Charge and Background

As the strategy lead, I was responsible for strategy implementation to include the following this past academic year:

A. Create an Emerging HSI Task Force, co-chaired by Richard Diaz and Dr. Kathryn Kay Coquemont, to include invitations to Emily Hernandez Alzamora, Dr. Lea Lani Kinikini, Dr. Sara Reed, Dr. Jason Pickavance, Maria Martinez, Mequette Sorenson, Jon Glenn, Leonel Nieto, Whitney Harris, and Alonso Reyna Rivarola

B. Expand Bruin Scholars program to approximately 100-120 participants and create opportunities for students on South City Campus and Jordan Campus, in addition to Taylorsville Redwood Campus. (first-year students, may backfill to second years)

C. Implement the CARE Team to support and intervene with first-generation students (many of them also students of color) with moderate risk scores in MySuccess, as determined through its predicative analytics.

D. Assess institutional performance under this strategy. Working with the data science and analytics office, identify and analyze key metrics and how they align to the larger institutional goal of closing the completion gap through targeted student support. Specifically, analyze data specific to fall-to-spring retention, fall-to-fall retention, and student success as defined by selection of program of study and trajectory towards program completion.

E. Identify and present critical, strategic decisions that must be made by College leadership to successfully implement the strategy.

Updates on areas A-C are included below in indexes A-C, respectively. Area D has been incorporated throughout the indexes and other pieces of this report. While area E has been occurring in an ongoing way, additional ideas for critical, strategic decisions are included in the Recommendations section below. Additional movement forward includes the completion of campus welcome banners in different languages, the addition of sexual orientation and updated gender identity questions on the admissions application, and murals across multiple campuses representing the experiences of Students of Color.

Approach

"I saw a dual and dueling history of racial progress and the simultaneous progression of racism." Kendi, p. x

"We must recognize that racism lives here, despite the fact that we are racially diverse. In recognizing racism, we have to understand how racism manifests on college campuses, because it often manifests in ways that are embedded within the positive things on campus." Garcia, p. 60

Critical questions for Executive Cabinet and all of campus to consider:

- What if SLCC moved forward with the understanding that all of us are both fighting against a culture of racial discrimination, while also maintaining unconscious biases that inhibits the success of our students?
- Does SLCC prioritize racial comfort over racial progress? In that, while we truly want to serve our students of color in transformative ways, we are unable to do so because we delay, stop, or redirect conversations when white colleagues begin to feel psychologically unsafe while discussing race, instead of exploring why they feel that way (e.g. white fragility and privilege).
- What do we currently consider race neutral policies, practices, and beliefs that are actually creating barriers for our Students of Color to find success at SLCC?
- Do we center the experiences of Students of Color in the institution's strategic conversations, and are the right people at the table to be able to accurately represent the experiences of Students of Color?

Challenges and Limitations

We have a history and current environment of expecting People of Color to love the U.S. and not criticize it, no matter how they are treated (e.g. Black people who were enslaved, professional athletes kneeling during National Anthem, look-how-far-we've-come statements). This dominant societal culture influences individual organizational cultures, like SLCC. How can we recognize our students, staff, and faculty who both love and challenge the processes, policies, actions, and ways of thinking endemic to SLCC, without seeing these people are negative disruptors? Based on the conversations I have had with community members, we must continue to work on how we react to staff and faculty who ask for change for racial equity and embrace them as disruptors in a positive sense, while also having the time to better explain the overall landscape in which we are working towards change.

Additionally, we as administrators must continue to acknowledge that when People of Color revise racist scholarship, ways of thinking, policies, or practices, dominant thinking leads to the belief that People of Color lack objectivity or insight as to institutional protocol or

priorities. Without meaning to, this implicitly supports the idea that only white administrators, faculty, and staff are properly restrained, educated, understanding of institutional practices enough to make meaningful changes for People of Color. Although this is not intentional, it is a culture that society has bestowed on higher education that we must dismantle. For example, the best way we can become a transformative HSI is to recognize our Latinx colleagues as some of the most knowledgeable to make recommendations. This may look like having a Latinx colleague chair or co-chair a West Valley Campus initiative, as opposed to simply having Latinx staff sit on the committee whose agenda is set by white colleagues who chair it.

Recommendations

The recommendations that follow are based on what was learned while moving forward with the charge of creating an HSI Taskforce, expanding Bruin Scholars, implementing the Care Team, and assessing needs. The list is expansive, because I believe the work we have already been doing at the College can continue to build towards these changes. My intention is for these recommendations to be regarded as a menu of options, some that may come before others, in how we might act as a community to build upon the successes we have already achieved in the past two years.

