluation	EEO statistics. Black, Latinx, and Asian demographics regarding the number of diverse applications, candidates, candidate interviews, and hires.
What	<p>Increase the hiring of students, faculty, and staff of color and other historically underserved and marginalized populations.</p> <p>Continue to increase supplier diversity (BEP) and ensure equitable experience for them.</p> <p>Ensure equitable experience by eliminating barriers to participation and achievement/promotion.</p> <p>Provide resources for hiring authorities to effectively recruit and hire diverse faculty and staff.</p> <p>Promote equity by removing obstacles that hinder participation and progress in achieving/promoting.</p> <p>Offer mentoring and support.</p>

<p>Why</p>	<p>By prioritizing diversity in the hiring process, our College can benefit from a broader range of perspectives, experiences, and talents, leading to a more innovative and successful workforce.</p> <p>Research shows that students' success improves when students have faculty and staff who look like them (similar demographics or background). Since JALC demographics are changing, targeted and increased efforts are needed to build a more diverse faculty and staff.</p> <p>By improving communication, collaboration, and support/mentoring, the Black, Latinx, and Pell Grant recipients can gain access to the student worker pool, thereby having the opportunity to develop hard and soft skills as well as the creative, communicative, and cultural competence to help them in their future career or employment.</p>
<p>Who will be served</p>	<p>All JALC stakeholders benefit from the increased diversity of faculty and staff.</p>
<p>Who is responsible</p>	<p>Board of Trustees, President of the College, and Human Resources Office.</p>
<p>How</p>	<p>Several mandates have been put into place to increase diversity at all levels of hiring – student workers, faculty and staff, and upper administrative positions.</p> <p>Efforts on Employee Diversity. To attract and retain a diverse faculty, staff, and administration. HR is scheduled to participate in local job fairs.</p> <p>The new HRIS system will allow for the reaching out of a more diverse group of applicants. This new system will also shorten the application process, which we hope will generate more applicants.</p> <p>To ensure diversity in the candidate pool, 10% of the qualified candidate pool should meet a diversity goal. If the 10% is not satisfied after attempted recruitment efforts, the position can go forward with documentation regarding diversity efforts.</p>

Strategy 6.	Alignment with JALC Strategic Pillar: Student Success
Developmental Education Reform	
Populations Impacted	Black, Latinx, low-income, rural, women, individuals with disabilities, working adults, and other racially minoritized groups, as outlined in Equity Plan statute – and as designed for sustainable actions across all marginalized populations.
New or Existing	New and Existing
Timeline	July 2024 – May 2025 & ongoing
Evaluation	Descriptive demographics on the number and percentage completing initial mathematics course and English course, number and percentage of students completing Mathematics & English requirements, number and percentage of students completing program or transfer, number and percentage of students using Student Success Center Services (especially tutoring) in Math and English.
What	Reexamine Course Placement strategy and tools Redesign Developmental Education Paths.
Why	<p>A review of JALC data indicates equity disparities in underrepresented students' course enrollment, retention, and pass/completion rates.</p> <p>Research presented by the ICCB and statewide conversations held through various platforms made it clear that many students are spending several semesters in college preparatory courses.</p> <p>This caused them to take on debt before earning college credit, delaying and expanding their time to complete a degree. The additional time required in developmental courses also created retention and completion issues as students were "giving up" and dropping out.</p>
Who will be served	Black, Latinx, low-income, rural, women, individuals with disabilities, working adults, and other racially minoritized groups, as outlined in Equity Plan statute – and as designed for sustainable actions across all marginalized populations.

Who is responsible	Academic and Student Affairs Units Faculty, Testing Services, Student Success Center, Advisement and Financial Aid
How	<p>(Actions are informed by lessons learned from the FY 2022-23 Developmental Education Reform Grant)</p> <p>Math and English course data and enrollment were examined with an equity lens to determine any obstacles students experience and the tactics to alleviate them. This disaggregated data includes race, gender, age, and Pell/non-Pell status.</p> <p>Reassess and redesign developmental course placement and pathways.</p> <p>Use the JALC Placement Guide for English and Mathematics created by the Testing Services in collaboration with the Academic Affairs, Advisement, and Student Success Center. (See JALC Placement guide in the Appendixes).</p> <p>Provide supplemental instruction such as coaching and tutoring to increase learners' course completion and success in co-requisite Math and English courses.</p> <p>Provide financial assistance for meals and other basic needs to allow students to come to campus more often for tutoring, mentoring, and coaching.</p> <p>The goal includes improving student persistence, increasing pass rates, directly transitioning more students, maximizing success, and ensuring timely completion in college-level Math and English credit-bearing courses.</p> <p>For example, Redesigned English Pathway:</p> <p>English 101:</p> <ul style="list-style-type: none"> • Continue with the redesign of the developmental English pathway as a co-requisite to make all courses combine reading and writing instead of separate developmental reading and writing courses. This is replacing a four (4) course sequence with two (2) integrated reading and writing courses (ENG 101 & 102), saving time and money for the student.

	<ul style="list-style-type: none">• Implement a co-requisite college composition with a remedial support course option for students at the highest developmental English level.
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Data collection for FY 2024 -25

Coordination to be led by the Office of Institutional Research and Effectiveness, Diversity & Inclusion Office, Diversity & Inclusion Committee, and the JALC Equity Plan Task Force

- Multiple and mixed research methods will be used to facilitate participation, improve the trustworthiness and consistency of evidence, and minimize interpretation bias of institutional data.
- In addition to surveys and questionnaires, interviews, focus group opportunities, and other non-traditional methods of inquiry will be considered as they are deemed appropriate for our context. These methods are adaptable to any space – in the classrooms, departmental offices, events, meetings, trainings, webinars, etc. Examples are narratives and storytelling, observations, student affairs documents (discipline records, attendance, student assessment, performance records, community engagement records, etc.), photographs or video analysis, diaries, notes, and case studies. Brainstorming, concept mapping, sorting games, listing, ranking, recall, writing and drawing, and scenario decision-making are all different approaches that faculty and staff can use in the classroom and other spaces to increase data collection and accessibility, build trust, and foster relationships.
- JALC will strive to emphasize listening to needs, expectations, and opinions with respect, patience, and sincerity.

- Inclusion of participants' voice in the process.
- Incentives should be provided as they are deemed feasible to encourage student participation.
- Infusion of community stakeholders' perspectives into the data process.

Curriculum and Instruction

JALC institutional-level plan to close equity gaps as it pertains to students and the curriculum or proposed program(s):

1. The College will continue to provide supplemental DEI information plan as it relates to the proposed or amended curriculum and instructional program(s) for attracting, recruiting, retaining, and completing a diverse group of students, including working adults, students of color, low-income students, or students from other underrepresented/underserved backgrounds.

To ensure programs have a diverse group of students, College staff will increase recruitment efforts in Carbondale and Murphysboro in Jackson County, which is the second poorest county in the state and has the highest African American resident population in the district, as well as in Marion, Williamson County and Du Quoin, Perry County. The College has established relationships with Carbondale Community High School, Murphysboro High School, Marion High School, and Du Quoin High School through its dual credit program that can be utilized to introduce prospective students to our degree programs and career clusters.

College staff will also conduct recruitment efforts in Franklin County, the state's top 10 poorest counties. Again, the college's dual credit program, Adult Basic Education program, and its extension center in West Frankfort will all be utilized to attract students to attend JALC.

Additionally, the College has an intergovernmental agreement with Man-Tra-Con. This high-impact southern Illinois workforce services organization is in Williamson County. College staff (wrap-around support services staff) will facilitate, encourage, and assist potential students, applicants, and current students in seeking Man-Tra-Con financial eligibility and Perkins financial assistance (when applicable) for programs they are interested in. Staff will also seek to make the newly proposed program eligible for Perkins assistance.

2. To ensure equitable access and success for all students enrolled in the proposed program(s), all John A. Logan College students may receive financial assistance, books, supplies, tutoring, counseling, child care, travel, and career development. These will be provided, when eligible, through Perkins, Man-Tra-Con, TRIO, the College's snack locker, and the Foundation Office for scholarships.
3. To ensure equitable completion of programs and credentials, JALC continues to utilize the TRIO program to assist students from underrepresented groups, such as first-generation and socioeconomically disadvantaged students. The TRIO program has increased persistence and completion by providing intrusive advisement with mentoring.

4. JALC will also utilize the Diversity and Inclusion Office and other program-specific mentoring programs as a supplemental support service for underserved and minority students, especially those who are not eligible for TRIO.
5. Disability Support Services and tutoring programs assist students with making their classes accessible.
6. To ensure data collection and progress monitoring, JALC has established a yearly review of course and program data, which includes a targeted look at disaggregated data (race, gender, age, and Pell/Non-Pell recipients).
7. JALC faculty will establish course and program goals to ensure course success and completion. They will also identify strategies to close equity gaps.
 - a. A faculty workgroup on closing equity gaps will be established to coordinate and unify faculty professional learning efforts across the College. The workgroup will help identify and select learning topics informed by JALC's institutional planning and analysis of student success data and the objectives of our teaching excellence initiative. The College's Learning Resources Center (LRC) will continue to support faculty, staff, and students for online learning; professional development through JALC's Teaching and Learning Center; test proctoring and support through the Learning Lab; and support for technology and media at the Student Multimedia Center and the IT department. The JALC Library is also part of the LRC. It has a full range of library services for faculty and the college community. It offers access to the Library Catalog, eBooks, databases, online videos, and more. [Teaching and Learning Center \(TLC\)](#)

[- John A. Logan College \(jalc.edu\)](#), [Learning Resources Center \(LRC\) - John A. Logan College \(jalc.edu\)](#)

- b. The College will continue to have conversations among JALC faculty on best practices and provide mentoring for new faculty to elevate teaching skills for an inclusive learning environment.
- c. Training and webinars on the College's Learning Management System, D2L, will continue to be offered, as well as ACUE's Effective Teaching Practice micro-credential certification courses and other best practices, <https://acue.org>. The American Council on Education endorses ACUE (The Association of College and University Educators), and its *Effective Teaching Practice Framework, Fostering A Culture of Belonging Campus-wide and Creating an Inclusive and Supportive Online Learning Environment*, has been offered to JALC's full-term and adjunct faculty.
- d. Collaborative learning and training opportunities like ACUE's will be offered in the future. The Effective Teaching Practice Framework certification includes the following contents: designing an effective course, establishing a productive learning environment; using active learning strategies; promoting higher order thinking and assessing to inform instruction and promote learning.
- e. The micro-credential courses content (*Fostering A Culture of Belonging Campus-wide and Creating an Inclusive and Supportive Online Learning Environment*) are designed to develop and/or strengthen competencies in (1)

managing the impact of biases, (2) reducing microaggressions, (3) addressing imposter phenomenon and stereotype threat, and lastly, (4) cultivating an inclusive environment. These competencies are aligned with the ACUE's Effective Teaching Practice Framework and will continue to be promoted among faculty to increase students' retention, success and degree completion.

