

2020-2021 ANNUAL ASSESSMENT
SUMMARY OF RESULTS

Project (Assessment) Title

Analysis of individual experience of students of color at the West Valley Center and South City Campus compared to those at the Taylorsville Redwood Campus.

College-wide Strategic Goal

Strategy #10: Close the completion gap through targeted support

Assessment Overview

Our assessment will build on last year's results which began as an inquiry to understand the student experience at the West Valley Center as compared to students at the Taylorsville Redwood Campus. We found few differences in the enrollment metrics between students at the West Valley Center (WVC) and Taylorsville Redwood Campus (TRWD); therefore, we will examine this further by focusing on the Fall 2020 student success scores from MySuccess that were utilized by the Cares Team and focus on all students of color enrolled at the WVC and South City Campus (SCC).

Historically, underrepresented students face unique systemic barriers throughout their college journey, so we would like to identify emerging patterns through additional analysis. We will reanalyze the data to identify gaps and better understand the academic journey through a student lens. This year we will focus on student success scores through MySuccess, which analyzes forty-five metrics and codes each student based on those metrics. Using a tailored approach, we will create a survey to fill in the information. A collaboration between the North and South Regions will provide a cross-sectional representation of students of color at the West Valley and South City locations that will allow us to reflect on our practices and ways that we can be more inclusive as an institution.

Methodology (Plan/Method)

1. Requested the following information from Data Science and Analytics:
 - Enrollment data on students of color at WVC and SCC
 - Comparative dataset for Taylorsville Redwood students
 - Enrollment metrics including credit hours, zip code, credential/degree type, residency status, race and ethnicity, first-generation, GPA, gender and age
2. Requested Student Success scores for WVC, SCC, and Taylorsville Redwood cohorts.
3. Reexamined two of the original questions from last year's assessment:
 - a. How does the student experience at the West Valley Center and South City Campus compare to that of a student primarily enrolled at the Taylorsville Redwood Campus?
 - b. Do work and family responsibilities impact completion?
4. Added questions about persistence, intergeneration/multigenerational households and barriers to completion.

Timeline

- **October-November:** Obtained matching data from Data Science and Analytics and MySuccess for all students of color enrolled at WVC, SCC, and Taylorsville Redwood Fall 2020.
- **December:** Analyzed data and identified gaps with the help of Data Science and Analytics

- **January:** Analyzed MySuccess data
- **May:** Worked with Data Science and Analytics to refine metrics for secondary data request from four surveys ranging from 2015 - 2020

Results/Findings (disaggregated by race/ethnicity)

This assessment explores the relationship between race and ethnicity, credits attempted vs. credits earned, parental status, hours worked per week, and preferred campus to identify unique systemic barriers that impact the student experience at the West Valley Center, South City Campus and Taylorsville Redwood Campus. We utilized secondary data from three surveys conducted by Data Science and Analytics, MySuccess scores and comparative data. We concluded that since the information obtained through MySuccess constantly changes to provide a real-time overview of the student experience rather than providing an historical summary that it would not be beneficial to this assessment. Therefore, for this assessment MySuccess scores will not be included other than to provide anecdotal evidence.

Our initial question persists and is focused this year on students of color. “How does the student experience at the West Valley Center and South City Campus compare to that at the Taylorsville Redwood Campus?” Our aggregated sample size, comprised from data at the Taylorsville Redwood Campus, South City Campus, and West Valley Center is $n = 2,359$, which has been disaggregated with a focus on first-generation students and represents students of color (SoC) at these three locations. Note: The dataset for non-resident alien, which represents students with a green card, has been added to ‘unknown.’

Enrollment of Students of Color by Location

Students of Color Enrolled at TRWD, SCC and WVC			
Students of Color	Taylorsville Redwood	South City	West Valley Center
"n" = 2,359	1786	493	80
Hispanic	855	237	52
Asian	251	78	10
Black	254	69	10
Pacific Islander or Native Hawaiian	83	27	<10
American Indian or Alaska Native	58	19	<10
More than One	11	<10	n/a
Unknown	274	54	n/a

First-Generation Students of Color at TRWD, SCC and WVC			
Students of Color	Taylorsville Redwood	South City	West Valley Center
"n" = 1,391	1786	493	80
First Gen	1041 (58%)	287 (58%)	63 (79%)
Non-First Gen	311	110	<10
Unknown	434	96	11

Of the 2,359 students 1,391 identified as first-generation. To better understand the student experience, we disaggregated the data on the first-generation students by race and ethnicity at the three campuses.