Number	RECOMMENDATION BY THEME	INITIATIVE OWNER	EXECUTIVE SPONSOR
Institutional			
1.1	Create action plan for College leaders to discuss how to displace racial comfort in order to remove barriers towards racial progress.	To Be Determined	To Be Determined
1.2	Commit to using and generating understanding of racially progressive language (e.g. opportunity gap, minoritized students, etc.) through communities of practice and action.	Faculty Development, Staff Development, all College employees	Jeff Aird, all Executive Cabinet members
1.3	Require all program reviews to explore, identify, and make recommendations on where a department/program can transform policy(ies) or practice(s) to center our Students of Color in ways they have not previously been centered.	Data Science & Analytics	Jeff Aird
1.4	Add languages reflecting those with a lived experience similar to the historically	Human Resources	Jeff Aird

	underserved SLCC student populations in all College positions as a preferred qualification (unless it is added as a mandatory qualification).		
1.5	Create consistent opportunities for staff and faculty of color who are departing a role to have an exit survey or an exit interview with their supervisor, HR, the Chief Diversity Officer, or EMEC that specifically asks their perspective on where we can improve as institution in serving Students of Color. Create reporting methods to have this unfiltered information consistently documented, shared with relevant offices, and shared annually in an aggregate report.	Chief Diversity Officer, People & Workplace Culture, all supervisors, EMEC	Lea Lani Kinikini, Jeff Aird, all Executive Cabinet members
1.6	Create annual "State of Diversity" address and report to transparently share specific institutional equity and inclusion goals for the coming year, recognize the achievements of the past year, and provide key data and trends about our student body, in particular, the Communities of Color.	President's Office	Deneece Huftalin, Lea Lani Kinikini
1.7	Create institutional research agenda led by information from Students of Color (see 2.7) to generate new best practices, ideas, studies, and pilots to continually improve the institutional climate for historically excluded students.	Student Success, Data Science & Analytics	Chuck Lepper, Jeff Aird
1.8	Set an institutional goal of becoming a leader in higher education regarding best practices for serving Latinx students through cultural reflective and culturally enhancing programs, services, and actions.	Student Affairs, Institutional Effectiveness	Chuck Lepper, Jeff Aird
1.9	Reinforce bilingualism as a cultural wealth by ensuring important College documents are translated to Spanish and that translation is compensated if done by a College employee.	All College departments	all Executive Cabinet members

1.10	Focus 2021-2022 SLCC 360 on SLCC as an Emerging HSI and bring Dr. Gina Ann Garcia as the keynote speaker. Request Senior Leaders read Dr. Garcia's book before the event. Create working groups based on the shared knowledge discussed at SLCC 360 to help group how SLCC serves Latinx students.	Institutional Effectiveness, Senior Leadership Team	Jeff Aird, all Executive Cabinet members
1.11	Join associations for HSIs like the Alliance for Hispanic-Serving Institution Educators (AHSIE) and the Hispanic Association of Colleges and Universities.	President's Office	Deneece Huftalin
1.12	Create a full-time position for HSI initiatives and serve as an advisor to Cabinet on HSI issues. This position would lead the institutional work to becoming an HSI.	To Be Determined	To Be Determined
Student Affairs			
2.1	Fund a new full-time role so that each Students of Color population has at least one full-time Multicultural Student Success Coordinator.	Student Success	Chuck Lepper
2.2	Create multiyear plan to provide funding for additional full-time roles so that each historically excluded student population has Multicultural Student Success Coordinator support at a 300:1 student to MSSC ratio.	Office of Diversity & Multicultural Affairs	Chuck Lepper
2.3	Add languages reflecting those with a lived experience similar to the historically underserved SLCC student populations in all Financial Aid & Scholarships open positions as a preferred or mandatory qualification.[1]	Financial Aid & Scholarships	Chuck Lepper
2.4	Prioritize funding and institutional support for expansion of programs that successfully serve Students of Color (e.g. "warm welcome" collaboration between ODMA and Orientation & Student Success, Bruin Scholars, Care Team).	Student Affairs	Chuck Lepper
2.5	Create multiyear plan to establish independent identity centers for Black,	Student Success, Office of	Chuck Lepper

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[1] This may seem redundant to 1.4, but I believe is important enough to create a separate recommendation for.