8. To ensure curriculum quality, JALC will continue to require specific faculty qualifications and particular needs for curricular programs to ensure best practice for inclusive excellence as stated in the JALC Board Policy.
 - a. [Board Policy 5310](#): Faculty members must meet minimum qualifications for teaching at John A. Logan College. A Statement of Teaching Credentials is located in the Administrative Procedures for the purpose of establishing minimum guidelines for teaching qualifications. After the recommendation of full-time faculty appointment by the College President, the Board of Trustees has final approval of all full-time faculty appointments.
 - b. [Administrative Procedure 502](#): In order to be in compliance with ICCB Administrative Rule 1501.303(f) and HLC guidelines, John A. Logan College (JALC) has set the following minimum standards for all faculty in accordance with the Illinois Community College Board (ICCB) Recognition Standard 8a Faculty Qualification/Policies, which states: Professional staff shall be educated and prepared in accordance with generally accepted standards and practices for teaching, supervising, counseling, and administering the

curriculum or supporting system to which they are assigned. Such preparation may include collegiate study and professional experience. Graduate work through the master's degree in the assigned field or area of responsibility is expected, except in areas where work experience and related training is the principal learning medium...Faculty members teaching in higher education should have completed a significant program of study in the discipline they will teach or develop curricula at least one level above that of courses being taught or developed. Those teaching general education courses (English, Math, Humanities, Speech, Social Sciences, and Sciences) typically hold a master's degree and should have completed substantial graduate coursework in the discipline of those courses. In some cases, such as a practice-oriented discipline or programs, tested experience in the field may be needed as much or more than formal education preparation. Tested experience implies that some objective measure ensures that the individual's knowledge and expertise are sufficient for determining what students must learn.

- c. [The Agreement with IEA Full-Time Faculty](#), under Section 3.1 Duties and Responsibilities, guides the College and faculty to participate in various standing and ad hoc committees and task forces, assist in the design and development of curriculum, assist in activities related to maintaining ICCB and HLC guidelines, and complete professional development activities

prescribed by the College that may include training on various topics and subject matters relative to equity training.

9. HR will participate in local job fairs and other equity actions as stated on page 42-44, to attract and retain a diverse faculty, staff, and administration.
10. To ensure students have access to diverse faculty, John A. Logan College will pursue community minority business owners seeking students to complete their industry internship experiences or clinical experiences in health fields. In conjunction with our faculty, these community leaders will assist students in networking with various groups in their fields. Through this exposure, students will have hands-on experience and a better understanding of their industry. These experiences will create exposure to many groups with varied backgrounds, abilities, needs, talents, and workforce skills.

How the equity plan information will be shared:

Information will continue to be communicated and shared with the campus and its community through regular operational meetings reports (including Board of Trustees meetings), in-person or virtual classroom meetings, forums, and when necessary, community town hall meetings can be hosted. We will build support among institutional constituents through ongoing communication with the Shared Governance Council, Student Senate, Student Clubs, and other stakeholders. We will also continue to use the following communication channels: college calendar, college digital signs, college electronic screens located throughout the college campus, college website, Desire2Learn announcements, emails announcements to

JALC employees (Announce) and students (Volmail), flyers on sign holders at main entrances, JALC social media, Newspaper advertising, Radio advertising, and Television advertising. College's faculty and staff can reach out more by visiting feeder schools and attending important meetings and events in the community to share about JALC equity efforts.

Looking Forward: Future Work

The goal of the Equity Task Force is to investigate, design, and implement equity-focused and student-centered initiatives and programs that cultivate individual competencies in diversity, equity, and inclusion in our employees and community so that our students of color, low-income students, working adults and other disproportionately impacted students across the JALC district can feel included and have a sense of belonging to help them accomplish their educational and career goals. The following information will help the Director of Diversity, Equity & Inclusion, the Equity Task Force, and the Diversity and Inclusion Committee to track and monitor implementation and progress and to engage further and discuss constructive approaches and actions to enhance equitable experiences for our campus community.

Setting Short, Intermediate, and Long-term Goals (by year, category, area)

- Student Affairs cooperates with faculty, staff, and students to boost a system of equity for student success.
- Identifying and eliminating gaps. Making evidence-based decisions.

JALC Employee Diversity

- Human Resources will review hiring practices in the recruitment and retention of faculty and staff to improve equity for people of color.

Black/African American Students Retention & Graduation Rates

- Examine the racial/ethnic, gender, age, and poverty rates among those completing degrees, certificates, transferring to 4-year colleges, and other academic achievements, including both retained and non-retained populations.
- Facilitate collaborative advising between JALC and 4-year institutions, create seamless transfer pathways linked to careers, and develop initiatives to support transfer students' sense of belonging and advance equitable outcomes for their success.

Collect Student Success Center Data

- Collect data on racial and ethnic diversity, participation rates in the Trio Program, campus tutoring, disability support services, and other student support programs.
- Analyze application and acceptance numbers for each assistance program.
- Analyze success rates for those utilizing specific support services, such as course pass rate and student retention.

Trio Program Impact

- Evaluate the outcomes of the Trio Program, including college retention and graduation rates.
- Provide details on professional mentoring, additional tutoring, college transfer assistance, financial aid support, cultural activities, career counseling, priority academic advisement, and scholarship opportunities.

Disability Support Services

- Detail the types and rates of accommodations offered and utilized, such as note-taking, readers and scribes for exams, extended time testing, accessible seating, recording of lectures, alternate format materials, interpreters, and assistive technology.

Future Considerations

- Continue to conduct a survey or evaluate awareness perceptions regarding equity issues. Doing so may help identify potential biases, inaccuracies, or dated and ineffective modalities of teaching/learning that may impede success.
- Current funding on equity-related projects.
- Create a repository of community engagement partnerships and efforts for equity, especially for supplier diversity in procurement – (BEP Amendment).
- DEI training and professional development opportunities for both employees and students.
- Transportation Assistance, find more funds to more equitably equip students with the right tools for success (i.e., scholarships & grants)
- Establish tactics for recruiting more male students, especially into the Nursing and Early Childhood Education programs.
- Conduct a climate survey and a focus group for community partners/stakeholders.
- Determine the long-term impact of the Early Childhood Access Consortium for Equity (ECACE) Grant project by tracking the beneficiaries/graduates and providing mentoring

and other support as needed for them as they function in the community to help us assess the economic impact and its sustainability for our region.

- Collaborate with key community organizations such as the National Association for the Advancement of Colored People (NAACP), *Survivors Empowerment Center*, *Connect 360*, and *Carbondale United*, and develop a baseline report to evaluate these inequities and the best strategies to close them. The progress being achieved should be assessed at regular intervals as determined by the alliance.

Other Contributors:

Diversity & Inclusion Committee Members:

Toyin Fox, Director of Diversity & Inclusion, Committee Chair

Dr. David Cochran, Professor of History, Committee Co-Chair

Jordan Mays, Assistant Vice President for Institutional Effectiveness & Research

Matt Garrison, Professor & Chair of Communications, Humanities and Social Sciences

Dr. Marilyn Toliver, Professor of Early Childhood Education

Connie Robinson, Assistant Professor of Cosmetology

Cornelius Fair, Adjunct Faculty, Communications, Humanities and Social Sciences

Phillip Brewer, Coordinator of Recruitment/Adjunct faculty

Kori Grodzicki, JALC Enterprise Systems Junior Engineer

Charlie Jones, JALC Head Women Basketball Coach

Mariyah Parson, JALC Alumni & Graduate Student at SIU at Carbondale

Daniel Booth, Superintendent, Carbondale Community High School District 165

Dr. Paul Frazier, Vice Chancellor for Anti-racism, Diversity, Equity and Inclusion, SIU Carbondale

John A. Logan College Officers

Dr. Kirk Overstreet, President

Dr. Stephanie Hartford, Provost

Dr. Susan LaPanne, Vice President of Administration & Financial Operations

Trustees:

