

Strategy 10 Recommendations

Introduction

Salt Lake Community College strives to be “a model for inclusive and transformative education, strengthening the communities we serve through the success of our students.” This is because Salt Lake Community College knows and upholds that a diverse community enriches everyone’s educational experience. As Utah’s only comprehensive community college and most diverse institution of higher education, we are uniquely situated to positively impact the lives of historically underserved students.

In order to fulfill our goal of inclusive excellence, it is pertinent to acknowledge the framework of higher education in which we operate. Most institutions of higher education were not built for Black, Brown, or Native peoples. Often, the land that colleges are on were colonized, leading to indigenous erasure. Additionally, whether directly or indirectly, systems were historically in place, which excluded people of color from accessing higher education as students and only allowed them on campuses as no-wage or low-wage workers.

This history creates a color-evasive context to higher education, where a status-quo structure privileges ways of knowing that the majority group holds and diminishes knowledge of people of color due to pre-set values based on an unacknowledged, exclusionary history. In its current context, higher education access for students of color has outpaced the creation of new college structures, policies, and practices to lead to intercultural congruence for a diverse student population. Specific to Salt Lake Community College, this national issue is evidenced in our increase in representation of students of color, but our continued battle to mitigate the completion gap between them and their white peers.

To better serve students from diverse cultures and perspectives, Salt Lake Community College strives to be an agent of change within the current landscape of higher education. To effectively achieve our aim, we must continue to identify and remove barriers to students’ success, uplift and celebrate the cultural wealth and experiential knowledge of our students, and create systems that feel less like a trap and more like a safety net. In doing so, we will uplift all students, not just those disproportionately impacted by historically exclusive practices.

Recommendations

SLCC created a strategic plan for 2016-2023 with the aim of achieving 1:1 equity in students of color participation (currently 0.96 : 1.00) and completion (currently -26%). The plan was updated in the summer of 2019 with new strategies. In this update, strategy 10 identifies the goal of closing the completion gap through targeted student support by designing support systems to help students of color and/or first-generation students navigate unfamiliar or potentially biased landscapes and processes. The following five recommendations support this strategy and are further described in this document.

- Expand Bruin Scholars Program
- Expand and Individualize TRIO Best Practices to Other Departments
- Create Marketing Plan About the Benefits of Summer Enrollment
- Require Student Affairs Departments to Provide Assessment Data Disaggregated by Race/Ethnicity
- Enact a New Strategic Plan for the Office of Diversity and Multicultural Affairs

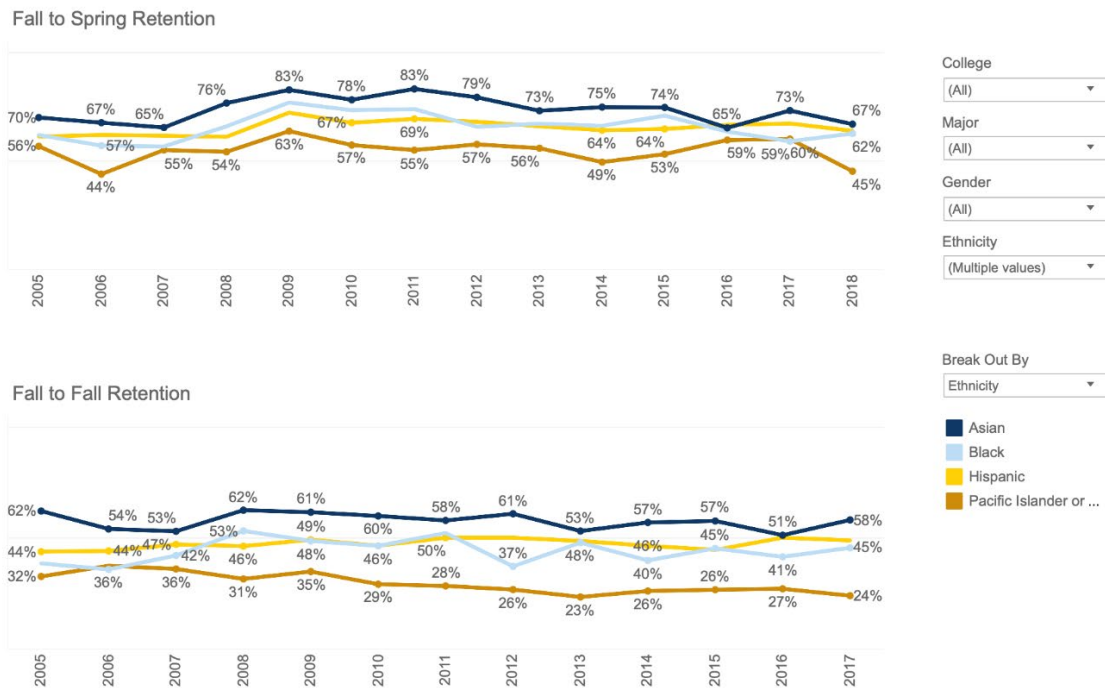
Recommendation 1: Expand Bruin Scholars Program