	Asian American, Native American, Latinx, Pacific Islander, and Middle Eastern students.	Diversity & Multicultural Affairs	
2.6	Add to Multicultural Student Council position descriptions, the expectation that they examine all policy changes up for review and provide feedback as appropriate. Create outreach expectation for the Risk Management position that manages the policy review and feedback process.	Office of Diversity & Multicultural Affairs, Risk Management	Chuck Lepper, Jeff West
2.7	Create a joint staff-student taskforce to recommend ways to improve the institutional support for students with historically excluded identities.	Student Affairs	Chuck Lepper
2.8	Create institutionalized reciprocal benefits for multicultural student organizations who are often asked to take on representative roles for SLCC.	Student Affairs	Chuck Lepper
2.9	Create an Indigenous student recruiter position to do outreach in the Native American community and provide initial enrollment support.	Admissions	Chuck Lepper
2.10	Capture tribal affiliation on the Admissions application.	Admissions	Chuck Lepper
	Academic Affairs		
3.1	Focus 2021-2022 Pathways work on integrating and infusing diversity (with a special focus on race and ethnicity) into the curriculum of the reimagined gateway courses and other new Pathways initiatives.	Provost's Office	Clifton Sanders
3.2	Require all academic programs to create a plan that is shared transparently regarding how they will recruit more applicants of color for open faculty roles to better reflect the ethnic and racial ratios of the student population. Create assessment timeline to track the implementation of these plans.	Deans, Associate Deans	Clifton Sanders
3.3	Create cross-program opportunities for faculty to share and learn about ideas and best practices already implemented that	Provost's Office	Clifton Sanders

	culturally enhance the academic experiences of Students of Color.		
3.4	Create "open", non-credit bearing Ethnic Studies online course that explicitly focuses on the topic of race in the United States to allow for a free educational resource to help students learn more about history and culture underrepresented or missing in K-12 education.	Humanities	Clifton Sanders
3.5	Create a taskforce to identify how programs of study can better validate Students of Color's ways of knowing linguistically, culturally, and racially. Focus specifically on Latinx students in the first year of the taskforce.	Provost's Office	Clifton Sanders
3.6	Reinforce bilingualism as a cultural wealth by finding new ways to support core curriculum taught in a Spanish-English hybrid model or by creating sections of foundational courses to be taught in a hybrid Spanish-English format.	Deans, Associate Deans	Clifton Sanders

Appendix A

The charge: Create an Emerging HSI Task Force, co-chaired by Richard Diaz and Dr. Kathryn Kay Coquemont, to include invitations to Emily Hernandez Alzamora, Dr. Lea Lani Kinikini, Dr. Sara Reed, Dr. Jason Pickavance, Maria Martinez, Mequette Sorenson, Jon Glenn, Leonel Nieto, Whitney Harris, and Alonso Reyna Rivarola

The Taskforce made enormous headway learning about, setting framework for, and providing recommendations to set up SLCC as a future HSI. This foundational work included reading Gina Ann Garcia's book "Becoming Hispanic-Serving Institutions: Opportunities for Colleges and Universities", bringing in guest presenters from within the College, examining our Latinx student demographics, and making the recommendation for hiring a Latinx part-time researcher in Data Science and Analytics to help the Taskforce delve deeper into the Latinx student experience and needs to better guide future HSI preparation work.

Based on what was read in Dr. Garcia's book, the Taskforce believes it is important for more people at the College to understand the framework provided by her, specifically reflected in recommendations 1.10, 1.11, and 1.12 above. We also invite Executive Cabinet to read the

book in this coming year, so that we are operating from a shared understanding and can co-build a framework for success for the entire institution.

After our initial year's work, we recognize that not only do we need more student qualitative data, but also that we need a structure similar to what was created for Pathways to make this organizational change successfully. Like Pathways was charged to a person as their entire position originally to help centralize efforts and project manage the alignment needed, we believe becoming an HSI would be most successfully led by a new role whose focus is completely on the tasks associated with becoming an HSI. The Taskforce would remain as part of the group committed to this work alongside the formal position, similar to how Pathways was originally set up with both an Associate Dean being reassigned to the strategic day-to-day leadership and a CWT of individual contributors to help with the big lifts.

Additionally, I am happy to share that after petitioning VP Lepper and VP Aird, we are ready to hire a part-time researcher to aid in the qualitative student data collection to help us understand Latinx needs and opportunities for our institution. This position should be hired and beginning in the new fiscal year and the data collected will guide many of the next steps of this Taskforce in the fall, should Executive Cabinet support its continuation.

More recommendations regarding a culture supportive of Latinx students and the retention and advancement of Latinx staff and faculty include recommendations 1.4, 1.8, 1.9, 2.3, 3.5, and 3.6 from above.

Appendix B

The charge: Expand Bruin Scholars program to approximately 100-120 participants and create opportunities for students on South City Campus and Jordan Campus, in addition to Taylorsville Redwood Campus. (first-year students, may backfill to second years)

In alignment with the goals outlined in Strategy 10, the Bruin Scholars program in the office of Orientation and Student Success expanded to the Jordan, South City, and West Valley campuses during the 2020-2021 academic year. Through targeted recruitment efforts, and various partnerships, we were able to increase our total number of participants to nearly 150 students.

Recruitment efforts begun Summer 2020 through a series of virtual Summer Bridge programs designed for each of the unique needs of our students at all four sites. The three campus coordinators and their peer mentors each taught and created programing specific for their campuses. This work, alongside our ongoing recruitment efforts resulted in 122 new Bruin Scholars. When added to the 2019-2020 continuing Bruin Scholars from the Taylorsville Campus, we ended the academic year with approximately 146 total participants. We had a total

of 71 new Bruin Scholars join the Taylorsville and West Valley campuses; 24 new scholars join the Jordan campus; and 27 new Bruin Scholars join the South City Campus.

Highlights this year include the addition of a full time Coordinator to serve the Taylorsville Redwood and West Valley campuses. An individual who is fully focused on serving students at these sites, has helped drive the program's expansion. Another great new addition to the program is the texting platform, SignalVine. This program has allowed our Coordinators and Peer Mentors to connect with students.

We were also able to hold our first Bruin Scholar graduation celebration. We were able to celebrate seven students from the 2019-2020 cohort who are graduating from Salt Lake Community College. We plan to make this an on-going celebration as more of our Bruin Scholars graduate every year.

One of our major limitations this year was COVID-19. It made it difficult to expand in-person programing which has historically been a successful way of connecting with students, recruiting, and meeting student's needs. The Bruin Scholar Coordinators did a great job, however, offering multiple online options and activities for Bruin Scholars to attend but these events tended to have limited student participation. Despite this, we still surpassed our goal of participation, thanks to the diligent work of both the Coordinators and the Bruin Scholars leadership of Erin Stirling and Richard Díaz.

Another limitation we are beginning to experience is a high percentage of Bruin Scholars originating from the Taylorsville and West Valley sites. These numbers will continue to rise with the influx of PACE students and Summer Bridge students in 2021. It is fantastic to have these numbers; however, the numbers will quickly become unmanageable for one Coordinator to case manage. For the 2021-2022 academic year our focus will be to continue to support the success of the Taylorsville and West Valley cohorts, while also expanding the numbers and services for the Jordan and South City Campuses.

Appendix C

The charge: Implement the CARE Team to support and intervene with first-generation students (many of them also students of color) with moderate risk scores in MySuccess, as determined through its predicative analytics.

SLCC's Care Team was created this year to coordinate care and success interventions for selected SLCC students in a model where multiple offices across campus are mutually committed to meeting students' needs using shared processes and technology. The technology included the launch of the predictive analytics piece of MySuccess (Hobson's Starfish) and the piloting of texting platform Signal Vine. We began implementing individual behavioral

interventions through departmental case management for students of color whose MySuccess score fell in the moderate risk area. The departments leading the student case management and interventions and who also sit on the Care Team include:

- Orientation and Student Success
- Academic Advising
- Career Services
- Disability Resource Center
- Diversity and Multicultural Affairs
- Financial Aid and Scholarships
- Contact Center
- Health and Counseling
- Thayne Center for Student Life, Leadership, and Community Engagement
- TRIO & PACE Programs
- Dean of Students
- Other departments on an as-needed basis

The process the Care Team follows is illustrated in this diagram:

Success Scores created for students in MySuccess

Does the student have a moderate risk MySuccess score?

No → Students will be supported through the current mechanisms and structures

Yes ↓

Is the student a first-gen, and under-represented student?

No ↓ Students will be supported through the current mechanisms and structures

Yes → Is the student affiliated with any of these groups?
- International Students
- TRIO
- Bruin Scholars
- Exploring Students
- Athletes
- Online Success
- SLICE and CES
- Honors
- ODMA's Case Load
- Veterans

No → Student will be case-managed by Care Team

- Monthly Communication (P) (E)
- Success Plans (M)
- Individual Outreach (P) (E)
- Progress/Needs Surveys (M)
- Flags/To Do's (M)
- Referrals to ODMA, DRC, Health and Counseling, and Academic Advising (M) (P) (E)

Yes ↓ Leads of these programs will partner with Care Team to support students and strategize on interventions

Communication Channels:
(P) Phone   (M) MySuccess   (E) Email

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The Care Team meets regularly to determine communications, documentation, progress monitoring, interventions, and assessment regarding the case management of students. Interventions include welcome messages, monthly nudges, relationship building, creating networks of support, midterm check-ins, learning and tutoring resources, registration reminders, student surveys, MySuccess to-do items, one-on-one meetings, referrals, and drop and withdraw deadline reminders.

The assessment of the Care Team's work has primarily been focused on the retention of students from semester to semester. In Fall 2020, the Care Team case managed 1,300 students with an increased fall-to-spring retention of +3% as compared to their non-case managed peers. For Spring 2021, the Care Team case managed 1,200 students and assessment is still coming through from Data Science and Analytics.