William Kilquist, Chair

Aaron Smith, Vice-Chair

Jacob "Jake" Rendleman, Secretary

Rebecca Borgsmiller

Dr. Brent Clark

Mandy Little

Dr. Glenn Poshard

Madilyn Kerrigan, Student Trustee

Appendix A

ICCB Equity Data Comparison - Enrollment

Instructional Category - Adult Basic Education

Variable	Subgroup	Illinois - Statewide			John A. Logan College			Comparison (+ or -)		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Age Group	25 and older	72.4%	67.5%	68.4%	2.5%	23.6%	21.4%	-69.9%	-43.9%	-47.1%
	Under 25	27.5%	32.4%	31.5%	83.5%	74.0%	75.0%	56.0%	41.6%	43.6%
	Unknown	0.1%	0.1%	0.1%	13.9%	2.4%	3.6%	13.8%	2.3%	3.5%
Disability Status	No disability reported	98.7%	98.9%	98.8%	100.0%	99.3%	99.3%	1.3%	0.4%	0.5%
	Reported a disability	1.3%	1.1%	1.2%	0.0%	0.7%	0.7%	-1.3%	-0.4%	-0.5%
First Generation Status	First Generation	59.6%	44.6%	47.6%	0.0%	0.7%	0.7%	-59.6%	-43.9%	-46.9%
	Not First Generation	40.4%	55.4%	52.4%	100.0%	99.3%	99.3%	59.6%	43.9%	46.9%
Gender	Another Gender	0.0%	0.0%	0.0%				0.0%	0.0%	0.0%
	Female	65.2%	59.9%	60.9%	54.4%	49.4%	49.9%	-10.8%	-10.5%	-11.0%
	Male	34.6%	39.9%	38.9%	45.6%	50.4%	49.9%	11.0%	10.6%	11.1%
	Unknown Gender	0.1%	0.2%	0.2%	0.0%	0.1%	0.1%	-0.1%	-0.1%	-0.1%
Pell Recipient Status	Not a Pell Recipient	99.8%	99.9%	99.9%	100.0%	99.7%	99.7%	0.2%	-0.2%	-0.2%
	Pell Recipient	0.2%	0.1%	0.1%	0.0%	0.3%	0.3%	-0.2%	0.2%	0.2%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.2%	0.3%	0.3%	0.0%	0.1%	0.1%	-0.2%	-0.2%	-0.1%
	Asian	3.5%	4.2%	4.1%				-3.5%	-4.2%	-4.1%
	Black or African American	32.6%	21.8%	23.9%	1.3%	6.0%	5.5%	-31.4%	-15.8%	-18.5%
	Hispanic/Latino	48.2%	45.3%	45.9%	1.3%	1.9%	1.9%	-47.0%	-43.4%	-44.0%
	Nat. Hawaiian / Other Pac.	0.2%	0.1%	0.1%	0.0%	0.1%	0.1%	-0.2%	0.1%	0.0%
	Nonresident Alien	0.6%	0.6%	0.6%	0.0%	0.1%	0.1%	-0.6%	-0.5%	-0.5%
	Two or more races	1.4%	1.3%	1.3%	0.0%	0.6%	0.5%	-1.4%	-0.7%	-0.8%
	Unknown	1.0%	2.8%	2.5%	19.0%	41.8%	39.4%	18.0%	39.0%	36.9%
Rural Status	Not a rural student	96.1%	87.9%	89.5%	87.3%	71.9%	73.6%	-8.8%	-15.9%	-15.9%
	Rural student	3.9%	12.1%	10.5%	12.7%	28.1%	26.4%	8.8%	15.9%	15.9%
Single Parent Status	Not a single parent	81.3%	90.4%	88.6%	100.0%	99.7%	99.7%	18.7%	9.3%	11.1%
	Single Parent	18.7%	9.6%	11.4%	0.0%	0.3%	0.3%	-18.7%	-9.3%	-11.1%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%

ICCB Equity Data Comparison - Enrollment

Instructional Category - Adult Secondary Education

Variable	Subgroup	Illinois - Statewide			John A. Logan College			Comparison (+ or -)		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Age Group	25 and older	45.7%	56.2%	55.2%	0.0%	12.6%	9.2%	-45.7%	-43.6%	-46.0%
	Under 25	54.2%	43.5%	44.5%	100.0%	86.8%	90.4%	45.8%	43.3%	45.9%
	Unknown	0.1%	0.3%	0.3%	0.0%	0.6%	0.4%	-0.1%	0.3%	0.2%
Disability Status	No disability reported	98.5%	98.6%	98.6%	100.0%	100.0%	100.0%	1.5%	1.4%	1.4%
	Reported a disability	1.5%	1.4%	1.4%				-1.5%	-1.4%	-1.4%
First Generation Status	First Generation	25.2%	37.6%	36.4%	0.0%	1.2%	0.9%	-25.2%	-36.4%	-35.5%
	Not First Generation	74.8%	62.4%	63.6%	100.0%	98.8%	99.1%	25.2%	36.4%	35.5%
Gender	Another Gender	0.1%	0.0%	0.0%				-0.1%	0.0%	0.0%
	Female	57.4%	58.1%	58.0%	32.3%	49.7%	45.0%	-25.1%	-8.4%	-13.0%
	Male	42.4%	41.1%	41.2%	67.7%	50.3%	55.0%	25.3%	9.2%	13.8%
	Unknown Gender	0.2%	0.8%	0.7%				-0.2%	-0.8%	-0.7%
Pell Recipient Status	Not a Pell Recipient	99.5%	99.9%	99.8%	100.0%	100.0%	100.0%	0.5%	0.1%	0.2%
	Pell Recipient	0.5%	0.1%	0.2%				-0.5%	-0.1%	-0.2%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.1%	0.3%	0.3%	0.0%	0.6%	0.4%	-0.1%	0.3%	0.2%
	Asian	4.2%	2.2%	2.4%				-4.2%	-2.2%	-2.4%
	Black or African American	14.8%	15.6%	15.5%	3.2%	1.8%	2.2%	-11.6%	-13.8%	-13.3%
	Hispanic/Latino	42.6%	42.4%	42.4%	0.0%	2.4%	1.7%	-42.6%	-40.0%	-40.6%
	Nat. Hawaiian / Other Pac.	0.1%	0.1%	0.1%				-0.1%	-0.1%	-0.1%
	Nonresident Alien	1.3%	0.6%	0.7%				-1.3%	-0.6%	-0.7%
	Two or more races	1.8%	1.4%	1.4%				-1.8%	-1.4%	-1.4%
	Unknown	6.7%	5.7%	5.8%	33.9%	47.9%	44.1%	27.1%	42.2%	38.3%
Rural Status	Not a rural student	93.7%	83.0%	84.0%	88.7%	86.8%	87.3%	-5.0%	3.8%	3.3%
	Rural student	6.3%	17.0%	16.0%	11.3%	13.2%	12.7%	5.0%	-3.8%	-3.3%
Single Parent Status	Not a single parent	95.8%	97.7%	97.5%	100.0%	100.0%	100.0%	4.2%	2.3%	2.5%
	Single Parent	4.2%	2.3%	2.5%				-4.2%	-2.3%	-2.5%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%

ICCB Equity Data Comparison - Enrollment

Instructional Category - Baccalaureate/Transfer Instruction

Variable	Subgroup	Illinois - Statewide			John A. Logan College			Comparison (+ or -)		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Age Group	25 and older	11.4%	23.2%	19.9%	14.6%	18.1%	17.1%	3.2%	-5.1%	-2.8%
	Under 25	88.6%	76.7%	80.0%	85.4%	81.6%	82.7%	-3.2%	4.9%	2.7%
	Unknown	0.0%	0.1%	0.1%	0.0%	0.2%	0.2%	0.0%	0.2%	0.1%
Disability Status	No disability reported	94.9%	96.3%	95.9%	96.9%	97.6%	97.4%	2.0%	1.3%	1.5%
	Reported a disability	5.1%	3.7%	4.1%	3.1%	2.4%	2.6%	-2.0%	-1.3%	-1.5%
First Generation Status	First Generation	41.1%	34.7%	36.4%	21.6%	6.0%	10.6%	-19.5%	-28.6%	-25.9%
	Not First Generation	58.9%	65.3%	63.6%	78.4%	94.0%	89.4%	19.5%	28.6%	25.9%
Gender	Another Gender	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	-0.1%	0.0%	0.0%
	Female	53.3%	57.4%	56.3%	57.0%	62.3%	60.7%	3.7%	4.8%	4.4%
	Male	46.5%	42.3%	43.5%	42.9%	37.4%	39.0%	-3.6%	-4.9%	-4.5%
	Unknown Gender	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%	0.0%	0.1%	0.1%
Pell Recipient Status	Not a Pell Recipient	61.0%	87.1%	79.8%	56.2%	89.8%	80.0%	-4.8%	2.7%	0.1%
	Pell Recipient	39.0%	12.9%	20.2%	43.8%	10.2%	20.0%	4.8%	-2.7%	-0.1%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.2%	0.2%	0.2%	0.4%	0.3%	0.3%	0.1%	0.1%	0.1%
	Asian	5.7%	6.0%	5.9%	0.9%	1.4%	1.2%	-4.8%	-4.6%	-4.6%
	Black or African American	11.4%	12.1%	11.9%	10.0%	7.3%	8.1%	-1.4%	-4.8%	-3.8%
	Hispanic/Latino	24.8%	22.5%	23.2%	2.4%	2.2%	2.2%	-22.5%	-20.3%	-20.9%
	Nat. Hawaiian / Other Pac.	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.0%	0.0%
	Nonresident Alien	1.6%	0.6%	0.9%	0.1%	0.0%	0.0%	-1.5%	-0.6%	-0.8%
	Two or more races	3.7%	3.3%	3.4%	0.7%	0.8%	0.7%	-3.0%	-2.5%	-2.6%
	Unknown	2.5%	3.6%	3.3%	8.2%	14.8%	12.9%	5.7%	11.2%	9.6%
Rural Status	Not a rural student	85.4%	86.0%	85.8%	81.4%	81.3%	81.4%	-4.0%	-4.6%	-4.5%
	Rural student	14.6%	14.0%	14.2%	18.6%	18.7%	18.6%	4.0%	4.6%	4.5%
Single Parent Status	Not a single parent	93.9%	95.1%	94.7%	95.6%	97.4%	96.9%	1.8%	2.3%	2.1%
	Single Parent	6.1%	4.9%	5.3%	4.4%	2.6%	3.1%	-1.8%	-2.3%	-2.1%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%