First-Generation by Race and Ethnicity at TRWD, SCC, and WVC	
"n" = 1391	First-Generation
Hispanic	63.15%
Asian	13.67%
Black	12.63%
Pacific Islander or Native Hawaiian	5.21%
American Indian or Alaska Native	3.78%
More than one Race	.8%

Furthermore, more than half of our first-generation cohort identified as female. As we consider historically marginalized populations, greater support may be needed for our students who identify as first-generation and women.

Female First-Generation Students of Color at TRWD, SCC and WVC	
Students of Color	Females
"n"	768
First Generation	55%
Hispanic	63.15%
Asian	13.67%
Black	12.63%
Pacific Islander or Native Hawaiian	5.21%
American Indian or Alaska Native	3.78%

Demographics of Students of Color by Location

As displayed in the pie chart, the top three racial and ethnic groups at SLCC (Hispanic, Black and Asian) remained consistent across all three campuses and represented 1,816 students. However, the data indicate that although the groups remained consistent there was a 44 percent difference in those who identified as Asian and Black compared to the Hispanic student population.

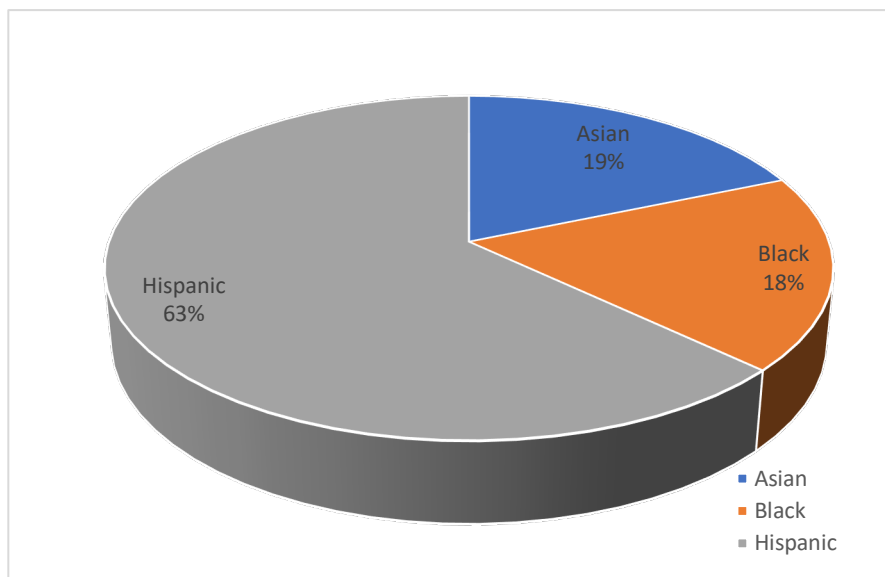


Figure 1 Top three demographics by percentage at Taylorville Redwood, South City, and West Valley

When compared to Salt Lake County demographics, non-Hispanic students of color are still significantly underrepresented at SLCC. In the strategic plan for 2016-2023, strategy ten indicates, “We must continue to identify and remove barriers to student success, uplift and celebrate the cultural wealth and experiential knowledge of our students.”¹ The cultural wealth and experiential knowledge of our students is an important component to understanding the changes to marked racial, ethnic, and gender disparities that impact the student experience at each of these locations to measure the college’s representativeness. Looking at these changes through the lens of cultural wealth may help us to learn how best to help students navigate their unique experiences in a way that promotes support and well-being and reduces barriers to persistence and completion.

In 2015 the Harris Poll conducted a national survey by the JED Foundation which concluded that compared to white students, students of color report higher rates of emotional distress in their freshman year and of keeping their difficulties to themselves. As stated in strategy ten, “Specific to Salt Lake Community College, this national issue is evidenced in the increase in representation of students of color, but our continued battle to mitigate the completion gap between them and their white peers.”² To better serve students we need to understand the difference in experience at the smaller sites compared to our larger campuses as a way of building on the initiative of targeted support.

Credits Attempted vs. Credits Earned

As we consider the average credits attempted vs. credits earned among students of color across all three locations was less than six (6) credit hours which is slightly lower than the institutional average of 7.410 (SLCC Data Science & Analytics dashboard, 2019). As we consider the targeted support that students of color might need, we know that a higher percentage of first-generation students are registered at the West Valley Center. The lower-than-average percentage of credits attempted vs. credits earned may indicate that there are barriers to success that may be impacting students at this location.

According to a report by the National Center for Education Statistics, even when controlling for factors like gender, family income, and educational expectation, part-time students do not keep pace with their full-time peers in both areas. Research also indicates that many part-time students are raising children and/or balancing work to afford college tuition.

