

## **Student Affairs Program Review**

### **Office of Diversity and Multicultural Affairs Self Study 2023**

#### **EXECUTIVE SUMMARY**

##### **Overview**

On many college campuses, the struggle to gain institutional support for multicultural centers – in terms of space, resources, budget, staffing, etc. – itself has become a test of higher education institutions’ commitment to underrepresented and underserved communities. While Salt Lake Community College (SLCC) does provide specific courses that enroll students interested in race, ethnicity, gender and economics, the need for centers that focus on marginalized students is immense as such physical and social spaces augment social justice frameworks by educating the collective student body on how to identify and confront inequity that directly benefits both campus and community, starting with a self-reflection of campus then looking outwards. SLCC has ten campuses located throughout the Salt Lake valley and is the only community college in the state of Utah. The Office of Diversity and Multicultural Affairs (ODMA) serves all ten campuses with centers in three of them.

The Office of Diversity and Multicultural Affairs (ODMA) is a vibrant department representing the College as a resource for all while placing the experiences of diverse and historically marginalized students at the forefront. ODMA serves as dynamic learning spaces while coordinating intentional programming and opportunities to support all students regarding racial/ethnic, gender, sexuality, citizenship status, and intersectional identities towards inclusivity and equity. ODMA also facilitates multicultural initiatives with males of color, youth transitioning out of foster care, and students of color. The centers of ODMA are the Multicultural

Center at Taylorsville Redwood Campus, the Gender & Sexuality Student Resource Center at the South City Campus, and the Dream Center at the West Valley Campus. These centers annually educate thousands of Utahns. ODMA has been committed to diversity, equity, inclusion, and justice, offering a welcoming environment for immigrants of all nations and individuals of all backgrounds. SLCC is an emerging Hispanic-Serving Institution (HSI), with a 31% enrollment of minority students, majority who are Latinx, which is more than the state average of 23%. ODMA's successes reflect the hard work and dedication of their staff – removing barriers for students to pursue their goals.

### **Purpose and Goals**

The purpose of ODMA is to engage, support and advance an inclusive learning environment that advocates for equity and celebrates diversity, fosters respect, and elevates student retention and academic excellence. ODMA goals are to provide deep meaningful connections with underrepresented and underserved students in support of their academic goals. This is done through a high touch case management model implemented through assigning student cohorts to success coordinators using software that track students who show the most need. The goal is for student success coordinators to retain 50% of each student cohort onto the next semester.

Another goal is to provide physical spaces that are student centered with programming that provides and brings marginalized lived experiences to the forefront. Programming also promotes awareness among staff and faculty to support marginalized and minoritized student experiences. Lastly, ODMA advises student-led affinity clubs and a peer-mentor council that seeks to both engage students and prepare them through a social justice leadership pedagogy. The goal is to provide and support students to lead and transform campus environments through

social justice frameworks. These student-led groups provide students opportunities to engage in real-world experiences in a college environment that promote resiliency and efficacy through self-advocacy, activism, and collaborative leadership.

### **Supporting SLCC Mission, Vision & Goals**

ODMA strives to support SLCC's goals of increasing student retention through high touch contact and fostering a sense of belonging. ODMA supports the goal of equity in participation and retention because institutional barriers continue to exist, further hindering student completion. However, there has been some headway through collaborative efforts across the College in providing ODMA ways for removing a few barriers. One way is collaborating with other staff and faculty who can relate to the backgrounds and experiences of students the centers serve. This initiates the care, trust, and awareness needed to provide culturally relevant student support. SLCC seeks to be a model for inclusive and transformative education as an ambassador for strengthening communities through student success through higher education. ODMA supports the college's mission to engage and support students through genuine and authentic student engagement and support towards student success through retention leading to successful completion or transfer.