ICCB Equity Data Comparison - Enrollment

Instructional Category - Career and Technical Instruction

Variable	Subgroup	Illinois - Statewide			John A. Logan College			Comparison (+ or -)		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Age Group	25 and older	35.6%	53.2%	48.9%	38.0%	50.2%	44.2%	2.4%	-3.0%	-4.7%
	Under 25	64.4%	46.8%	51.1%	62.0%	49.7%	55.8%	-2.4%	3.0%	4.7%
	Unknown	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Disability Status	No disability reported	94.3%	95.3%	95.1%	95.3%	94.5%	94.9%	0.9%	-0.9%	-0.2%
	Reported a disability	5.7%	4.7%	4.9%	4.7%	5.5%	5.1%	-0.9%	0.9%	0.2%
First Generation Status	First Generation	41.5%	40.7%	40.9%	24.8%	15.7%	20.2%	-16.7%	-25.0%	-20.7%
	Not First Generation	58.5%	59.3%	59.1%	75.2%	84.3%	79.8%	16.7%	25.0%	20.7%
Gender	Another Gender	0.1%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	-0.1%	0.0%
	Female	47.7%	48.0%	47.9%	51.6%	63.0%	57.4%	3.9%	15.0%	9.4%
	Male	52.1%	51.8%	51.9%	48.4%	37.0%	42.6%	-3.8%	-14.7%	-9.2%
	Unknown Gender	0.1%	0.2%	0.1%				-0.1%	-0.2%	-0.1%
Pell Recipient Status	Not a Pell Recipient	60.7%	82.7%	77.4%	50.6%	72.9%	61.9%	-10.2%	-9.8%	-15.4%
	Pell Recipient	39.3%	17.3%	22.6%	49.4%	27.1%	38.1%	10.2%	9.8%	15.4%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.3%	0.3%	0.3%	0.6%	0.3%	0.4%	0.4%	0.0%	0.2%
	Asian	3.8%	4.2%	4.1%	1.0%	1.1%	1.1%	-2.8%	-3.1%	-3.1%
	Black or African American	12.0%	11.5%	11.7%	8.2%	10.6%	9.4%	-3.8%	-1.0%	-2.2%
	Hispanic/Latino	19.9%	19.4%	19.5%	2.0%	2.5%	2.3%	-17.9%	-16.9%	-17.3%
	Nat. Hawaiian / Other Pac.	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.0%	0.1%	0.0%
	Nonresident Alien	1.1%	0.4%	0.6%	0.1%	0.1%	0.1%	-1.1%	-0.3%	-0.5%
	Two or more races	2.9%	2.3%	2.4%	0.6%	0.7%	0.7%	-2.3%	-1.6%	-1.8%
	Unknown	2.5%	5.2%	4.5%	4.6%	5.4%	5.0%	2.1%	0.2%	0.5%
Rural Status	Not a rural student	75.5%	79.3%	78.4%	75.9%	77.5%	76.7%	0.4%	-1.8%	-1.6%
	Rural student	24.5%	20.7%	21.6%	24.1%	22.5%	23.3%	-0.4%	1.8%	1.6%
Single Parent Status	Not a single parent	92.9%	94.4%	94.0%	91.2%	91.3%	91.2%	-1.7%	-3.1%	-2.8%
	Single Parent	7.1%	5.6%	6.0%	8.8%	8.7%	8.8%	1.7%	3.1%	2.8%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%

ICCB Equity Data Comparison - Enrollment

Instructional Category - English As A Second Language

Variable	Subgroup	Illinois - Statewide			John A. Logan College			Comparison (+ or -)		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Age Group	25 and older	85.2%	87.0%	86.8%	0.0%	100.0%	100.0%	-85.2%	13.0%	13.2%
	Under 25	14.8%	12.9%	13.1%				-14.8%	-12.9%	-13.1%
	Unknown	0.0%	0.1%	0.1%				0.0%	-0.1%	-0.1%
Disability Status	No disability reported	99.9%	99.9%	99.9%	0.0%	100.0%	100.0%	-99.9%	0.1%	0.1%
	Reported a disability	0.1%	0.1%	0.1%				-0.1%	-0.1%	-0.1%
First Generation Status	First Generation	50.6%	31.8%	34.3%				-50.6%	-31.8%	-34.3%
	Not First Generation	49.4%	68.2%	65.7%	0.0%	100.0%	100.0%	-49.4%	31.8%	34.3%
Gender	Another Gender	0.0%	0.0%	0.0%				0.0%	0.0%	0.0%
	Female	67.6%	65.2%	65.5%	0.0%	100.0%	100.0%	-67.6%	34.8%	34.5%
	Male	32.2%	34.3%	34.0%				-32.2%	-34.3%	-34.0%
	Unknown Gender	0.1%	0.5%	0.4%				-0.1%	-0.5%	-0.4%
Pell Recipient Status	Not a Pell Recipient	99.9%	99.9%	99.9%	0.0%	100.0%	100.0%	-99.9%	0.1%	0.1%
	Pell Recipient	0.1%	0.1%	0.1%				-0.1%	-0.1%	-0.1%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.1%	0.1%	0.1%				-0.1%	-0.1%	-0.1%
	Asian	10.1%	9.8%	9.8%				-10.1%	-9.8%	-9.8%
	Black or African American	9.3%	5.1%	5.7%				-9.3%	-5.1%	-5.7%
	Hispanic/Latino	63.6%	62.4%	62.6%				-63.6%	-62.4%	-62.6%
	Nat. Hawaiian / Other Pac.	0.1%	0.1%	0.1%				-0.1%	-0.1%	-0.1%
	Nonresident Alien	1.3%	2.9%	2.7%				-1.3%	-2.9%	-2.7%
	Two or more races	0.5%	0.3%	0.3%				-0.5%	-0.3%	-0.3%
	Unknown	0.8%	4.3%	3.8%	0.0%	100.0%	100.0%	-0.8%	95.7%	96.2%
Rural Status	Not a rural student	99.2%	96.8%	97.1%	0.0%	100.0%	100.0%	-99.2%	3.2%	2.9%
	Rural student	0.8%	3.2%	2.9%				-0.8%	-3.2%	-2.9%
Single Parent Status	Not a single parent	92.1%	97.3%	96.6%	0.0%	100.0%	100.0%	-92.1%	2.7%	3.4%
	Single Parent	7.9%	2.7%	3.4%				-7.9%	-2.7%	-3.4%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%

ICCB Equity Data Comparison - Enrollment

Instructional Category - General Associate Degrees

Variable	Subgroup	Illinois - Statewide			John A. Logan College			Comparison (+ or -)		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Age Group	25 and older	25.3%	41.6%	37.6%	29.8%	49.1%	42.1%	4.5%	7.5%	4.5%
	Under 25	74.6%	58.3%	62.3%	70.0%	50.9%	57.8%	-4.6%	-7.5%	-4.4%
	Unknown	0.0%	0.1%	0.1%	0.2%	0.0%	0.1%	0.1%	-0.1%	0.0%
Disability Status	No disability reported	95.9%	96.5%	96.3%	96.2%	95.8%	95.9%	0.3%	-0.7%	-0.4%
	Reported a disability	4.1%	3.5%	3.7%	3.8%	4.2%	4.1%	-0.3%	0.7%	0.4%
First Generation Status	First Generation	57.9%	60.1%	59.5%	30.9%	24.7%	27.0%	-26.9%	-35.4%	-32.6%
	Not First Generation	42.1%	39.9%	40.5%	69.1%	75.3%	73.0%	26.9%	35.4%	32.6%
Gender	Another Gender	0.0%	0.0%	0.0%	0.2%	0.0%	0.1%	0.2%	0.0%	0.0%
	Female	65.8%	67.3%	66.9%	70.0%	83.9%	78.8%	4.2%	16.6%	11.9%
	Male	34.2%	32.7%	33.0%	29.8%	16.1%	21.1%	-4.4%	-16.6%	-11.9%
	Unknown Gender	0.0%	0.0%	0.0%				0.0%	0.0%	0.0%
Pell Recipient Status	Not a Pell Recipient	47.1%	73.0%	66.7%	37.4%	59.1%	51.2%	-9.8%	-13.9%	-15.6%
	Pell Recipient	52.9%	27.0%	33.3%	62.6%	40.9%	48.8%	9.8%	13.9%	15.6%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.2%	0.3%	0.3%	0.2%	0.5%	0.4%	0.0%	0.3%	0.1%
	Asian	3.8%	2.9%	3.2%	0.6%	1.2%	1.0%	-3.2%	-1.8%	-2.2%
	Black or African American	21.2%	19.8%	20.1%	12.8%	19.6%	17.1%	-8.4%	-0.2%	-3.0%
	Hispanic/Latino	31.6%	26.6%	27.8%	4.5%	1.5%	2.6%	-27.1%	-25.1%	-25.2%
	Nat. Hawaiian / Other Pac.	0.1%	0.1%	0.1%	0.4%	0.0%	0.1%	0.3%	-0.1%	0.0%
	Nonresident Alien	1.4%	0.5%	0.8%				-1.4%	-0.5%	-0.8%
	Two or more races	3.1%	3.0%	3.0%	0.6%	1.3%	1.0%	-2.5%	-1.7%	-2.0%
	Unknown	1.5%	2.8%	2.5%	5.5%	5.5%	5.5%	3.9%	2.8%	3.0%
Rural Status	Not a rural student	83.4%	86.1%	85.5%	78.7%	81.3%	80.3%	-4.7%	-4.8%	-5.1%
	Rural student	16.6%	13.9%	14.5%	21.3%	18.7%	19.7%	4.7%	4.8%	5.1%
Single Parent Status	Not a single parent	86.3%	87.7%	87.3%	89.2%	83.4%	85.6%	3.0%	-4.2%	-1.8%
	Single Parent	13.7%	12.3%	12.7%	10.8%	16.6%	14.4%	-3.0%	4.2%	1.8%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%