¹ Completion Gap Strategies, *Strategy 10 Recommendations*, https://slccbruins.sharepoint.com/:w:/r/sites/Strategy10Closesthecompletiongapthroughtargetedsupports/_layouts/15/Doc.aspx?sourcedoc=%7B5F81B98A-2D1C-43D3-8620-B084A4BE8C74%7D&file=Completion%20gap%20strategies%20v.3.docx&action=default&mobileredirect=true&cid=ef71fd88-02fd-410d-852e-db86e86d8c8e

² Completion Gap Strategies, *Strategy 10* https://slccbruins.sharepoint.com/:w:/r/sites/Strategy10Closesthecompletiongapthroughtargetedsupports/_layouts/15/Doc.aspx?sourcedoc=%7B5F81B98A-2D1C-43D3-8620-B084A4BE8C74%7D&file=Completion%20gap%20strategies%20v.3.docx&action=default&mobileredirect=true, accessed May 6, 2021.

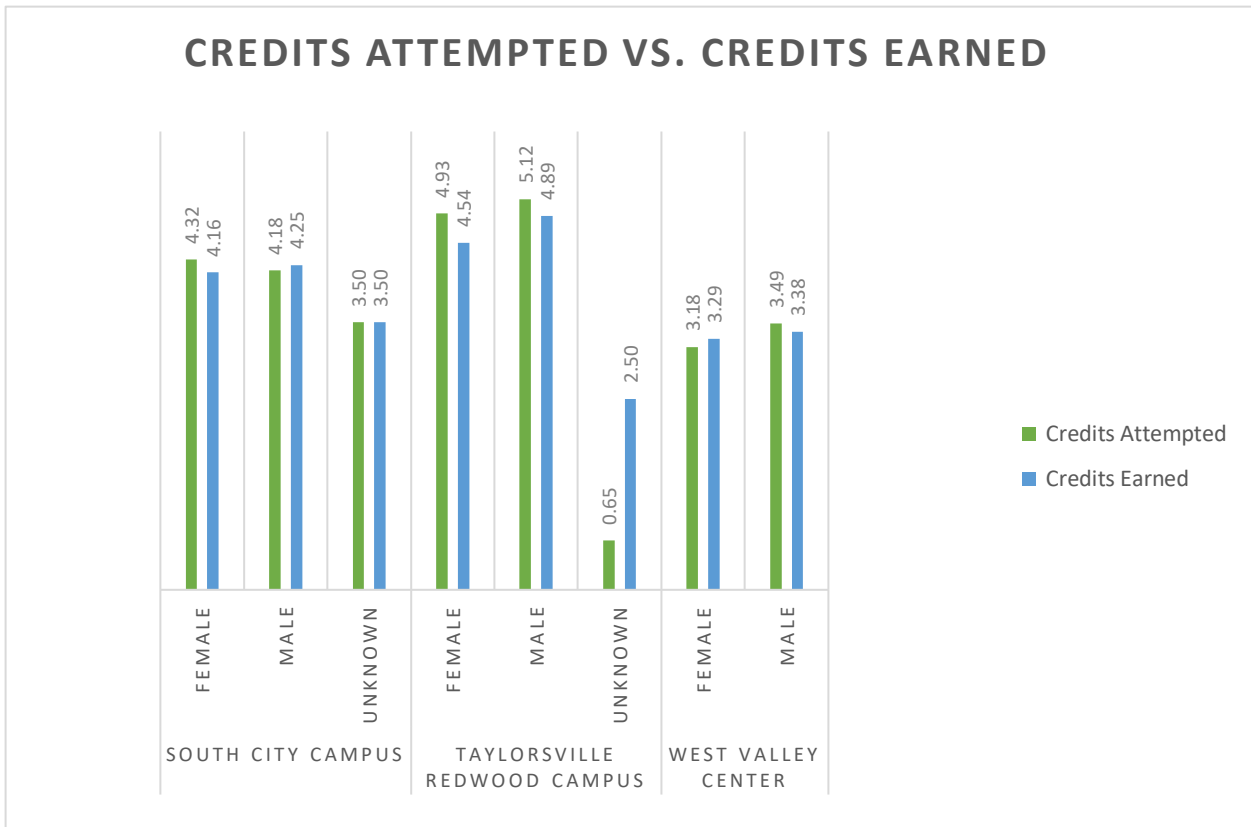


Figure 2 Credits attempted vs Credits earned at South City, Taylorsville Redwood, and West Valley

Secondary Data

The secondary data obtained from Data Science and Analytics represent data collected over the course of four years from four surveys: Graduating Student Survey 2015-2016, New Student Survey Fall 2018, Non-Returning Student Survey 2016-2017, Graduating Student Survey 2019, Non-Returning Student Survey 2019-2020, and New Student Survey Fall 2020. The data set is a representation of all student responses (not limited to students of color) from the Taylorsville Redwood and South City Campuses and the West Valley Center to gain a broader perspective of the student experience. These longitudinal data are comprised of responses from the following questions: 1) *New Student Survey*: Are you a parent/guardian with a minor child currently living with you?³ 2) *New Student Survey*: How many hours per week are you employed? 3) *Non-Returning Survey*: How much did the following factor relate to why you are not enrolled in the next term? Family-related situation (pregnancy, had a baby, marital status, etc.)? and 4) *New Student Survey*: If you could choose to take all your classes at a single campus (including online) which one would you prefer?