### **Assessment of strengths, areas for improvement, opportunities, and challenges**

ODMA implements student success through three pillars. The first pillar is facilitating impactful student engagement through one-to-one meetings. This is done through case management where specific attention is provided to students who show academic challenges assessed through a software platform referred to as the Behavioral Dashboard. Case management begins with success coordinators being assigned a cohort based on pre-determined attributes such as grade-point-average, course credits, racial/ethnic, gender, and/or citizenship status. Success

coordinators review and assesses the data to determine the level of engagement needed to support each student in their cohort. Support is manifested through coaching, mentoring, guidance, and/or providing referrals. If more support is needed, the success coordinator connects with the CARE Network that is led by the director for Orientation and Student Success. The CARE Network is made up various professionals across the College to determine how each area can work together with the student by creating a holistic plan for success.

All students assigned to success coordinators, both cohort and non-cohort, receive case management support. The case management model also involves connection points, which every student will receive contact from a success coordinator on a weekly basis. These contacts are invites to events, workshops, forums, trainings, referrals to campus resources, tips on academic success, and reminders of ODMA services and programs.

Some areas of improvement in this pillar are to identify ways ODMA can serve more students through case management. The ability to reach all underrepresented and underserved students on all ten campus is limited due to not having enough staff members. A daily challenge is the inability to provide one-to-one case management support to every student assigned to success coordinators. Currently, a success coordinator only has the capacity to impactfully engage one-to-one meetings with students who are in their cohorts. For example, a success coordinator may have eight hundred students who are assigned to them, but due to lack of staffing, the success coordinator can only meet with one hundred to two hundred of the eight hundred students who are assigned to them. Thus, success coordinators can only engage with a small number (cohorts) of the students who are assigned to them when they are admitted. However, every student that is admitted is introduced to their assigned student success coordinator. At that point, it is up to the student to engage with the student success coordinator.

However, student coordinators do proactively engage with students in their cohorts due to the limited resources. Here is a table that shows the ODMA high-touch case management model.

**Semester Timeline/Minimum Contact/Case Management Schedule**

<i>When</i>	<i>Target Population</i>	<i>Action</i>	<i>Responsible Party</i>
One month prior to 1 <sup>st</sup> day of class	Students on caseload who have not registered for classes.	Weekly contact until starts of semester to encourage & offer assistance with registration & FAFSA. For students who opt in to Signal Vine (students will be sent an email and text asking if they prefer) to communicate via Signal Vine) will receive a text message weekly. For those who do not opt in, will receive an email weekly.	All managers and coordinators
2 weeks prior to 1 <sup>st</sup> day of class	All students on caseload	Weekly phone calls to encourage & assist with registration & FAFSA.	All managers, coordinators, and peer mentors
2 weeks prior to 1 <sup>st</sup> day of class	Racial and ethnic student populations with lowest persistence data.	Hold targeted identity-based registration events. Weekly contact until first day of class to promote resources and services. This is done via email.	Assistant director, managers, coordinators, and peer mentors
Weekly when semester starts	All students on caseload	Weekly contact via text (for those opted in to Signal Vine) and email (for those who don't) regarding department and campus events, resources, and services.	Managers, coordinators & peer mentors
Within 1 week of student reaching threshold	Academically high-risk students (Cohort only) 3+ flag indicators in MySuccess (Starfish) or Behavioral Dashboard	1 <sup>st</sup> outreach is a text that will occur within the 1 <sup>st</sup> week student is identified as at-risk. If no response, next outreach is a phone call the 2 <sup>nd</sup> week. No response, 3 <sup>rd</sup> attempt is email the 3 <sup>rd</sup> week. No response then staff in CARES team reaches out for additional support.	Managers & coordinators
Bi-weekly per semester starting in week 3	Students (Cohort only) who have completed 30 credits (repeat process at 40, 50, & 60 credits)	Meet with students to discuss academic goals (i.e., graduation, transfer) and assist with next steps	Managers & coordinators

Another challenge is not having an established structure in place for success coordinators to work with faculty to better support the in-class experiences. As it stands, faculty members are not obligated to engage in any of the software ODMA uses to track student academic needs. Faculty members who opt in to participate in using the software and working as success coordinators has shown to be a positive impact with student experiences in the classroom. The CARE Network has initiated conversations with the college academic affairs, but a solid collaboration effort has not yet been identified.

