



## 2020-2021 ANNUAL ASSESSMENT SUMMARY OF RESULTS

### Project (Assessment) Title:

Native American/American Indian Student Persistence and Completion

### College-wide Strategic Goal:

Achieve Equity in Student Participation and Completion

### Assessment Overview:

As evident in the data gathered by the Office of Diversity and Multicultural Affairs (ODMA) and the Orientation and Student Success (OSS) department, American Indian students at Salt Lake Community College (SLCC) have historically experienced some of the greatest challenges in enrollment and persistence through their first college semester (see Table 1). Although this is not the only minoritized student group that struggles navigating our institutional norms, their small enrollment at our College have unintentionally permitted their unique challenges to fester, and the population to remain relatively invisible.

**Table 1. Fall Enrollment and Fall-to-Spring Retention Rates by Year and Ethnicity/Race:**

	Fall Enrollment Rates (for students who completed an orientation)						Fall-to-Spring Retention Rates (for students who completed an orientation)					
	2017		2018		2019		2017-2018		2018-2019		2019-2020	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Black	130	68%	138	74%	117	75%	76	58%	89	64%	82	70%
Asian American	171	79%	172	75%	124	73%	129	75%	123	72%	106	85%
Latinxs/as/os	1,170	78%	1,126	72%	1,085	76%	806	69%	733	65%	741	68%
<b>Native American</b>	<b>37</b>	<b>72%</b>	<b>34</b>	<b>66%</b>	<b>39</b>	<b>80%</b>	<b>21</b>	<b>57%</b>	<b>23</b>	<b>68%</b>	<b>30</b>	<b>77%</b>
Pacific Islander	66	70%	66	77%	61	68%	41	62%	24	36%	39	64%
White	2,954	74%	2,843	75%	2,085	73%	2,072	70%	1,977	70%	1,483	71%
More than one race	161	73%	200	74%	144	82%	110	68%	135	68%	95	66%
<b>ALL STUDENTS:<sup>1</sup></b>	<b>4,744</b>	<b>73%</b>	<b>4,634</b>	<b>74%</b>	<b>3,740</b>	<b>75%</b>	<b>3,289</b>	<b>69%</b>	<b>3,145</b>	<b>68%</b>	<b>2,630</b>	<b>70%</b>

This year's assessment focus coincided well with the creation of a new Part-Time, Temporary Native American Student Success Coordinator in ODMA. In July 2020, ODMA spearheaded a search, and we are delighted that Orville Cayaditto—an enrolled member of the Navajo Nation—is now leading our institutional efforts to directly support Native American

<sup>1</sup> Total includes "non-resident alien and "unknown" student demographics

and American Indians students to and through their journeys at SLCC. In addition to offering direct services, such as mentorship and coaching, Orville assists with the programming of Native American History Month and co-advises the American Indian Student Leadership club, best known as AISL.

Given this context, our assessment goal this year was to create a more robust profile of who Native American students are and their enrollment and persistence patterns, including the number of credit hours they are attempting, completing, program of study trends, and demographic data (e.g., age, gender, zip-code, etc.). Our aim was to understand the experiences of our Native American students more deeply to determine the reasons why they persist, or do not persist, at SLCC.

## Methodology (Plan/Method)

Our departments used a mixed-methods approach to data collection about Native American students experiences at SLCC. Below are the three primary methods we employed to complete our assessment:

- **Data Mining:**
  - o We mined for existing SLCC data on Native American students and conducted a secondary analysis on these data to create a profile of Native American students (e.g., age, gender, zip codes, etc.).
- **Survey:**
  - o In the Spring semester, we administered a 10-question Qualtrics survey. Orville distributed the survey to all enrolled Native American students (N = 218) and received a 9.6% response rate (n = 21).
- **Focus Groups:**
  - o In addition to the data mining and surveying, Orville hosted in-person and virtual focus groups with currently enrolled Native American students and offered each student participant a \$15 gift card for their participation. Unfortunately, due to COVID-19 and summer schedule, only one student participated in the focus group.