In October 2019, the First-Year Experience (FYE) Office was renamed Orientation & Student Success (OSS). This name change allows for expanded outreach and support of students to capitalize on the success FYE was having on first-year retention rates. With its new name, OSS staff will be able to work with students from their first year through graduation and also expand current best practices like the Bruin Scholars program.

Currently, the Bruin Scholars program includes a non-credit, online/in-person hybrid, summer bridge model (Bridge to Success) and a fall-semester course that is credit bearing. The summer bridge and fall class introduce students to other offices; opportunities for student engagement, leadership, and employment; campus resources; academic success tips; and financial aid and scholarships. Because of the program’s success, Bruin Scholars received support from [Park City’s Bright Futures program](#), which as of last year now requires their students to participate in Bruin Scholars in order to receive a Bright Futures scholarship.

Across the past five years (cohorts 2014, 2015, 2016, 2017, and 2018), all 282 participants were first-generation students, and 93% (262) of them also identified as students of color. The retention rates from fall to spring and from fall to fall were considerably higher than those of similar students as demonstrated in the following charts:

Table/Graph H-1
VFA Fall Cohort Retention
 Students are considered retained if they registered in the subsequent term indicated.



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Bruin Scholars	Fall to Spring Retention	Fall to Fall Retention
Fall 2014 cohort (n=70)	81%	58%
Fall 2015 cohort (n=79)	90%	72%
Fall 2016 cohort (n=56)	82%	75%
Fall 2017 cohort (n=18)	100%	77%
Fall 2018 cohort (n=59)	76%	TBA

Bruin Scholars currently takes place solely on the Taylorsville-Redwood campus and could have increased impact if it could expand to South City and/or Jordan campuses. The program is also a strong fiscal model, with current operations staying within an \$11,000 annual program budget. It is recommended that Bruin Scholars expand to South City Campus in fiscal year 2020 and expand to Jordan campus in fiscal year 2021. To do that, there would need to be an increase in program budget by \$11,000 each year, 15 additional tuition waivers per program expansion to support increased numbers of peer mentors and participation, and a new part-time specialist role for South and another eventually for Jordan, each budgeted at approximately \$21,000.

Recommendation 2: Expand and Individualize TRIO Best Practices to Other Departments

TRIO advisors help first-generation, low-income students determine education, career, and transfer goals using assessments. They provide tutoring, skills development, and financial and economic literacy workshops. TRIO advisors also provide financial planning assistance in completing financial aid and scholarship applications and monitor and track the students' progress. TRIO advisors keep files on all participants which include an Individual Education Plan (IEP) detailing short- and long-term goals and strategies, a financial plan, and academic and personal accomplishments. These students are placed in cohorts, and TRIO advisors track them for retention, graduation, and transfer.

Although these practices are not new, the ways TRIO programs organize and strategically implement their work yield high completion rates for their students. In coordination with her USHE Women's Leadership project, TRIO Programs Director Tung Thantrong will individually work with each Student Success department to provide consulting on how their team can implement TRIO completion strategies focused on increased access to success knowledge, better tracking and documentation by individual coordinators/advisors, and more detailed assessment of practices. The calendar for working with each Student Success department follows:

- January 2020: Career Services
- February 2020: Thayne Center
- March 2020: Orientation & Student Success
- April 2020: Academic Advising
- May 2020: Office of Diversity and Multicultural Affairs
- June 2020: Student Life & Leadership
- Future Departments Under Consideration: International Student Services & Veterans Services

Recommendation 3: Create Marketing Plan About the Benefits of Summer Enrollment

Continuous enrollment supports increased graduation rates, and the financial benefits of summer courses is particularly aligned with the needs of part-time students and students from low-income backgrounds. The Student Success unit will create a marketing plan to share the benefits of summer enrollment for all students and will particularly aim these efforts at students of color and first-generation students through intrusive advising and success efforts. A key partner in facilitating this outreach to students of color will be the new group of Peer Advisors in the Office of Diversity and Multicultural Affairs. Some of the ways the Student Success unit will highlight continuous enrollment will include:

- Information provided during orientation
- To do created in MySuccess
- Highlighting summer classes during Advising appointments
- Posters and table tents in key student areas (e.g. ODMA, TRIO)
- Spring calling campaign to students of color who are not already enrolled in summer classes
- Re-enrollment calling campaign to students of color who did not enroll in spring classes

Additional College efforts to increase summer enrollment (e.g. possible buy-one-get-one summer class) will be included in the discussions with and marketing to students.

Recommendation 4: Require Student Affairs Departments to Provide Assessment Data Disaggregated by Race/Ethnicity

Student Affairs departments are currently creating annual goals and assessment plans. Requiring these departments to provide disaggregated final data by race/ethnicity will help identify if departments should take a closer look at processes and procedures from an equity perspective.

Additionally, it is recommended that Student Affairs departments initiate a short student survey that is automatically sent to the student after a scheduled appointment takes place. These results will not only provide useful overall feedback, but the results could also be disaggregated by race/ethnicity to provide equity-related feedback in real-time. This could allow for quick re-trainings of staff, new ways to communicate messages, or a deeper dive into evaluating practices and procedures.

Recommendation 5: Enact a New Strategic Plan for the Office of Diversity and Multicultural Affairs

Students of color face unique barriers in society and throughout their college journey. Because of this, they often need extra support in navigating difficult landscapes or situations, or they may specifically seek out someone who racially, ethnically, and/or culturally identifies with them. To better support students of color and to provide an additional person in their success network, Multicultural Student Success Coordinators (MSSCs) are responsible for the following:

- Assist students of color in enrolling and accessing resources at SLCC
- Advise student groups of color to support a sense of belonging
- Serve as liaison to Academic Advising, Financial Aid and Scholarships, and Career Services, among others, to make referrals and be a supporter for students of color in processing the information about meetings in those areas

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- Outreach to and support students of color on academic warning and beyond
- Outreach within the first semester that a student of color does not enroll to encourage them to come back and register for classes the next semester

Although much of the work the MSSCs may facilitate seem duplicative of other roles at the College, the reality is that becoming an equity-minded practitioner is an on-going and often mistake-laden process. The role of the MSSC directly responds to concerns that students of color consistently bring up about working with often well-meaning College professionals who still exhibit unconscious bias and create additional barriers or do not show appropriate attention to issues brought up by students of color. To address these concerns, it is necessary to have an advocate for students of color who understand and appropriately address the individual impacts of systemic and institutionalized racism, while concurrently re-educating staff in matters of diversity, inclusion, equity, and social justice. This action plan focuses on the advocacy for and support of students of color, though the education of staff and faculty is equally important.