A second pillar is programming. ODMA provides campus-wide events that involve both campus and local communities that celebrate and educate SLCC's diversity. ODMA also facilitates student specific events that involve peer-to-peer engagement and student success practices. ODMA uses programming to also develop a sense of belonging through safe spaces, collaborative spaces, and learning spaces throughout the centers. Programming is a great way for ODMA to celebrate the student populations we serve as well as provide cultural relevant education regarding marginalized and minoritized student experiences.

An area of improvement would be for ODMA to focus only on programming that is specific to student academic needs. For example, given the resources and supports ODMA currently has, the ability to provide campus-wide programming, while simultaneously providing student-specific events conflict with another due to not having enough staff and funding to provide the quality needed to effectively meet the institutional mission of inclusivity. This also deters from providing training, workshops, and events specific for students that can directly impact access, retention, and graduation that do not necessarily align with celebratory events of diversity and inclusion. For example, it would be more effective for ODMA to focus on student-centered programming without being the hub for the College to provide all programming

involving diversity, equity, inclusion, and justice. Lastly, this is also another role success coordinators are responsible for in tandem with case management. This is a challenge for success coordinators to provide effective case management services while having to also provide campus-wide programming which counter each other in a way that restricts how “hands on” they can be to really engage with students in a one-to-one case management model.

The last pillar is advising. Success coordinators also provide advising to student-led clubs, a student-led council, and program initiatives. This area of ODMA provides a deep and meaningful connection between staff and students. Many students engage in leadership and self-awareness practice that provide student engagement that reaffirm their identities and provide skills that enrich both their personal lives and professionalism in preparation for a life after SLCC. Many of the students involved in student organizations are provided tuition benefits or compensations. This also provides another element to student retention through financial support.

An area for improvement is to identify how student-led organizations can implement more strategic practices that provide students with academic resources through a peer-to-peer model. An opportunity in this pillar is for student-led clubs to find ways to collaborate with one another to build a strong network of peer support. A challenge is finding both tuition and financial resources for student leaders who are international or undocumented. For example, each president of a club or council is given a tuition waiver, but this resource is limited due to shortage funds and eligibility requirements that restrict undocumented and/or international students.

## **Background and Context**

This is the first program review for ODMA. Thus, there are no recommendations from previous reviewers mainly due to leadership transitions that has occurred several times through the past five years. However, the goal of ODMA that has stayed consistent with the current case management model is to provide individual student support based on aligning success coordinators to racial and ethnic groups to carry out practices that are both identity and culturally relevant to students. There were no specific numbers of students or other metrics to determine the effectiveness other than to determine a cohort number that would make it feasible for success coordinators to individually meet with students based on equitable workloads.

The new leadership has implanted a metric to identify cohorts and practices that focus on behaviors that indicate students who may be at-risk for stopping out. Within these cohorts, success coordinators triage and provide intensive case management support. Leadership is working on creating case management support for queer, women, and DACA/undocumented students. These are in primary stages with cohorts having been created and outreach has started. For students not in cohorts, we implemented the high touch model which allows opportunities for success coordinators and managers to still provide a level of connection. With these changes, case management continues to provide support that is identity based and culturally relevant to students.

ODMA has also been the central department for the college in providing and facilitating Heritage Months (e.g., LGTBQ Month, Latinx Month, Native American Month) for the college alongside other diverse celebratory events. These months involve cultural events planned by ODMA success coordinators who make a committee involving students, staff, faculty, and community members. ODMA also provides training for campus regarding cultural and identity



equity, justice, and social issues regarding students. The programming from ODMA has been regarded as a great service for campus and an on-going project.

Within the past five years, ODMA has added the Gender and Sexuality Resource Center (GSSRC) and Dream Center; along with some personnel additions. ODMA now has an Assistant Director, Managers for the GSSRC and Dream Center, success coordinators for Native American and American Indian students, and Asian and Asian American students. This has allowed us to have presence in five out of the ten campuses; instituting equity, diversity, and inclusion trainings, and further reach on campus and community through building coalitions to robustly serve students. Overall current goals show we are making progress since the incoming leadership. Our latest data at the end fall semester 2022 we have over 20% of students combined within cohorts completing their programs, the semester-to-semester retention rate is over 30%, and we are meeting students more frequently.