ICCB Equity Data Comparison - Enrollment

Instructional Category - Vocational Skills

Variable	Subgroup	Illinois - Statewide			John A. Logan College			Comparison (+ or -)		
		Full-time	Part-time	Total	Full-time	Part-time	Total	Full-time	Part-time	Total
Age Group	25 and older	55.9%	80.2%	79.7%	66.4%	81.5%	81.4%	10.5%	1.3%	1.7%
	Under 25	43.8%	18.9%	19.3%	29.9%	17.0%	17.1%	-13.9%	-1.8%	-2.2%
	Unknown	0.3%	1.0%	1.0%	3.7%	1.5%	1.5%	3.4%	0.5%	0.5%
Disability Status	No disability reported	98.3%	99.6%	99.6%	98.1%	99.3%	99.3%	-0.2%	-0.3%	-0.3%
	Reported a disability	1.7%	0.4%	0.4%	1.9%	0.7%	0.7%	0.2%	0.3%	0.3%
First Generation Status	First Generation	27.1%	26.8%	26.8%	7.5%	0.7%	0.7%	-19.6%	-26.2%	-26.1%
	Not First Generation	72.9%	73.2%	73.2%	92.5%	99.3%	99.3%	19.6%	26.2%	26.1%
Gender	Another Gender	0.1%	0.2%	0.2%	0.0%	0.0%	0.0%	-0.1%	-0.2%	-0.2%
	Female	45.7%	49.0%	48.9%	28.0%	50.7%	50.6%	-17.7%	1.8%	1.7%
	Male	53.6%	50.4%	50.5%	72.0%	49.1%	49.2%	18.4%	-1.3%	-1.2%
	Unknown Gender	0.6%	0.4%	0.4%	0.0%	0.1%	0.1%	-0.6%	-0.3%	-0.3%
Pell Recipient Status	Not a Pell Recipient	85.2%	99.4%	99.2%	90.7%	99.8%	99.7%	5.4%	0.4%	0.5%
	Pell Recipient	14.8%	0.6%	0.8%	9.3%	0.2%	0.3%	-5.4%	-0.4%	-0.5%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.5%	0.2%	0.2%	2.8%	0.3%	0.3%	2.4%	0.1%	0.1%
	Asian	2.1%	1.2%	1.2%	0.0%	0.9%	0.9%	-2.1%	-0.3%	-0.3%
	Black or African American	21.9%	8.0%	8.3%	36.4%	8.7%	8.9%	14.5%	0.7%	0.6%
	Hispanic/Latino	23.9%	6.0%	6.3%	2.8%	1.7%	1.7%	-21.1%	-4.3%	-4.6%
	Nat. Hawaiian / Other Pac.	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	-0.2%	-0.1%	-0.1%
	Nonresident Alien	0.4%	0.2%	0.2%	0.0%	0.0%	0.0%	-0.4%	-0.2%	-0.2%
	Two or more races	2.0%	0.8%	0.8%	0.9%	0.1%	0.1%	-1.1%	-0.7%	-0.7%
	Unknown	12.0%	12.4%	12.4%	23.4%	12.9%	13.0%	11.3%	0.5%	0.6%
White	37.0%	71.0%	70.5%	33.6%	75.3%	75.0%	-3.3%	4.2%	4.6%	
Rural Status	Not a rural student	82.7%	48.7%	49.3%	72.0%	66.6%	66.6%	-10.8%	17.8%	17.3%
	Rural student	17.3%	51.3%	50.7%	28.0%	33.4%	33.4%	10.8%	-17.8%	-17.3%
Single Parent Status	Not a single parent	96.9%	99.5%	99.4%	99.1%	99.6%	99.6%	2.2%	0.1%	0.2%
	Single Parent	3.1%	0.5%	0.6%	0.9%	0.4%	0.4%	-2.2%	-0.1%	-0.2%
Total		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	0.0%	0.0%	0.0%

ICCB Equity Data Comparison - Credit Hours Accumulated

Variable	Subgroup	24+ Credit Hours			30+ Credit Hours			Retention		
		Statewide	JALC	Comparison	Statewide	JALC	Comparison	Statewide	JALC	Comparison
Age Group	25 and older	32.2%	36.4%	4.2%	11.6%	13.3%	1.6%	53.4%	42.0%	-11.4%
	Under 25	40.1%	47.1%	6.9%	15.5%	22.6%	7.2%	66.8%	61.4%	-5.4%
	Unknown	27.6%	20.0%	-7.6%	0.0%	0.0%	0.0%	48.3%	40.0%	-8.3%
Disability Status	No disability reported	40.3%	47.2%	6.9%	15.6%	22.6%	7.0%	66.1%	60.3%	-5.8%
	Reported a disability	31.0%	18.2%	-12.8%	10.4%	3.0%	-7.3%	68.7%	51.5%	-17.2%
First Generation Status	First Generation	33.0%	37.1%	4.1%	11.9%	16.8%	4.9%	63.2%	52.8%	-10.4%
	Not First Generation	45.2%	49.6%	4.4%	18.0%	23.8%	5.8%	68.7%	62.6%	-6.1%
Gender	Female	40.2%	45.9%	5.7%	14.9%	23.6%	8.7%	68.0%	60.1%	-7.8%
	Male	39.4%	46.6%	7.2%	15.7%	20.1%	4.4%	64.6%	59.9%	-4.7%
	Unknown Gender	39.0%	66.7%	27.7%	13.0%	33.3%	20.3%	66.1%	66.7%	0.6%
Pell Recipient Status	Not a Pell Recipient	45.8%	53.8%	8.0%	18.6%	27.6%	8.9%	69.2%	63.6%	-5.6%
	Pell Recipient	32.2%	37.8%	5.6%	11.1%	15.6%	4.5%	62.6%	56.0%	-6.7%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	32.1%	44.4%	12.3%	11.1%	11.1%	0.0%	58.6%	44.4%	-14.2%
	Asian	45.5%	66.7%	21.2%	18.4%	38.9%	20.5%	77.7%	72.2%	-5.4%
	Black or African American	18.0%	23.2%	5.2%	5.3%	10.8%	5.5%	48.3%	40.4%	-7.9%
	Hispanic/Latino	26.5%	34.0%	7.5%	7.1%	8.5%	1.4%	65.5%	61.7%	-3.8%
	Nat. Hawaiian / Other Pac.	31.9%	100.0%	68.1%	16.5%	50.0%	33.5%	68.1%	100.0%	31.9%
	Nonresident Alien	48.1%	60.0%	11.9%	15.2%	20.0%	4.8%	66.4%	60.0%	-6.4%
	Two or more races	35.3%	42.9%	7.5%	12.2%	28.6%	16.3%	62.1%	42.9%	-19.2%
	Unknown	40.2%	48.7%	8.4%	15.2%	22.3%	7.1%	66.3%	64.7%	-1.5%
Rural Status	White	50.4%	49.0%	-1.4%	21.3%	23.5%	2.2%	69.5%	61.9%	-7.6%
	Not a rural student	35.4%	46.6%	11.3%	11.6%	22.3%	10.7%	65.9%	60.3%	-5.5%
Single Parent Status	Rural student	56.5%	45.1%	-11.4%	29.2%	20.8%	-8.4%	67.7%	58.9%	-8.8%
	Not a single parent	40.6%	46.7%	6.1%	15.8%	22.1%	6.3%	66.5%	60.9%	-5.6%
Total	Single Parent	27.6%	33.3%	5.7%	7.2%	17.5%	10.3%	62.7%	28.1%	-34.6%
		39.8%	46.3%	6.5%	15.3%	22.0%	6.6%	66.3%	60.0%	-6.3%

ICCB Equity Data Comparison - Graduation & Advancement Rates

Variable	Subgroup	Graduation Rates			Advancement Rates		
		Statewide	JALC	Comparison	Statewide	JALC	Comparison
Age Group	25 and older	32.1%	21.5%	-10.6%	52.5%	47.9%	-4.5%
	Under 25	33.6%	32.0%	-1.6%	63.7%	60.6%	-3.1%
	Unknown	56.8%		-56.8%	79.5%		-79.5%
Disability Status	No disability reported	33.7%	31.8%	-2.0%	63.3%	60.1%	-3.2%
	Reported a disability	30.2%	17.4%	-12.9%	60.7%	46.3%	-14.4%
First Generation Status	First Generation	31.0%	22.7%	-8.2%	57.2%	49.2%	-8.0%
	Not First Generation	35.6%	35.0%	-0.7%	68.0%	64.2%	-3.7%
Gender	Female	36.3%	32.8%	-3.5%	66.5%	62.0%	-4.5%
	Male	30.9%	29.1%	-1.8%	59.9%	56.6%	-3.3%
	Unknown Gender			0.0%			0.0%
Pell Recipient Status	Not a Pell Recipient	37.6%	37.5%	-0.1%	68.0%	66.3%	-1.7%
	Pell Recipient	28.6%	24.6%	-4.0%	57.2%	52.6%	-4.6%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	28.9%	33.3%	4.5%	55.7%	66.7%	11.0%
	Asian	34.1%	30.0%	-4.1%	76.1%	65.0%	-11.1%
	Black or African American	15.9%	13.0%	-2.9%	46.7%	49.2%	2.4%
	Hispanic/Latino	27.5%	26.9%	-0.6%	56.7%	61.5%	4.9%
	Nat. Hawaiian / Other Pac.	25.0%	100.0%	75.0%	67.6%	100.0%	32.4%
	Nonresident Alien	33.5%	0.0%	-33.5%	58.2%	100.0%	41.8%
	Two or more races	26.3%	0.0%	-26.3%	58.2%	18.2%	-40.0%
	Unknown	33.1%	31.1%	-2.0%	62.7%	56.3%	-6.4%
Rural Status	Not a rural student	30.3%	30.4%	0.1%	61.8%	59.2%	-2.6%
	Rural student	46.5%	33.3%	-13.2%	68.6%	59.9%	-8.6%
Single Parent Status	Not a single parent	33.8%	31.1%	-2.6%	63.4%	59.5%	-3.9%
	Single Parent	30.6%	18.8%	-11.9%	59.7%	43.8%	-15.9%
Total		33.5%	31.0%	-2.6%	63.2%	59.3%	-3.8%

ICCB Equity Data Comparison - Completions (Associate Degrees)

Variable	Subgroup	Associate - Transfer			Associate in Applied Science		
		Statewide	JALC	Comparison	Statewide	JALC	Comparison
Age Group	25 and older	27.5%	24.1%	-3.3%	56.1%	49.3%	-6.8%
	Under 25	72.5%	75.9%	3.4%	43.9%	50.7%	6.8%
	Unknown	0.0%			0.0%		
Disability Status	No disability reported	94.3%	96.5%	2.3%	93.6%	94.9%	1.3%
	Reported a disability	5.7%	3.5%	-2.3%	6.4%	5.1%	-1.3%
First Generation Status	First Generation	42.0%	14.5%	-27.6%	41.7%	14.4%	-27.3%
	Not First Generation	58.0%	85.5%	27.6%	58.3%	85.6%	27.3%
Gender	Another	0.1%			0.0%		
	Female	59.3%	59.2%	0.0%	60.0%	53.6%	-6.4%
	Male	40.6%	40.8%	0.2%	39.9%	46.4%	6.5%
	Unknown Gender	0.1%			0.1%		
Pell Recipient Status	Not a Pell Recipient	69.8%	70.9%	1.0%	67.8%	63.0%	-4.9%
	Pell Recipient	30.2%	29.1%	-1.0%	32.2%	37.0%	4.9%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.2%	0.2%	-0.1%	0.2%	0.8%	0.5%
	Asian	4.8%	0.5%	-4.2%	4.1%	1.9%	-2.3%
	Black or African American	9.9%	8.4%	-1.5%	7.6%	5.1%	-2.5%
	Hispanic/Latino	23.6%	2.2%	-21.4%	17.9%	1.6%	-16.3%
	Nat. Hawaiian / Other Pac.	0.1%	0.2%	0.1%	0.1%		
	Nonresident Alien	1.1%	0.1%	-1.0%	0.7%		
	Two or more races	3.0%	0.4%	-2.6%	2.4%	0.4%	-1.9%
	Unknown	2.5%	4.8%	2.3%	2.6%	2.9%	0.3%
Rural Status	Not a rural student	83.0%	80.3%	-2.8%	76.7%	76.0%	-0.7%
	Rural student	17.0%	19.7%	2.8%	23.3%	24.0%	0.7%
Single Parent Status	Not a single parent	93.7%	96.5%	2.8%	92.5%	92.3%	-0.3%
	Single Parent	6.3%	3.5%	-2.8%	7.5%	7.7%	0.3%
Total		100.0%	100.0%	0.0%	100.0%	100.0%	0.0%

ICCB Equity Data Comparison - Completions (Certificates)

Variable	Subgroup	Long-term Certificate			Short-term Certificate		
		Statewide	JALC	Comparison	Statewide	JALC	Comparison
Age Group	25 and older	41.9%	48.0%	6.0%	46.3%	24.6%	-21.7%
	Under 25	58.1%	51.9%	-6.2%	53.7%	75.3%	21.6%
	Unknown	0.0%	0.1%	0.1%	0.0%	0.1%	0.1%
Disability Status	No disability reported	94.3%	96.1%	1.8%	94.9%	94.8%	-0.1%
	Reported a disability	5.7%	3.9%	-1.8%	5.1%	5.2%	0.1%
First Generation Status	First Generation	45.9%	21.7%	-24.2%	41.5%	12.8%	-28.7%
	Not First Generation	54.1%	78.3%	24.2%	58.5%	87.2%	28.7%
Gender	Another	0.1%			0.1%		
	Female	56.8%	81.7%	24.9%	48.2%	71.6%	23.4%
	Male	43.0%	18.3%	-24.7%	51.6%	28.4%	-23.3%
	Unknown Gender	0.1%			0.1%		
Pell Recipient Status	Not a Pell Recipient	70.8%	59.5%	-11.3%	79.1%	74.0%	-5.0%
	Pell Recipient	29.2%	40.5%	11.3%	20.9%	26.0%	5.0%
Race/Ethnicity	Amer. Ind. or Alaska Nat.	0.3%	0.7%	0.4%	0.2%	0.1%	-0.1%
	Asian	4.1%	1.5%	-2.6%	4.3%	0.8%	-3.5%
	Black or African American	10.5%	7.7%	-2.8%	13.0%	10.0%	-3.0%
	Hispanic/Latino	22.7%	1.8%	-21.0%	21.1%	1.6%	-19.5%
	Nat. Hawaiian / Other Pac.	0.1%	0.3%	0.2%	0.1%		
	Nonresident Alien	0.6%			0.6%		
	Two or more races	2.6%	0.9%	-1.6%	2.6%	1.7%	-0.9%
	Unknown	2.3%	3.1%	0.8%	3.1%	11.3%	8.1%
Rural Status	Not a rural student	75.2%	77.9%	2.7%	76.9%	80.5%	3.6%
	Rural student	24.8%	22.1%	-2.7%	23.1%	19.5%	-3.6%
Single Parent Status	Not a single parent	91.4%	89.4%	-2.0%	93.0%	91.3%	-1.7%
	Single Parent	8.6%	10.6%	2.0%	7.0%	8.7%	1.7%
Total		100.0%	100.0%	0.0%	100.0%	100.0%	0.0%

Appendix B

John A Logan College Race/Ethnicity Comparison

Note - Data in these tables is not a complete Apples to Apples comparison. The Census Data counts all individuals by Race and places Ethnicity into a sub category. The institution reports (ICCB & IPEDS) require all individuals to be counted only once across race and ethnicity groups. However this information can be utilized to see how closely the institution aligns with the percentage of individuals within our district.

Census Area 16 and Over - Census 2022		
Race Category	Count	Percent
Asian	2,336	2.04%
Native American	641	0.56%
African American	9,238	8.07%
White	98,713	86.25%
Pacific Islander	84	0.07%
Two or more races	1,966	1.72%
All other or No indicator	1,477	1.29%
Total	114,455	
Latino	3,691	3.22%

JALC Enrollment Fall 2021		
Race Category	Count	Percent
Asian	39	1.47%
Native American	21	0.79%
African American (Non-Latino)	263	9.90%
White (Non-Latino)	2,180	82.08%
Pacific Islander	4	0.15%
Two or more races	9	0.34%
All other or No Indication	140	5.27%
Total	2,656	
Latino	61	2.30%
Nonresident Alien	3	

JALC Faculty/Staff Fall 2021		
Race Category	Count	Percent
Asian	4	1.00%
Native American	0	0.00%
African American (Non-Latino)	17	4.24%
White (Non-Latino)	379	94.51%
Pacific Islander	0	0.00%
Two or more races	0	0.00%
All other or No Indication	1	0.25%
Total	401	
Latino	2	0.50%
Nonresident Alien	1	

Key Take Always

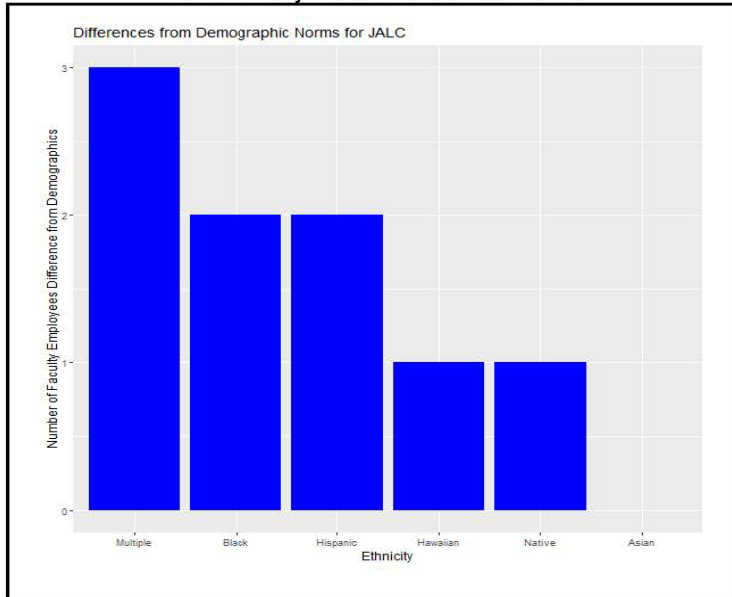
Enrollment: JALC has an larger percentage of African American Students than the District. JALC has a much larger percentage of No Indicator students than the entire population of the District. Additional emphasis is being placed on capturing race/ethnicity information from students to limit the number of No Indication students in the future. JALC has a smaller percentage of White students than the District.

Faculty and Staff: JALC has a much larger percentage of White employees than the District. JALC has a smaller percentage of African American employees than the District.

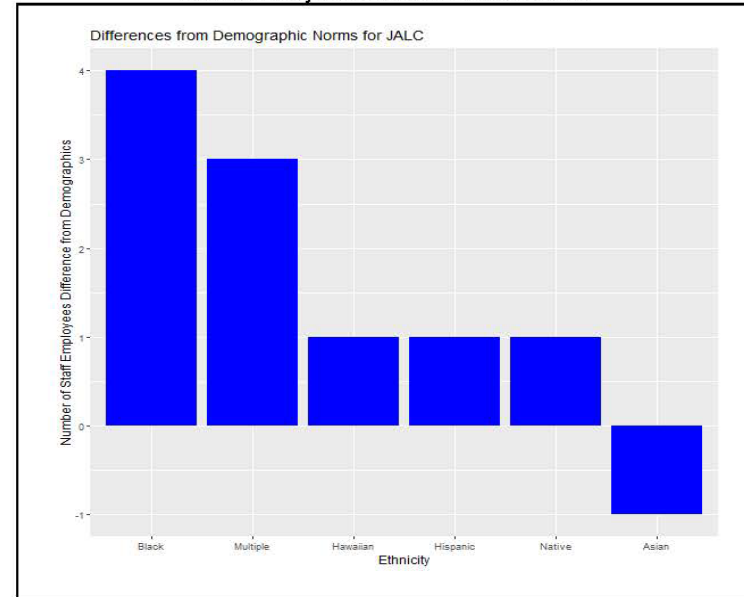
Difference in Faculty & Staff by Census Area
Based on Educational Attainment of Bachelors degree or higher

Note - Educational Attainment is only available as a percentage based on the US National Figures. The percentages utilized in this analysis are based on the percentage of national education by the percent of census population in the district. For reference, the US population has 33.67% with a Bachelors degree or higher. Our district has a figure of 29.66% with a Bachelors degree or higher. Also, the figure of people in the area with a Graduate degree or higher is 13.38% which is slightly higher than the national average of 13.08%.

Number of Faculty Employees Needed for Diversity based on District Race/Ethnicity and Educational Attainment.



Number of Staff Employees Needed for Diversity based on District Race/Ethnicity and Educational Attainment.



Reflection of the data

These tables show the number of employees needed to reach parity with the educational attainment and census area. For example: the faculty table states that we would need two additional instructors that are black or African American to meet the diversity of the district by educational attainment. JALC is on target or exceeding the number of Asian staff and faculty members to meet the same measurement of diversity by educational attainment.