## Timeline

Our original timeline was affected by COVID-19; however, we modified our original timeline to the following:

- **October**
  - o Hire and onboard MSSC for Native American population.
  - o Request initial data from Data Science & Analytics.
- **November**
  - o Analyze existing data and create survey and focus group instruments.
- **December**
  - o Develop profile of Native American students at SLCC and finalized data collection instruments.
- **January**
  - o Data collection: Administer survey.
- **March**
  - o Data analysis: Analyze survey.
- **May**
  - o Data collection: Conduct focus groups.
  - o Data analysis: Analyze focus group data.
  - o Draft recommendations.
- **June**
  - o Submit summary of results.

## Results/Finding (Disaggregated by race/ethnicity)

Despite the fact that the United States exists on stolen Indigenous land, Indigenous people make up the second smallest racialized demographic population in the country (1.30%). The same is true for the state of Utah, where Indigenous People make up the second smallest racialized population (1.60%), next to Pacific Islanders (1.10%). In Salt Lake County, however, Indigenous People compose only 1.40% of the population, making them the smallest racialized demographic (see Table 2).

**Table 2. U.S. Census QuickFacts Demographic Data by Year and Ethnicity/Race:**

	Salt Lake County <sup>2</sup>		Utah		United States	
	2019		2019		2019	
	Count	Percentage	Count	Percentage	Count	Percentage
Black	25,530	2.20%	48,089	1.50%	43,984,096	13.40%
Asian American	53,380	4.60%	86,561	2.70%	19,366,132	5.90%
Latinxs/as/os	218,162	18.80%	461,658	14.40%	60,724,312	18.50%
<b>Native American</b>	<b>16,246</b>	<b>1.40%</b>	<b>51,295</b>	<b>1.60%</b>	<b>4,267,114</b>	<b>1.30%</b>
Pacific Islander	20,888	1.80%	35,266	1.10%	656,479	0.20%
White <sup>3</sup>	815,787	70.30%	2,494,235	77.80%	197,271,953	60.10%
More than one race	33,653	2.90%	83,355	2.60%	9,190,707	2.80%
<b>ALL POPULATIONS:</b>	<b>1,160,437</b>	<b>102.00%</b>	<b>3,205,958</b>	<b>101.70%</b>	<b>328,239,523</b>	<b>102.20%</b>

At SLCC, the demographic makeup of Indigenous students is not proportionate to that of Salt Lake County. Whereas in Salt Lake County Indigenous People make up 1.40% of the population, for the last three Fall semesters, Indigenous students have made up 0.85% or less of the SLCC student enrollment, making them the smallest racialized student demographic served by our College (see Table 3).

**Table 3. Salt Lake Community College Student Demographic Data by Year and Ethnicity/Race:**

	Fall Enrollment		Fall Enrollment		Fall Enrollment	
	2018		2019		2020	
	Count	Percentage	Count	Percentage	Count	Percentage
Black	605	2.54%	583	2.42%	583	2.69%
Asian American	941	3.95%	916	3.81%	807	3.73%
Latinxs/as/os	4,771	20.03%	4,885	20.32%	4,419	20.42%
<b>Native American</b>	<b>202</b>	<b>0.85%</b>	<b>195</b>	<b>0.81%</b>	<b>159</b>	<b>0.73%</b>
Pacific Islander	259	1.09%	246	1.02%	239	1.10%
White <sup>4</sup>	15,044	63.17%	14,731	61.26%	13,532	62.52%
More than one race	829	3.48%	809	3.36%	846	3.91%
<b>ALL POPULATIONS:<sup>5</sup></b>	<b>23,815</b>	<b>100%</b>	<b>24,045</b>	<b>100%</b>	<b>21,644</b>	<b>100%</b>

<sup>2</sup> Population estimates, July 1, 2019 for Salt Lake County, Utah, and the United States

<sup>3</sup> White alone, not Hispanic or Latino

<sup>4</sup> White alone, not Hispanic or Latino

<sup>5</sup> Total includes "non-resident alien and "unknown" student demographics

In addition to Indigenous students making up the smallest racialized student demographic on our campus, a closer look at the data also indicates similar patterns for faculty and staff. Again, while in Salt Lake County Indigenous People make up 1.40% of the population, they are underrepresented in Part-Time Faculty positions (0.73%), Full-Time staff positions (1.15%), and overall, staff at the College (0.95%). The only position where Indigenous People are proportionately represented is Full-Time Faculty (1.43%) (See Table 4).