### **Description of Program and Services**

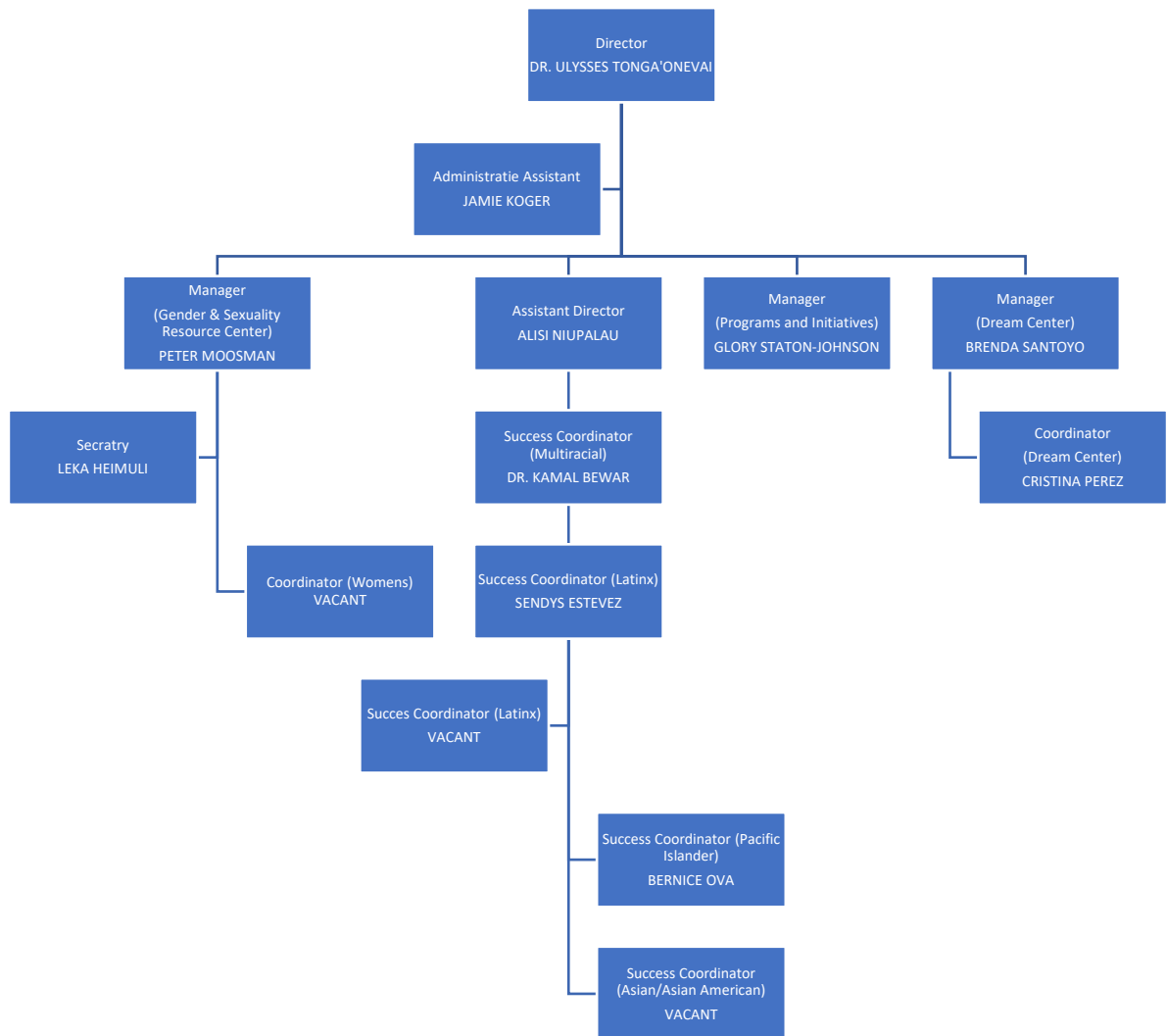
The primary purpose of ODMA is to provide access to underserved and underrepresented communities to pursue higher education within the greater Salt Lake valley. Once students are admitted ODMA looks to provide equitable and inclusive support towards helping them maintain their academic and financial eligibility by implementing individual academic plans while providing a sense of belonging to empower students to pursue their educational goals. ODMA does these through the following:

- Coaching – Identify and counsel students at risk of academic probation or falling out before mid-semester.
- Orientation – Manager, coordinator or peer will reach out to high-risk students throughout the semester to review, assess, and evaluate what next steps should be taken.
- Connections – Identify and counsel students who exhibit signs of failing to socially integrate into college through peer-to-peer mentoring, multicultural club membership, and engaging in ODMA student programming.

- Foundations – Monitor student participation for concerning trends, provide additional support specifically with high-risk students, identify factors that may be impacting students’ adjustment to college and performance in academic environment.

Below is the ODMA organization chart (as of December 2022)

ODMA is composed of 16 professional staff who are both full-time (f/t) and part-time (p/t), (non-student) status: 1 Director (f/t), 1 Assistant Director (f/t), 3 Managers (f/t), 1 Administrative Assistant (f/t), 1 Secretary (p/t), 9 Success Coordinators (6 f/t, 3 p/t), and 1 Student Service Assistant.



ODMA has three centers--Multicultural Center, Dream Center and the GSSRC--that all serve students, staff, faculty, and community. Multicultural Center is staffed with six success coordinators with a focus on racial/ethnic, multiracial, refugee, and immigrant student backgrounds. This center provides identity-based case management, programming, and club advising that also align with student backgrounds. There are success coordinators for the following student demographics:

- Black/African American and African
- Latinx
- Multiracial/Refugee/Immigrant
- Native American and American Indian
- Asian and Asian American
- Pacific Islander

This center also facilitates multicultural initiatives focused on specific demographics such as men of color (Brother 2 Brother), students of color (Somos Mas) and young adults in foster care (TAL - Transition to Adult Living). Lastly, the Multicultural Center also hosts the social, meeting and study space for the following multicultural student clubs:

- American Indian Student Leadership (AISL)
- Asian Student Association (ASA)
- Black Student Union (BSU)
- Global Connections and the Kurdish Club
- Lucha (Co-advised with Orientation & Student Success)
- Pacific Unity Association (Pacific Unity Association)

Another student organization under ODMA is the Multicultural Student Council (MSC) which is a student led and organized entity facilitated in collaboration with ODMA. This council is tasked to advocate and represent marginalized student experiences and bring those voices to the forefront to ODMA leadership who then work in tandem to address the concerns or needs. This connection provides awareness of student experiences and advocates for campus transformation related to equity, diversity, and inclusion within the college.

The GSSRC provides resources and support for LGBTQ+ and Women students. This center is staffed with a manager who carries out the goals of the center and works closely with ODMA's director regarding the center initiatives. The center also has a secretary who provides administrative support, and a coordinator who focuses on specific woman initiatives such as support groups and other supports for success at the college. Currently, as mentioned above, both the manager and coordinator will not be implementing case management specific to the demographics they serve. Moreover, the manager is co-adviser to the student club Queer Student Association (QSA), and the center services a social, meeting, and study space for students. The manager and coordinator work in tandem to provide programming specific to the student populations the center serves. The center is also a hub for the local community where collaborations occur involving advocacy, equity, and justice work and where students can have a space that is catered to both their academic and personal needs. The GSSRC is a new space for the college and has provided the college with opportunities to support underserved and marginalized students in ways the college was not able to prior. This includes student advocacy, tailored mentoring, and a space for belonging and collaboration.

A third function of ODMA is the Dream Center. This center provides support and resources for undocumented students (with or without DACA (Deferred Action for Childhood

Arrivals)) and members of mixed-status families to access and navigate the college towards completion. The center is led by a manager who oversees the goals and works closely with the ODMA Director regarding the center initiatives. The center also has a coordinator who provides individualized coaching, mentoring, guidance, and scholarship support. The manager co-advises the Lucha student club and programming designed to educate the campus community regarding policies, procedures, and experiences with undocumented and mixed-status students. The manager and success coordinator work in tandem to provide programming specific to the student populations the center serves. The center is also a hub for the local community where collaborations occur and where students can have a space that caters to both their academic and personal needs. The Dream Center is new and still in its infancy. It has provided the needed space to provide both campus and local community with the support and resources with college access for disenfranchised communities. The center has become a beacon in the local community and has aided many who would not have the support to access higher education if it were not for the center.

