



Student Services Annual Highlights 2011-2012

Department Name: Multicultural Initiatives

Dash Board Indicators:

Program	2011-2012	2010-2011	2009-20010	2008-2009
Diversity Hardship Tuition Waivers (TWNID)	24 Awardees Total AY= \$22,990 Ave. Cum GPA: 3.36	21 Awardees Total AY= \$22,680 Ave. Cum GPA: 3.36	21 Awardees Total AY= \$20,574 Ave. Cum GPA: 3.39	25 Awardees Total AY= \$21,303.75 Ave. Cum GPA: 3.34
Diversity One-Time Cash Scholarships (SSDIV)	No longer allocated	0 Awardees Total AY= \$0 Not Allocated	0 Awardees Total AY= \$0 Not Allocated	16 Awardees Total AY= \$8,246
Multi-Ethnic Student Orientation	51 Attendees All students*	53 Attendees All students*	29 Attendees 13 Students*	25 Students
Multicultural & Diversity Programming Committee	Budget Management and Coordination now under ACE Total events: 15+ \$23,084.19	Budget Management and Coordination now under ACE 10 Events Final figures not available	15 Events 1,600 Attendees \$26,725.88	10 Events 1,650 Attendees \$21,502.67
Diversity Peer Leadership Program—Supplements PAL (TWDIV)	10 Tuition Waivers Fall GPA: 2.86 Spring GPA: 2.96 Cum. GPA: 3.18	7.5 Tuition Waivers (out of 10 given) Fall Ave. Sem. GPA: 2.45; Spring Ave. Sem. GPA: 2.94	10 Tuition Waivers Ave. Cum GPA: 2.78	8 Tuition Waivers (5 Full Year, 3 Fall Only) Ave. Cum GPA: 2.78
Student Service Committee/College Peer Mentors	3 Tuition Waivers Fall GPA: 2.70 Spring GPA: 2.88 Cum GPA: 3.21	4.5 Tuition Waivers (out of 5) Ave. Cum. GPA: 3.61	4 Tuition Waivers Ave. Cum GPA 3.28	3 Tuition Waivers—Spring Only
Pathways Program (AKA Horizonte Project)	2011 Cohort: 58 (28—48%) 2010 Cohort: 12/38 (32%) 2009 Cohort: 6/27 (22%) 2008 Cohort: 11/37 (30%)	2008 Cohort: 14 (54%) 2009 Cohort: 9 (36%) 2010 Cohort: 17 (50%)	2009-10 Cohort: 31 2008-09 Cohort: 26 Persistence**: 09/10 60% (9); 08/09 29% (5)	2008-09 Cohort: 49 Retention: 53% (26)
Bruin Steppers—First Year Experience**	11/12 Cohort: 19 10/11 Cohort: 10 09/10 Cohort: 8 Persistence/Retention 11/12 13 (77%/92%) 10/11 10 (80%/100%) 09/10 5 (37%/100%)	10/11 Cohort: 19 09/10 Cohort: 9 Persistence: 2010 Cohort: 15 (79%) 2009 Cohort: 7 (48%)	09/10 Cohort: 21 Persistence: 61.9% (13); Retention: 95.2% (20)	N/A

* Smaller number of students due to two other orientations that occurred previous to the main orientation: Bruin Steppers—First Year Experience and Horizonte Project 19, Pathways Program Fall 24, Spring 8. Each of these had 19 or more participants (FYE: 19 HP: 56)

** Persistence is denoted by the number of students with a 2.0 GPA or better; Retention is denoted by the number of students eligible to return regardless of GPA. Base number is in this case is the number of students who completed the previous year for each cohort with the exception of the current year cohort

Programming or Service Highlights: (Please use bullet format.)

Ethnic Student Mentoring

- 100 surveys were administered at the Taylorsville Redwood asking students how best a mentoring program could meet their needs. As a result students requested a less formal format and one that was student-lead. The feedback received resulted in:
 - the creation of "The Hang-Out" during the Spring 2012 semester
 - over 25+ students attend on a regular basis
 - topics are brought up by the students in general and facilitated by student programming assistants

Multicultural Career Advancement Program (MCAP)@ South City

- Twelve outstanding presenters met with students to discuss how having a college degree was part of their success in getting where they are in their careers. Presenters ranged from Frank Layden (former Jazz Basketball coach) to Doug Murakami (State of Utah, Dept. of Alcohol Beverage Control director) to medical personnel from Salt Lake Regional Medical Center.

Ethnic Student Programming

Sky's The Limit

- Program's success in promoting preparing for college to juvenile youth as made this particular program a signature program.
 - Both college students and youth learn from each other in how to better communicate
 - Allowed college students to work as role models for the teens they meet
 - Allowed develop better listening skills and build trust with their youth

Standing United Health Care Fair

- Program was a collaborative effort between Multicultural Initiatives, Health & Wellness, SHAC, Hispanic/Latino Club, Coloring Outside the Line, and Black Student Union geared towards sharing the various health care disparities within cultural communities, resources on and off campus, and overall health care options.

Pathways Program (formerly Horizonte Project)

- Pathways Program is a collaboration between School Relations, Academic Advising, and Multicultural Initiatives as a retention tool for Horizonte students who are part of a grant-funded program (School Relations) Horizonte College Scholars.
- Fifty-eight Horizonte College Scholars enrolled at SLCC during the 2011-2012 year; 48% completed the academic year. See table below:

Horizonte Students Overall Progress at SLCC: Cohorts 2008-2011

Cohort	Original Number of Students	Current Average GPA of those still in school	Rate of Persistence (regardless of GPA based on original cohort group)
2011	58	1.06 (28)	48%
2010	38	2.03 (12)	32%
2009	27	2.20 (6)	22%
2008	37	2.20 (11)	30%

- Students were assigned a College Peer Mentor to work with in navigating their first year at Salt Lake Community College

Bruin Steppers—First Year Experience

- Nineteen students enrolled in the Bruin Steppers Program with 14 students (74%) enrolling for spring semester. Of those 14, thirteen students completed the academic year (93%). Of the entire group, ten students (53%) had a GPA of 2.00 or better. The average GPA for fall = 2.06; spring = 2.32; overall GPA = 2.40.
- 2010 Cohort: 53% Persistence Rate (10/19 students); overall GPA = 2.56
- 2009 Cohort: 26 % Persistence Rate (5/19 students); overall GPA = 3.23

Assessment Highlights: (Please use bullet format.)

Ethnic Mentoring Program

- Taylorsville Redwood Campus: 195 students attend “The Hang-Out” sessions during the Spring Semester. This style of programming was done as a result of the student survey done with 100 students on what type of mentoring program students would like to see done.
- South City Campus: The current program will be assessed to better serve the SCC students. The program will be revamped over the summer with a new program to be implemented in Fall 2012.

MCAP

- Taylorsville Redwood Campus: A survey was conducted on 100 students investigating what career exploration needs they would like addressed at the TRR campus. Results indicated that services needed were those already utilized and in place by the Student Employment and Cooperative Services as well as by Academic Advising. As such, to create a program similar to that used at South City Campus would duplicate current TRR programs.
- South City: Eight sessions were done each semester. The average number per session was 8 with some sessions having over 40 participants (Frank Layden and Salt Lake Regional Medical Center). Twelve presenters from various fields presented to students about their professional fields, the work involved and what was needed to get such positions in those fields.

Ethnic Student Programming

- Key programming developed and executed engaged SLCC students both on and off campus. Such programming included:

Due to Deans/Direct Report July 1st

- Sky's The Limit—113 students participated in working with the Juvenile Justice System as role models and mentors to 175 troubled youth.
- United Health Care Fair—collaborative effort with Health & Wellness, SHAC, Black Student Union, Coloring Outside the Line, Multicultural Initiatives and Hispanic Latino Club promoting awareness of health care disparities among the ethnic and diverse communities, especially in Utah. The event drew 122 participants.
- Diversity Business Day—Students participated in learning about startup business resources as well as training on how to lobby/advocate as individuals and observed how Utah legislature created laws.
- Wasatch 2040—A group of ten students participated in the planning of what the Wasatch Front would look like in the year 2040. Students worked with community members on various development committees projecting the impact of population growth on transportation, housing, business, local government, education, etc.

Pathways Program (Formerly the Horizonte Project)

- Fifty-eight students enrolled during the 2011-2012; of those 58, 28 (48%) students completed through the spring semester with a cumulative 1.06 GPA.
- Surveys collected (25%) indicated that:
 - 57% of the respondents knew very little about college before coming to SLCC
 - 100% of the respondents felt their level of knowledge would help them to be successful at SLCC
 - 93% of the respondents expected college to be an extension of high school, teachers to help them be better students in order to advance to the next level, and to learn the skills and information needed to be better students and challenge them to think in new ways
 - 93% of the respondents were satisfied with the quality of education they experienced being part of the Pathways Program (working with Academic Advisors, College Peer Mentors, Coordinators, etc.)
 - 71% of the respondents rated their experience working with their College Peer Mentor as being a good experience that taught them about being a better student, about the rigors of college, and liked working with their College Peer Mentor.
- Previous cohorts have persisted at rates between 22%-32% of the original size of their specific cohorts.

Bruin Steppers

- Bruin Steppers Overall Progress at SLCC: Cohorts 2009-2011

Cohort	Original Number of Students	Current Average GPA of those still in school	Rate of Persistence (regardless of GPA based on the original cohort group)

2011	19*	2.40 (13)	68%
2010	19	2.56 (10)	53%
2009**	19	2.70	26%

* Five of the Bruin Steppers were also Pathways Program participants. Of these five only one student persisted from one semester to another.

** Two students have graduated and one transferred to the university of Utah.

- The partnership between Developmental Education and Multicultural Initiatives has proven to be a successful one as the students in the program have benefitted from starting their college experience in a learning community that engaged them in seeking out sources they learned about as part of their coursework and collaborative projects. This experience has allowed students to continue utilizing such resources as well as continuing to work with the students they bonded with within their cohort.