**Table 4. Salt Lake Community College Employee Demographic Data by Year and Ethnicity/Race:**

	Part-Time Faculty		Full-Time Faculty		Full-Time Staff		TOTAL	
	FY 2020		FY 2020		FY 2020		FY 2020	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
Black	39	1.91%	7	2.01%	36	2.77%	82	2.22%
Asian American	60	2.93%	13	3.72%	55	4.23%	128	3.46%
Latinxs/as/os	152	7.43%	20	5.73%	144	11.07%	316	8.54%
<b>Native American</b>	<b>15</b>	<b>0.73%</b>	<b>5</b>	<b>1.43%</b>	<b>15</b>	<b>1.15%</b>	<b>35</b>	<b>0.95%</b>
Pacific Islander	17	0.83%	-	0.00%	18	1.38%	35	0.95%
White	1677	81.92%	299	85.67%	1,007	77.40%	2983	80.64%
More than one race	23	1.12%	2	0.57%	8	0.61%	33	0.89%
<b>ALL POPULATIONS:<sup>6</sup></b>	<b>2,047</b>	<b>100%</b>	<b>349</b>	<b>100%</b>	<b>1,301</b>	<b>100%</b>	<b>3,697</b>	<b>100%</b>

## Data Mining

In what follows, we present some of the data for Fall 2018, Fall 2019, and Fall 2020. These data allowed us to create a more comprehensive profile of Indigenous students, which will subsequently be complimented with survey and focus group data our offices collected and analyzed this year (FY21). While we originally set out to do more demographic reporting on age, gender and zip code data among others, we are presenting only academic information. This is not because further demographic data was not important, but rather can be pulled in later and as necessary to conduct further analysis on Indigenous students' academic trends.

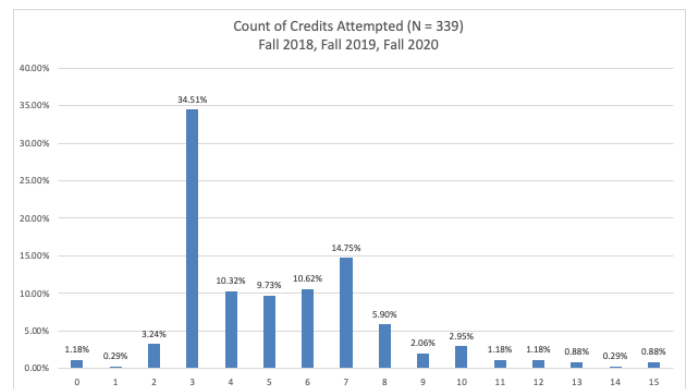


Figure 1. Count of Credits Attempted (Fall 2018, 2019, and 2020)

## Indigenous Student Profile at SLCC

### Credit Hours Attempted vs. Credit Hours Earned

In examining data for the last three Fall enrollment cycles (i.e., Fall 2018, Fall 2019, and Fall 2020), we found that the majority of Indigenous students, 69.91% attempt six or fewer credit hours per semester (see Figure 1). This is something that we need to investigate further as a college; what are the reasons why Indigenous students enroll in six or less credit hours each semester? Is it a lack of financial assistance provided by the College? Is it family responsibilities that prevent Indigenous students from enrolling in 12 or more credit hours? Is it a lack of student success support on our campuses?

We also analyzed the data for *Count of Credits Earned* and found a significant discrepancy between credits attempted and credits earned by Indigenous students. While a total of 339 Indigenous students attempted credits, only 226 students earned credits hours (see Figure 2). This means in that between Fall 2018, Fall, 2019, and Fall 2020, 113 Indigenous students who

<sup>6</sup> Total includes "non-resident alien and "unknown" student demographics

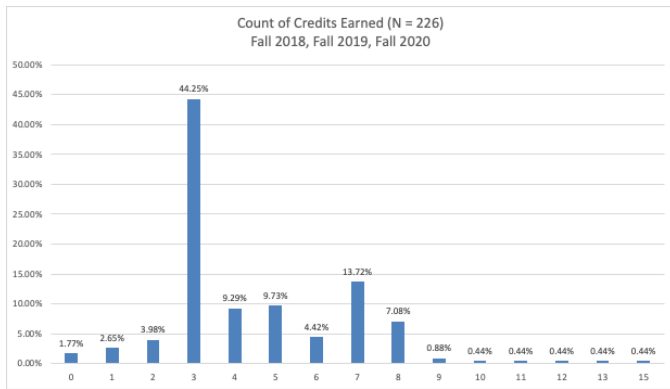


Figure 2. Count of Credits Earned (Fall 2018, 2019, and 2020)

attempted credit hours at SLCC did not earn credit hours. This is also concerning as it indicates a lack of support for the Indigenous populations of students we work with. These data can also be correlated with the Fall-to-Spring retention data (see Table 1) and Fall-to-Fall retention data.