The number of students who self-identify into these populations over the last five years are highlighted below.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Black/African American	715	583	597	628	655
American Indian/Native American/Alaskan Native	268	238	239	227	224
Asian American	1,130	1,068	1,122	1,125	1,087
Pacific Islander	344	345	379	348	310
Latinx	4,375	4,658	5,226	5,456	5,730
TOTAL	6,832	6,892	7,563	7,784	8,006

Although overall enrollment has decreased over the past few years at SLCC, the number of self-identified students of color has grown, primarily due to the consistent increase in the number of Latinx students. To further support retention and graduation, Multicultural Student Success Coordinators will case manage students of color in a supplemental manner to the Academic Advising case management for all students. ODMA and MSSCs will fully transition to using MySuccess tools for note taking, raising flags, giving kudos, creating tasks and to-dos, and sharing information across departments with key partners like Academic Advising to prioritize student outreach.

The designated connection points between ODMA and students of color are described below and follow three main objectives:

- Objective 1: Assist Students of Color in Enrolling and Matriculating
- Objective 2: Support Current Students of Color for Academic Success
- Objective 3: Re-enroll Students who Stopped Out

Objective 1: Assist Students of Color in Enrolling and Matriculating

Students of Color Need	#	Action Steps	Partners	Implementation Deadline
Sense of Belonging	1	1.1.1. After admissions, students of color receive welcome email to introduce MSSC and their contact information.	Admissions	June 2019 COMPLETED
	2	1.1.2. During all orientations, ODMA will be open with walk-in hours. This will be highlighted on the Orientation schedule.	Orientation & Student Success	June 2019 COMPLETED
	3	1.1.3. Campuses will have additional visible indicators showing our value of inclusivity (like the rainbow crosswalks or a land acknowledgment).	SLCCSA	October 2019 IN PROGRESS
Registration Support	1	1.2.1. Between Orientation attendance and the start of classes, ODMA will reach out weekly to students of color who have not registered for class yet.	Data Science and Analytics	June 2019 COMPLETED
Financial Aid	1	1.3.1. After admission, ODMA will reach out to students of color who have not submitted a FAFSA to see if they need help with financial aid and scholarships processes.	Financial Aid and Scholarships	March 2020

Objective 2: Support Current Students of Color for Academic Success

Students of Color Need	#	Action Steps	Partners	Implementation Deadline
Good Academic Standing	1	2.1.1. Students of color who go on Academic Warning will have the standard online intervention from Academic Advising replaced with a mandatory, face-to-face meeting with their Multicultural Student Success Coordinator to review their	Academic Advising	February 2020

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		academic, personal, and professional goals to create a plan to return to good academic standing. ¹		
	2	2.1.2. Students of color who are placed on Academic Probation will receive communications from their Multicultural Student Success Coordinator, including an email highlighting the importance and reasons that the student should meet with their Academic Advisor as soon as possible and post-meeting outreach to see if the student has any additional questions or wants to schedule a meeting with their MSC to debrief the information they received from their Academic Advisor. ² Communications will include additional support for students who have lost financial aid.	Academic Advising	February 2020
	3	2.1.3. Leadership from ODMA, Academic Advising, TRIO Programs, and Orientation & Student Success will meet monthly to jointly address case management and process issues to better support students' success.	Academic Advising, TRIO Programs, Orientation & Student Success	November 2019 COMPLETED
	4	2.1.4. ODMA will implement mid-term touchpoints, asking students of color to self-evaluate and self-report on their academic performance,	Academic Advising	January 2020

¹ Students who fall below a cumulative 2.0 GPA for the first time will be on Academic Warning and have a hold placed on their account by Academic Advising until they complete an online intervention. The reason that an online intervention is used instead of a face-to-face meeting with an Academic Advisor is due to capacity limitations.