ICCB Student Diversity Index Comparison to District Diversity Index by College

Dist. No.	College	Student Diversity Index	District Diversity Index	Difference in Diversity Students to District
536	Lewis and Clark	0.28	0.12	2.43
519	Highland	0.38	0.20	1.89
517	Lake Land	0.18	0.10	1.81
528	McHenry County	0.50	0.30	1.67
518	Carl Sandburg	0.37	0.23	1.63
513	Illinois Valley	0.39	0.24	1.60
526	Lincoln Land	0.41	0.26	1.59
503	Black Hawk	0.52	0.34	1.53
506	Sauk Valley	0.38	0.25	1.52
529	Lincoln Trail	0.23	0.15	1.52
523	Kishwaukee	0.59	0.39	1.51
520	Kankakee	0.58	0.38	1.51
540	Heartland	0.49	0.33	1.49
514	Illinois Central	0.43	0.29	1.47
511	Rock Valley	0.59	0.43	1.36
525	Joliet Junior	0.60	0.44	1.36
502	College of DuPage	0.67	0.50	1.34
535	Oakton	0.70	0.53	1.34
524	Moraine Valley	0.62	0.47	1.32
537	Richland	0.43	0.33	1.32
529	Wabash Valley	0.20	0.15	1.31
507	Danville Area	0.42	0.32	1.31
505	Parkland	0.55	0.43	1.29
512	Harper	0.66	0.51	1.29
531	Shawnee	0.37	0.29	1.27
522	Southwestern Illinois	0.53	0.43	1.25
532	College of Lake County	0.65	0.54	1.20
501	Kaskaskia	0.21	0.18	1.20
516	Waubonsee	0.62	0.52	1.19
533	Southeastern Illinois	0.16	0.14	1.18
509	Elgin	0.65	0.56	1.17
534	Spoon River	0.24	0.21	1.12
539	John Wood	0.18	0.17	1.06
508	Harry S Truman	0.71	0.69	1.03
515	Prairie State	0.62	0.61	1.02
504	Triton	0.64	0.63	1.02
530	John A. Logan	0.28	0.28	1.00
508	Harold Washington	0.69	0.69	1.00
529	Olney Central	0.15	0.15	0.99
510	South Suburban	0.59	0.61	0.98
508	Malcolm X	0.61	0.69	0.89
508	Wilbur Wright	0.55	0.69	0.79
521	Rend Lake	0.15	0.20	0.74
529	Frontier	0.11	0.15	0.73
508	Olive-Harvey	0.46	0.69	0.66
508	Kennedy-King	0.42	0.69	0.61
508	Richard J. Daley	0.37	0.69	0.54
527	Morton	0.20	0.55	0.36
All ICCB Institutions		0.65	0.54	1.21

Simpson's diversity index (SDI) measures community diversity. Although it's commonly used to measure biodiversity, it can also be used to gauge diversity differences of populations in schools, communities and other locations. The range is from 0 to 1, where: High scores (close to 1) indicate high diversity; Low scores (close to 0) indicate low diversity.

Note - Difference between indices was calculated by dividing the student diversity index by the census diversity index. A calculation of 1.0 would indicate that the diversity is the same for both the district and institution. A figure from 0 to .99 would indicate less diversity in the institution than the district. A figure greater than 1 would indicate greater diversity in the institution than the district.

ICCB Employee Diversity Index Comparison to District Diversity Index by College

Dist. No.	College	Employee Diversity Index	District Diversity Index	Difference in Diversity Employees to District
536	Lewis and Clark	0.19	0.12	1.64
508	Harry S Truman	0.71	0.69	1.03
508	Richard J. Daley	0.71	0.69	1.03
527	Morton	0.57	0.55	1.03
508	Harold Washington	0.70	0.69	1.02
519	Highland	0.20	0.20	1.00
510	South Suburban	0.60	0.61	0.99
515	Prairie State	0.59	0.61	0.96
508	Malcolm X	0.65	0.69	0.94
508	Wilbur Wright	0.65	0.69	0.94
529	Lincoln Trail	0.14	0.15	0.94
535	Oakton	0.49	0.53	0.93
532	College of Lake County	0.49	0.54	0.91
528	McHenry County	0.27	0.30	0.91
518	Carl Sandburg	0.20	0.23	0.89
509	Elgin	0.49	0.56	0.88
531	Shawnee	0.25	0.29	0.86
537	Richland	0.28	0.33	0.86
504	Triton	0.54	0.63	0.85
506	Sauk Valley	0.21	0.25	0.85
516	Waubonsee	0.43	0.52	0.83
514	Illinois Central	0.24	0.29	0.82
520	Kankakee	0.31	0.38	0.81
507	Danville Area	0.26	0.32	0.81
517	Lake Land	0.08	0.10	0.80
524	Moraine Valley	0.37	0.47	0.78
522	Southwestern Illinois	0.33	0.43	0.78
525	Joliet Junior	0.33	0.44	0.74
533	Southeastern Illinois	0.10	0.14	0.74
505	Parkland	0.31	0.43	0.72
512	Harper	0.37	0.51	0.72
523	Kishwaukee	0.28	0.39	0.71
503	Black Hawk	0.24	0.34	0.71
502	College of DuPage	0.35	0.50	0.70
508	Olive-Harvey	0.47	0.69	0.68
501	Kaskaskia	0.12	0.18	0.68
540	Heartland	0.22	0.33	0.67
511	Rock Valley	0.28	0.43	0.65
508	Kennedy-King	0.39	0.69	0.57
529	Wabash Valley	0.08	0.15	0.54
529	Frontier	0.07	0.15	0.47
513	Illinois Valley	0.11	0.24	0.46
530	John A. Logan	0.11	0.28	0.40
539	John Wood	0.06	0.17	0.35
526	Lincoln Land	0.08	0.26	0.31
534	Spoon River	0.06	0.21	0.28
529	Olney Central	0.03	0.15	0.20
521	Rend Lake	0.04	0.20	0.20
All ICCB Institutions		0.44	0.54	0.82

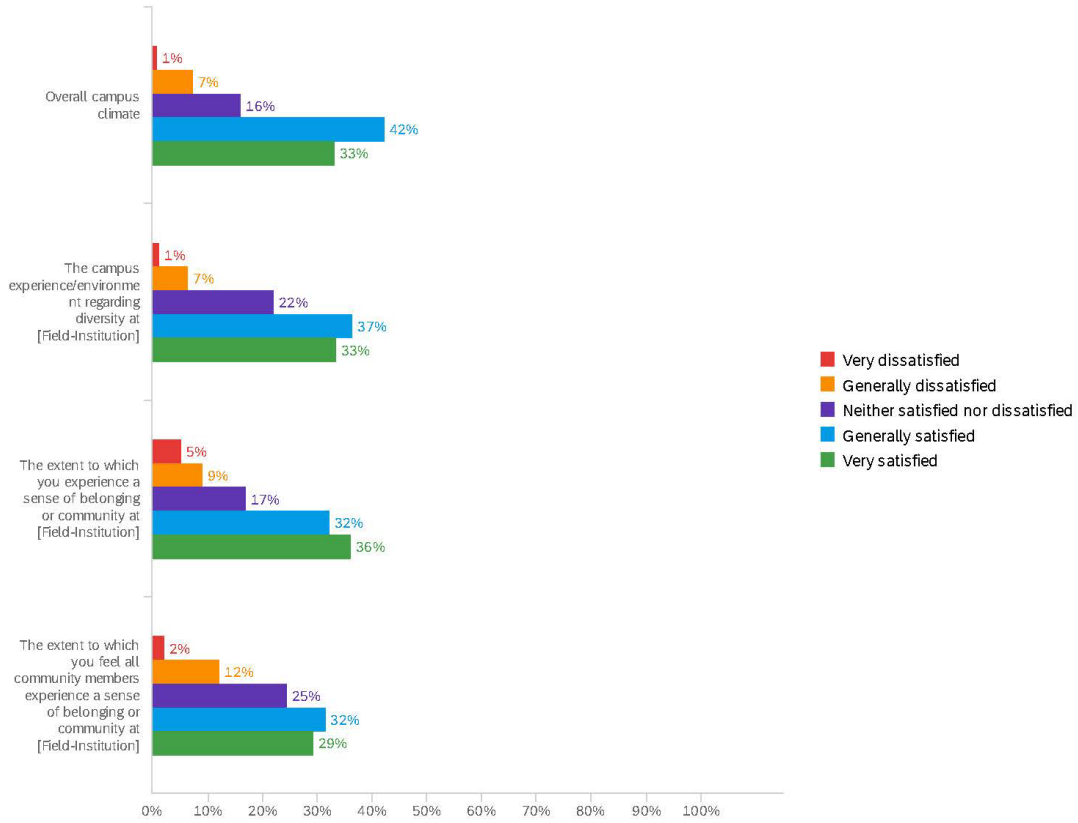
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Note - Difference between indices was calculated by dividing the student diversity index by the census diversity index. A calculation of 1.0 would indicate that the diversity is the same for both the district and institution. A figure from 0 to .99 would indicate less diversity in the institution than the district. A figure greater than 1 would indicate greater diversity in the institution than the district.

Appendix C

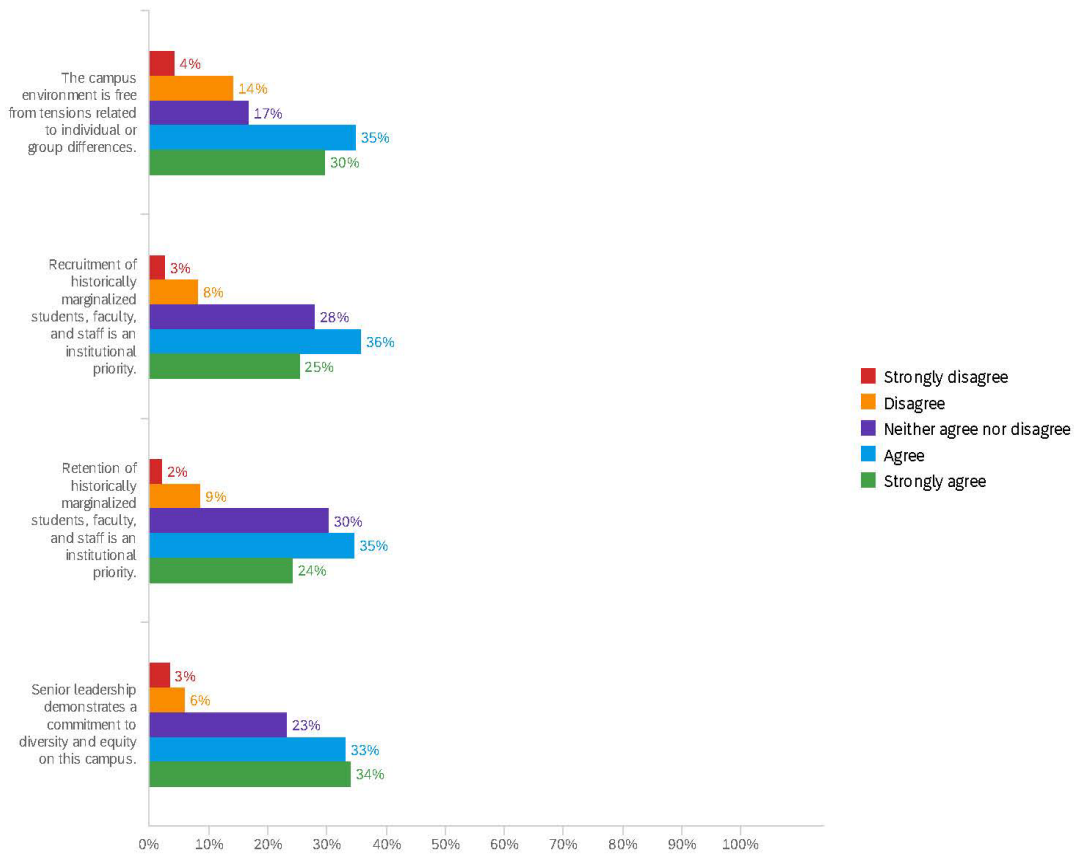
Campus Climate for Diversity and Equity

Please indicate your level of satisfaction with each of the following statements about your institution.



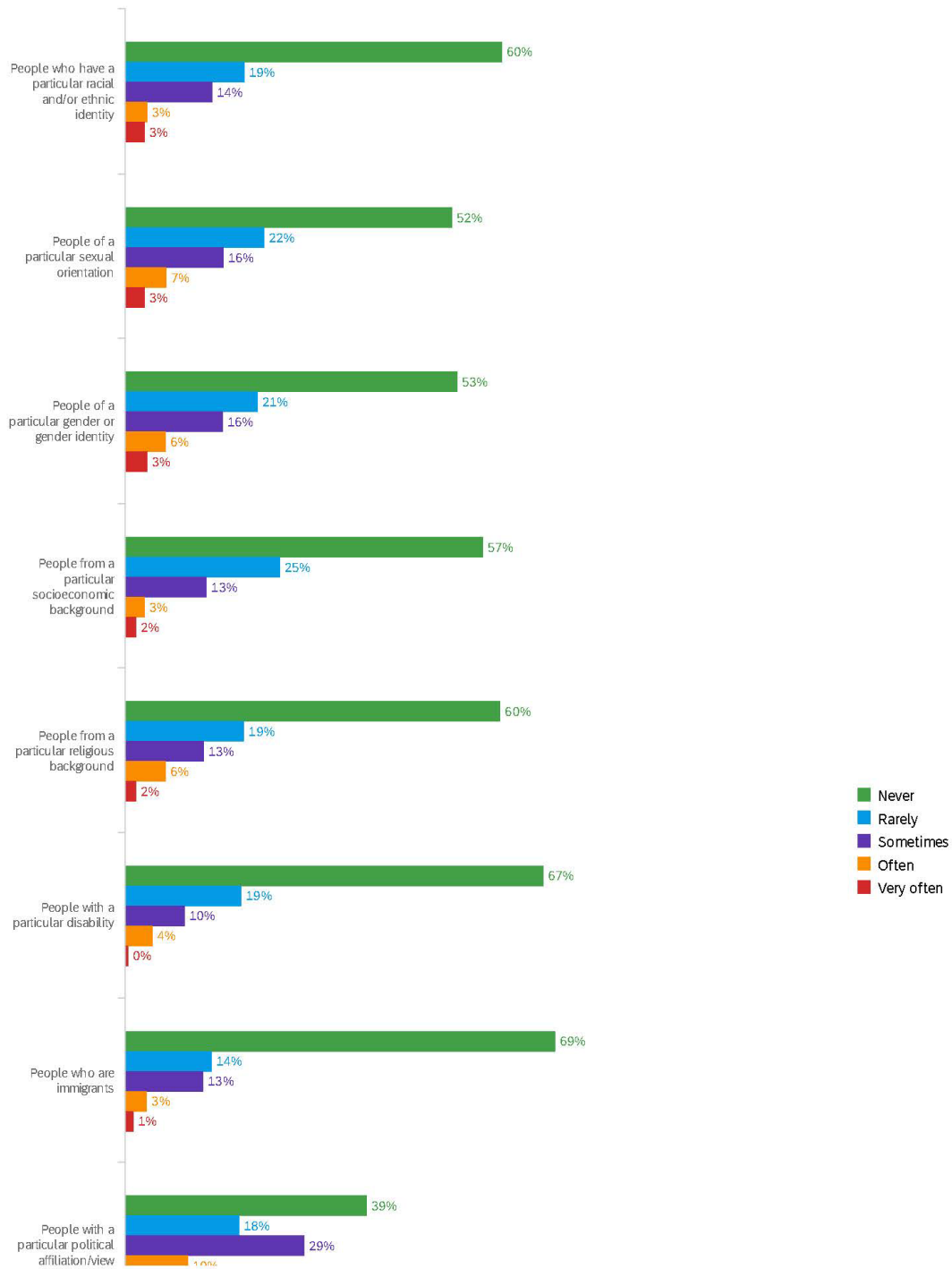
Institutional Support for Diversity and Equity

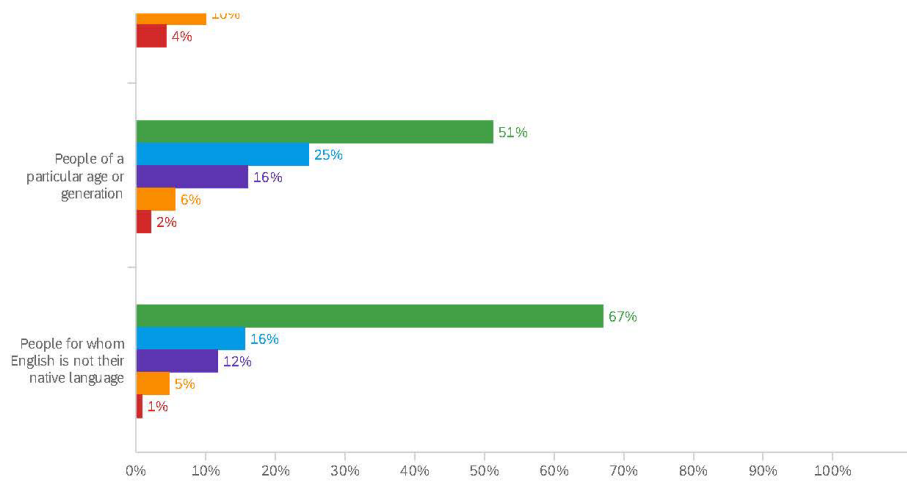
Please indicate your level of agreement with each of the following statements about your institution.



InSENSITIVE/DISPARAGING REMARKS

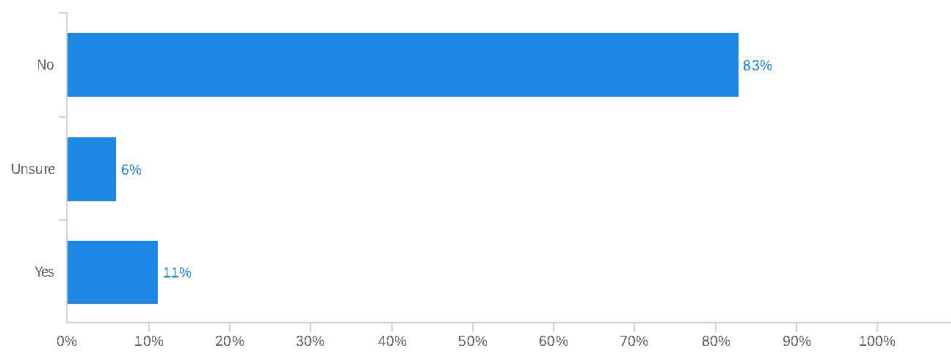
How often have you heard someone make an insensitive or disparaging remark at your institution about:





Experiences with Discrimination/Harassment

Have you ever been discriminated against or harassed on campus, at an off-campus residence, or at an off-campus program/event affiliated with your institution?



Appendix D

John A. Logan College Placement Guide

English

	Next Gen Accuplacer		Within last 3 years		High school Cumulative GPA	GED
	Reading	Writing	ACT	SAT		
ENG 101 + 055	200-246	200-249	--	--		
ENG 101 ¹	247-300	250-300	19	ERW 480	3.0/4.0	165

¹Students can either place into ENG 101 by meeting the individual scores in both reading & writing or with the combined score of 500

Math

Course Placement	Next Gen Accuplacer		Within last 3 years		High school Cumulative GPA with 4 th year of math	GED
	QAS	AAF	ACT	SAT		
MAT 051, 100, 104, MAT 058 + 112, MAT 059 + 119 ¹	200-237	--	--	--	--	
MAT 052	238-248	--	--	--	--	
MAT 062	249-254	200-229	--	--	--	
MAT 113, 120, 208 ²	255-300	230-300	20	530	3.0/4.0	165
MAT 108	--	240-300	22	550	--	
MAT 111	--	250-300	--	560	--	
MAT 109, 116, 117, 125, 282	--	263-300	--	--	--	
MAT 131	--	276-300	--	--	--	

*For each level a student places into, he/she can take any course from the previous levels for each respective test.

¹ Effective Fall 2024

²Students who place into MAT 208 but not MAT 108 **must** take MAT 062 before taking MAT 108.

RETEST POLICY: Students can retest twice in an academic year and scores are good for three years.

Revised 03/2024