Although our assessment is focused on students of color, we opted not to restrict the secondary data to students of color since survey response rates are historically low, therefore allowing us to understand the holistic impact on students.

³ Note: The question, “are you a parent/guardian with a minor child currently living with you?” is also a question asked on the Graduating Student Survey.

Preferred Campus by Location

The data indicate that of the students who responded, the majority are attending their preferred campus. The numbers that stood out were the following: Of the 140 students that responded to the survey at the South City campus, 16 (11%) said they preferred the Taylorsville Redwood campus. Of the 558 students that responded to the survey at the Taylorsville Redwood campus, 76 (14%) said they preferred the Jordan campus and 63 (11%) said they preferred South City. Nine out of 15 (60%) respondents at the West Valley Center said they are at their preferred location.

Preferred Campus by Location			
n-712	Taylorsville Redwood	South City	West Valley Campus
Preferred Location	Location of Enrollment		
Herriman	3	1	-
International Aerospace/ Aviation Edu Center	-	1	-
Jordan	47	4	1
Library Square	1	2	-
Meadowbrook	2	1	-
Miller	16	4	-
Online	41	12	2
SCC	63	97	-
TRW	338	16	2
WVC	15	2	9
Westpointe	1	-	-

The data indicate that female students are impacted more than males regarding family responsibility and financial difficulty and that men are working 40 or more hours per week while going to school more often than their female counterparts. We know that marginalized students are historically students of color and we feel confident that we can infer that the same trends in data would hold for students of color at SLCC.

The data support what we knew anecdotally--that the student experience is different at the West Valley Center compared to that of a student primarily enrolled at the Taylorsville Redwood and South City campuses. We know that work and family responsibilities are impacting students of color, especially female students.

Secondary Analysis of Student Surveys at TRWD, SCC, and WVC			
n=1234	Taylorsville Redwood	South City	West Valley Center
Factors for Not Returning			
Family Responsibility			
Female (Major prob)	86	24	<10
Male (Major prob)	37	<10	<10
Financial Difficulty			
Female (Major prob)	141	39	<10
Male (Major prob)	94	14	<10
Work Schedule			
Female (Major prob)	53	<10	<10
Male (Major prob)	32	<10	<10
Hour worked per week			
Female 40+	114	18	<10
Female <40	136	27	<10

Male 40+	153	28	<10
Male <40	101	17	<10

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

Although there were many similarities among the students at each campus there were some differences that stood out. The most significant difference is that many female students of color are impacted by barriers that are impeding the completion rate at a significantly higher rate than their male counterparts. The data suggest that students at the West Valley Center do not have the same level of resources as those at the South City and Taylorsville Redwood campuses. While the Student Services teams work to balance this with one-on-one support there are still areas of support that are lacking. Many departments expanded services to include remote options and evening hours out of necessity during the COVID-19 pandemic which may be the “new” normal for student support moving forward.

As a way of evaluating the student experience at the West Valley Center and South City Campus we worked with Data Science and Analytics to see if some of the questions on the Non-Returning Student Survey and New Student Survey can be refined to provide a more comprehensive overview so we can continue to review secondary data at each of these locations to better understand the changes to marked racial, ethnic, and gender disparities that impact the student experience.

Specific actions to be implemented during the 2021-22 academic year include:

1. Collaborate with Academic Affairs, Community Relations and College-wide Scheduling Committee to expand SLCC’s footprint at the West Valley Center.
2. Explore further the needs among students at the West Valley Center and South City Campus and expand support through already existing connections, i.e., Dream Center, Bruin Pantry, and English as a Second Language (SATTs) with intentionality that reinforces the needs of the students.
3. Evaluate our departmental practices and procedures through a lens of equity and modify our training to move racial equity and inclusion from the periphery to the center of our work with staff and students. Training will facilitate a deeper understanding of difficult circumstances many students face. Areas of focus for training will include:
 - a. Registration appeals for undocumented students
 - b. Support for food insecurity
 - c. Identification of funding resources
4. Identify a space and/or digital signage at West Valley and South City for highlighting resources such as funding for undocumented students, funding for LGBTQ+ students of color, SNAP benefits, on-campus child care and child care vouchers, which will support developing a shared foundation of knowledge at each campus so that staff and faculty will be better equipped to support students.

Other Notes