² Students who fall below a cumulative 2.0 GPA for the second consecutive semester will be on Academic Probation and will have a hold placed on their account until they meet with their Academic Advisor.

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		so that MSSCs can provide support and interventions.		
	5	2.1.5. ODMA will create a recognition program that will award “study bucks” to students who self-report defined actions or habits to support their success (e.g. attending a professor’s office hours, studying, seeing an Academic Advisor). The study bucks will be able to be used in a store with items to also support academic and life success (e.g. grocery store and restaurant gift cards, gas gift cards).	Vice President of Student Affairs and Enrollment Management	September 2020
Understanding of Complex Processes	1	2.2.1. MSSCs will provide supplemental information as needed, such as how to report discrimination, how to access on-campus or in-community resources, how to appeal a decision or process at the College, etc.	Dean of Students Office	September 2019 COMPLETED
	2	2.2.2. ODMA will educate on topics such as financial literacy or creating a study plan. ODMA will also collaborate with other campus departments to bring culturally-relevant education to students of color like selecting a program of study, job searching and interviewing, prioritizing health and wellness, and leading.	Orientation & Student Success, TRIO Programs, Career Services, Counseling, Student Life and Leadership	January 2020
	3	2.2.3. ODMA will work with Orientation & Student Success to create monthly communications to students to educate on complex processes, important dates, and best success practices.	Orientation & Student Success	January 2020

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	4	2.2.4. ODMA will work with Orientation & Student Success to create communications and programs aimed at parents and family members of students of color to create better networks of support for their students.	Orientation & Student Success	January 2020
Registration Support	1	2.3.1. Current students of color will receive emails from their MSSC when registration for the next semester opens and consistent communications at intervals throughout the registration period if they have still not registered for courses.	Contact Center	June 2019 COMPLETED
Mentorship	1	2.4.1. ODMA will create a small-stipend structure to incentivize staff and faculty to advise cultural and ethnic student groups and ensure consistency of support for all multicultural groups.	Student Life & Leadership	September 2020
	2	2.5.2. ODMA will establish peer mentors to support students' sense of belonging, understanding of success strategies, and institutional navigation.	Financial Aid and Scholarships	January 2020
	3	2.5.3. ODMA will launch a staff/faculty mentoring program for students from historically underrepresented backgrounds.	Student Affairs, Council of Academic Deans, People & Workplace Culture	September 2020
Culturally-relevant Programs	1	2.6.1. ODMA will launch monthly programming to recognize and promote understanding and community around diverse identities. This programming will reflect heritage and history months, such as Black	Student Life & Leadership, Institutional Marketing	September 2019 IN PROGRESS

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		History Month, Women’s History Month, etc.		
	2	2.6.2. ODMA will launch programming to celebrate success and recognize achievements of historically marginalized student populations.	Institutional Marketing	January 2020
Institutional Change	1	2.7.1. ODMA will collaborate with Student Life & Leadership to work with College Leadership (VPSA, Provost, President) to create an open forum every semester so that the they can better understand the experiences of students of color inside the classroom.	Student Life & Leadership, VPSA, Provost’s Office, President’s Office Academic Deans Council, Institutional Marketing	January 2020
	2	2.7.2. ODMA will regularly conduct meetings with students of color to share aggregated experiences with Academic Deans and College Senior Leadership.	Senior Leadership, Council of Academic Deans	January 2020

Objective 3: Re-enroll Students who Stopped Out

Students of Color Need	#	Action Steps	Partners	Implementation Deadline
Registration Support	1	3.1.1. Once the drop/add period ends, students of color who have not re-enrolled for the current semester (and not graduated or already informed the College of other plans) will receive outreach from ODMA. This outreach will focus on re-enrolling at the College the next semester and finding resources to remove individual barriers the student may be facing.	Registrar, Contact Center, Academic Advising, Career Services	February 2020