SLCC has the most racially and ethnically diverse student population in Utah. This is both an opportunity and challenge for the college. The opportunity is it shows the college is providing post-secondary education opportunities for the local community and the student demographics match the community. The challenge is providing culturally relevant and equitable services, resources, and facilities that are conducive to the diverse student population that do not replicate the issues that reside in predominately white institutions. The college's strategic plan involves equity, diversity, and inclusion student initiatives. One of the strategies--Achieve Equity in Student Participation and Completion--is an area ODMA contributes the most to the college's goal of reducing the equity gap. ODMA supports the current undertaking with the college

becoming an emerging HSI, given that most of the underserved racial/ethnic student population at SLCC identify as Latinx. ODMA currently has one 1 full-time staff member dedicated to working with this population.

Another contribution to the college's retention and completion strategy of closing the equity gap is that the GSSRC provides tailored support for our LGBTQ+ students who continue to experience bias with faculty in the classroom and campus facilities such as bathrooms.

### **Review of Resources**

ODMA's main funding source from the college is the Education and General (E & G) allotment that is renewed every fiscal year. All staff positions are funded out of E & G as the primary source. There are two positions that get a small portion from student fees and the other from the college's School of Technical and Professional Specialties. Below are the areas where E & G is allocated besides what is allocated for staff.

- Programming
- Technology
- Professional Development
- Communication
- Travel
- Facility needs
- Student needs

ODMA is given an annual budget from the Arts & Cultural Events grant at the beginning of the fiscal year to support college-wide events. Diversity programming involves events throughout the academic year that celebrate and educate the campus through engaging students

in what the college calls “Heritage Months” that focus on student identities and cultures present at SLCC. Here are the Heritage Months:

Month	Theme
September 15 - October 15	Latinx Heritage Month Taste of Diversity
November	American Indian and Alaska Native Heritage Month I Stand with Immigrants Dia De Los Muertos
January	Martin Luther King Jr.
February	Black History Month
March	Women's History Month
April	Undocu Month
May*	Asian American & Pacific Islander Heritage Month
June	Muslim Heritage Month
June	LGBTQ+ Pride Month Juneteenth

To support staff in carrying out their responsibilities, we each have a laptop, desk, or a phone in each center, and a few have iPads due to the function of their role. Each center also has an iPad to help with check-in and other student gathering info we ask when meeting students who enter our center. Each center has desktops, an extra laptop or two for student use, large television screens and copiers/printers.

As mentioned earlier, ODMA does not have any data to identify prior financial or staff resources as a starting point to identify a trend. This is now being implemented with new leadership implementing metrics to analyze case management effectiveness, programming and advising in meeting ODMA and the college's strategy for closing the equity gap. After enough data is gathered it could be analyzed and evaluated to assess a five-year plan. We are also with hopes that after this internal and external review we will have a more robust plan for future operations in closing the equity gap in strides.

During COVID-19 many in-person student services were cancelled or postponed. However, individual student meetings, student organization meetings, and events continued and were offered via both virtual and in-person methods. While these were on-going, there were items that were cancelled due to lack of attendance. Creating additional formal processes and structures for case management, programming and advising is where we are striving to improve. For example, case management is somewhat a new undertaking for ODMA even though individual student meetings is a service. However, a review of the current model that focuses on student cohorts with academically at-risk students is needed to assess the appropriate practices that align with the college strategic plan with the current staffing and resources available. Another is to evaluate the effectiveness of how student cohorts are assigned to success coordinators based on identity to see if these cohorts meet the state of equity, diversity, and inclusion in higher education. Another is to identify staffing resources. One option is to spread the work of the director and assistant director with an additional of assistant director position. Also staffing needs in both the GSSRC and Dream Center is an area for improvement. For the GSSRC, currently the center only has one full-time staff member. Having one or two more full-time staff members will expand the center's capacity to provide more individualized student



meetings. More full-time staff will also allow the center to provide more support to the campus community regarding training and programming.