*69.91% of SLCC Indigenous students attempted six or fewer credit hours per semester*

### Majors

We were also interested in learning more about the varied academic interests of SLCC Indigenous students and found out that the 15 more popular majors housed 236 out of 339 students enrolled in Fall 2018, Fall 2019 and Fall 2020. These majors included:

- General Studies: 59
- Business: 30
- Pre-Medical Health Sciences: 25
- Computer Sci & Info Systems: 22
- Plumber/Pipefitter, JATC-Appr: 14
- Criminal Justice: 12
- Plumbing, Independent – Appr: 11
- Pre-Health Sciences: 10
- Visual Arts- Animation: 10
- Education: 8
- Psychology: 8
- Engineering/Mechanical: 8
- Electrical, Independent – Appr: 7
- Architectural Technology: 6
- Film Production Technician: 6



Figure 3. Salt Lake Community College is located on the Native American shared territory of the Goshute, Navajo, Paiute, Shoshone, and Ute People. We honor the original ancestors of this land and also offer respect to our other tribal communities. We acknowledge this history to cultivate respect for and advocate with our Indigenous students and communities still connected to this land.

### Survey – Tribal Affiliation

In addition to data mining, our departments surveyed 21 students to learn more about the Indigenous student demographic representation at SLCC. Some of the questions included more demographic information, such as Tribal Nation affiliation, and other questions more specific to academic success, such as academic readiness and access to support services.

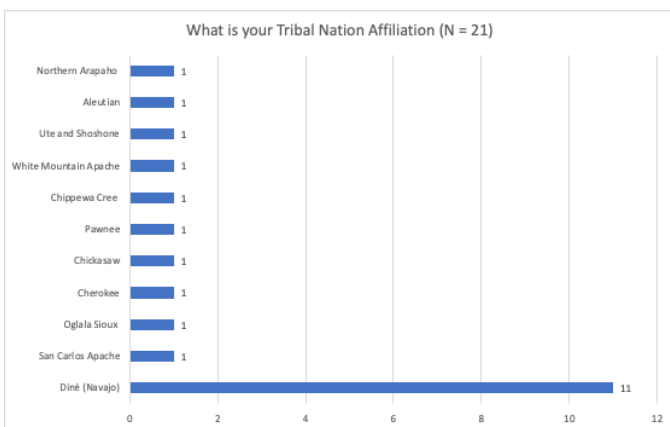


Figure 4. Tribal Nation Affiliation

When we inquired about Tribal Nation affiliation, however, we found that the majority of Indigenous students at SLCC are registered members of the Navajo Nation, or Diné (n = 11). This is also important to consider as we shape future programming to support students, including language revitalization programs, and Tribal Nation-specific events.

Indigenous students at SLCC are affiliated with Tribal nations from all over the land. When we inquired about Tribal Nation affiliation, however, we found that the majority of Indigenous students at SLCC are registered members of the Navajo Nation, or Diné (n = 11). This is also important to consider as we shape future programming to support students, including language revitalization programs, and Tribal Nation-specific events.

### Survey – Academic Readiness and Access to Support Services

When asked about academic readiness, Indigenous students who responded to the survey reported feeling very confident about their academic readiness to begin at SLCC (57.14%). A caveat here is that survey respondents are generally students who have persisted in higher education, are responsive to email inquiries, and/or involved on campus. Therefore, the data we collected might be skewed in terms of academic readiness.