For the Dream Center, an improvement would be to get dedicated funding for it. Currently the center does not have its own funding and shares its funding with the general ODMA funds. With the past two years, ten-thousand dollars has been allocated for the centers yearly budget. As such, the center is searching and advocating for other funding streams with the college, community, and private sectors. These are not sustainable and directly impact how the center can support students year to year. Another challenge is staffing. Adding at least one or two more staff members will allow the center to provide more training and programming to support the college's access and retention efforts. To add, the Multicultural Center currently has a success coordinator that is part-time, but a need for equitable student support, would be to see if this position should transition into full-time.

For programming, ODMA is currently the on-campus entity that provides events for the college and community, while having to balance programming specific to the students it serves. This function proves to be challenging given the amount of work that goes into providing quality events that is also part of a success coordinator's role. The hope to assess the effectiveness of balancing both the unique needs of campus programming along with managing the workload that comes with case management. Another area for assessment to review is the collaboration for advising. Currently, ODMA collaborates with the Thayne Center in facilitating student clubs. Multicultural clubs are housed in the Thayne Center but advised by ODMA. This presents a challenge for students regarding identifying the direction for them to seek support and resources with advisors. Advising is also another addition to the role of success coordinators. In the future,

we could increase efficiency in all 3 of these areas with more staff resources and utilizing campus partners in more cohesive engagement.

In terms of cost, given that each student by population based on demographics are not the same, for example, the Latinx population is by far larger than the Native American and American Indian population, what does equitable support look like?

### **Metrics and Data**

For data collecting tools there are few methods by which ODMA gauges their impact. The main methods are data analytics. ODMA uses a Behavioral Dashboard that pulls data from MySuccess (Starfish) and Banner on students who are assigned to a Success Coordinator's student cohort. Students who show academic concerns are flagged using a metric that informs the Success Coordinator to engage with the student as a triage for support. MySuccess is the main software used and ODMA's Director and Assistant Director pull reports based on student meeting frequency, student retention, and student completion metrics that are composed internally. ODMA also disperses annual student surveys regarding services and resources to understand student needs and experiences in real-time. ODMA then uses this data to adjust to student needs. Another is ODMA uses a sign-in process at each of its centers to track how many guests come to the center and attend events. ODMA hopes to continue these gauges and to utilize the suggestions from the external review.

### **Relationship with Other Functional Units in SLCC**

ODMA collaborates with on a regular basis with a few departments throughout the college. Below is a table of those departments/offices we collaborate with and the topics.

Department/Office	Topic
Admissions	Recruiting and access: Collaborating on high school conferences and directed

	recruiting strategies with specific demographics.
TRiO	Retention and graduation: Collaborating on services and events that support first-generation students.
Thayne Center	Retention: Collaborating with events, student leadership, and student club guidance and funding.
Financial Aid	Access, retention, and graduation; Collaborate with workshops for prospective students and current students on how to apply for financial aid & scholarships. Another is to identify funding that supports student leaders with tuition and undocumented & refugee students with tuition support.
Orientation & Student Success	Retention: Collaboration through programming/case management that provides high impact practices and student engagement opportunities. Others is focused orientation & scholarship support.
Career Services	Retention and graduation: Collaboration efforts with student staff interns, job search, career readiness & transfer support.
Center of Health and Counseling	Retention: Collaboration with finding funding support for students to access services and culturally specific approach to services.
Academic Advising	Retention: Providing cultural relevant support to students and helping with students who are in academic probation. More ever collaborating with workshops for student course scheduling.
Equity, Transformation & Justice	Access, retention, graduation: Collaborating on funding and efforts to transform the college climate to more inclusive and equitable.
People, Workplace & Culture	Training: ODMA provides faculty and staff training to provide knowledge and awareness for professionals working with a diverse student body.
Stem Learning	Retention: Proving ODMA with free tutoring services for students pursuing STEM programs.

Community Engagement	Access: Collaborating with community organizations who work with diverse students to inform them about ODMA services.
Writing Center	Retention: Collaborating with events and providing student academic support.
Dean of Students	Retention: Collaborating with efforts in helping students with basic needs, filing discrimination and misconduct issues & events to educate the student body with equity and inclusivity issues.

**Peer and Best Practice Comparisons**

An in-state peer department is at Utah Valley University (UVU). UVU has a remarkably similar department set-up to ODMA. However, where they differ is having staffing that separates club advising and programming for example. This practice provides a more robust approach to both organization effectiveness for staff to dedicate themselves to specific initiatives. An out-of-state peer institution is Portland Community College (PCC). PCC is structured similarly to ODMA in having several centers under their umbrella Multicultural Center that have several staff members and provide focused assigned programming. A third comparison is Tarrant County College’s case management model that approaches students through a holistic approach that involves academic, personal, and wellness needs to be part of the success plan. All these peer institutions have reported retention rates improved by implementing these best practices.

Currently, ODMA has been focused on student retention. The total student cohort in ODMA is close to 1,000 students. However, keep in mind this does not take in the number of total students ODMA works with closer to 8,000. Due to staff capacity limits and departmental resources, this is the amount we can deeply impact. Within this student cohort there is approximately 30 % retention rate of students' semester to semester and staff are meeting about 75 % of their students each semester. Since COVID-19, student events have been well attended,

averaging fifty students affiliated with ODMA. ODMA has sixteen student staff positions, and all are filled but two. Three of these student staff are in their second year and will be graduating Spring semester 2023.

ODMA strives to meet the college's standards with equity and justice by individually allowing lived experiences and knowledge of marginalization to exist and guide our professional lens as well as how we engage with students. ODMA leadership also encourages staff to participate in the various committees and projects around campus that transform the professional culture. Another is ODMA seeks to provide professional development support that considers both strengths and needs for improvement to promote the best practices in working with students. Another is ODMA seeks out student thoughts regarding how the centers can be a conducive space for equity and justice. Moreover, ODMA has a student council, Multicultural Student Council, that is the voice for students regarding equity and justice.

The pillars ODMA is currently implementing with case management, programming, and advising are all founded on an equity and justice framework. Currently, the ODMA team is training on how to be social justice advocates through Critical Race Theory (CRT) practices. The goal is for every ODMA staff member to advocate for equity and justice as a responsibility in their individual roles. ODMA looks to recruit both professionals who identify and understand the demographics we serve, and also with a specific knowledge of student advocacy. With this, staff look to implement programming that is critical and counter to dominant perspectives that are deficit.

### **Summary Analysis and Conclusions**

ODMA is focused on alignment with college goals, values, and strives to support them. ODMA consistently reviews and utilizes national literature and resources to guide student

services and resources. Moreover, doing the same for professional development and organizational standards. ODMA has a robust structure in place to support student success. The most developed is programming; however, this area is still in need of assessment given the campus ask to support students of marginalized experiences with events that look to serve various stakeholders. Case management is on track but is still underdeveloped and can use an evaluation to help reinforce a model that is more comprehensive. With advising, this may not be a huge area of concern other than assessing the role of ODMA as advisors. The challenge is to find a balance as to how ODMA can carry out these pillars in the most effective way to support student success. However, the overall goal for ODMA is to support the College with closing the equity gap. As shown across higher education in general, historically marginalized racial and ethnic students continue to show the lowest college going percentage. Once they are in, they show the high attrition. As such, it is with the upmost importance that ODMA can find better ways to support students once they are at the College to authentically support their educational endeavors that can have positive impact for generations to come.

This review is a step towards that. It is ODMA's hope that what has been discussed in this report will help identify more equitable ways ODMA can support SLCC's mission, vision, values, and goals for the community they serve. Potential next steps to identify if the case management model in place is what is needed, if not what are other models that can provide deep one-to-one student engagement for retention. Another is to identify ways ODMA can provide its staff with a better approach with programming and event planning. Lastly, ODMA continues to identify areas of improvement in equity and justice organizationally.