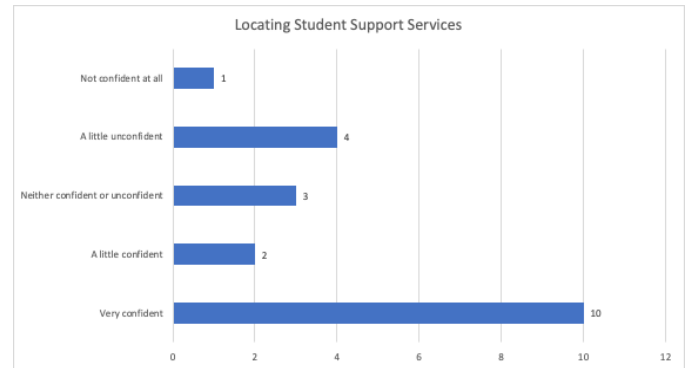


Figure 5. I am confident I know where to find student support services at SLCC.

In terms of access to support services, however, 52.38% of Indigenous students reported feeling “Not confident at all” to “A little confident” about where to access student support services at SLCC. This is also important, particularly with ODMA’s recent transition to having a PT MSSC who oversees Native American and American Indian student support and programming.

### Survey and Focus Group – Student Voices

In what follows, we provide some direct quotes from our survey and focus groups to highlight Indigenous student voices on our campus. We have prefaced these quotes with data labels to help us illustrate their experiences:

*52.38% of Indigenous students reported feeling “Not confident at all” to “A little confident” about where to access student support services at SLCC.*

- **Scholarships and Financial Aid:** [We need to] have a better understanding where we, as Native American [students], can find scholarships.
- **Scholarship and Financial Aid:** I have reached out to my tribe about cost aid, but they are unable to help. I have been trying to figure out the next best step.
- **Student Support:** Send out a little bit more information about the types of support provided at SLCC through email.
- **Increase Institutional Support, Awareness, and Advocacy:** I think that SLCC has done an ok job at supporting my educational endeavors, I don't feel that I am a priority though, the fact that our Student Success Coordinator is only part-time gives me the feeling that I'm not priority. The Land Acknowledgement is a good first step, but I feel students need to know the true history about the land and the true history of what happened in the past, I know that will never happen, but I guess that's where I stand as a student and how I feel.
- **Negative Faculty Interactions:** [Student handled a personal situation in a culturally relevant way]. I was proud about it. You know, I put it out there. I was like, you know, I followed traditional Navajo beliefs, traditional Navajo religion, you know, that's what I follow strong.

## Action Plan (Use of Results/Improvements/Call to Action)

While the retention and completion of our historically excluded Students of Color falls on the entire institution, below are plans of action that ODMA and OSS will undertake as well as recommendations for the larger campus community to better support our Indigenous students.

### Action Plan

- ODMA was recently notified of the approval of a new full-time Multicultural Student Success Coordinator that was awarded through the internal budget process. ODMA made the decision to use the position to elevate our current part-time American Indian and Native American Coordinator to a full-time position. The position is currently being evaluated and we are aiming to have the position in place by August 1, 2020.
- Given the increased capacity the American Indian and Native American Coordinator will have this summer, ODMA and OSS are teaming up to provide a Summer Lunch and Learn event where we will invite all incoming

Due to Senior Director for Planning & Implementation by July 1, 2021

Indigenous students who have completed orientation. This event will give students and opportunity to connect with their peers, learn about support services, and introduce them to a larger community of Indigenous faculty and staff. We hope this early intervention and connection will support both the enrollment and retention of our incoming Indigenous students.

#### *Action Plan*

There is much SLCC can and should be doing to better support Indigenous students. Below is a Call to Action for areas outside of ODMA and OSS.

- As evident in this report, there are multiple ways of referring to and acknowledging this student population. Understanding the importance of language and how it can exclude students, an intentional effort should be made to identify common language and modify where necessary. Similar to the term *Latinx* and how the institution has shifted from *Hispanic* despite the federal designation, SLCC could do the same for Indigenous students.
- Given the low enrollment rate and numbers that are not reflective of the Salt Lake County population, an Indigenous student recruiter should be hired to do outreach in the community and provide initial enrollment support.
- Given the institutions intentional effort to capture identities including LGBTQ+ status and more accurate racial/ethnic backgrounds, the Admission's Application should similarly capture tribal affiliation. This quick question which would only be asked if a student self identifies as Indigenous will not only allow students to feel seen, it could also give us an opportunity to celebrate Tribal Nations at graduation in the same way we acknowledge states, countries and other demographics.

#### Other Notes: