
Annual Student Services Assessment Report

Multicultural
Initiatives
Department

2011-2012

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Student Services
Departmental Goals and Assessment Outcomes 2011-2012
Final Report Submitted: June 19, 2012

Department Name: __Multicultural Initiatives__

With the emphasis on the persistence and retention of students of color at Salt Lake Community College growing, Multicultural Initiatives has developed a number of initiatives geared towards addressing the needs of our ethnic students. In order to see the impact of these programs and services, our assessment plan will take on a more holistic look at what we do by assessing these initiatives utilizing the Student Services Learning Outcomes as our base. The information gathered will assist in preparing for the upcoming Program Review of our department as well as assist us in improving our programs and services for a better overall student college experience, academic and educational student success, and department growth.

Departmental Mission

Multicultural Initiatives Department works with the college community to provide a welcoming environment for culturally diverse students that promote leadership, freedom of expression and exchanging of ideals that enhance education, and personal and professional growth that leads to an improved quality of life.

Overall Departmental Goals Are:

1. Effectively promote all the department's programs and services and opportunities by collaborating with other departments, student organizations, and community agencies on activities, event and services.
2. Provide outreach to under-served populations in order to create an environment that is welcoming.
3. Assist students in learning and developing life-long social skills that promote civic responsibility and academic discipline that lead to retention and high graduation rates.
4. Recruit and develop student leaders, who will be able to build connections between the general student population and community at-large.

Departmental Goals for 2011-2012

1. Students utilizing Multicultural Initiatives programs and services will gain knowledge and understand human and cultural differences through various pathways.
2. Students utilizing Multicultural Initiatives programs and services will develop skills and knowledge that enhance their level of confidence that promote academic success.
3. Students utilizing Multicultural Initiatives programs and services will gain an understanding of and demonstrate the standards of professionalism and civility by engaging in the academic process and community events (e.g., Alternate Spring Break, mentoring programs, community volunteering, etc).

College Strategic Priority and Objectives

Priority #1: Enhance and Strengthen Quality Higher Education

Objective A: Implement a college-wide Student Learning Outcome Assessment program that integrates assessment of Student Learning Outcomes in academic programs, student services, and general education.

Priority #2: Improve Student Access and Success;

Objective A.) Increase student participation in varied and integrated learning pathways that meet their needs for flexible delivery and scheduling of higher education.

Objective C) Implement recruitment efforts to increase enrollments of targeted underrepresented groups.

Objective D.) Implement best practices to improve students participation in advising, learning support and non- curricular activities that are related to student persistence.

Methodology:

This year these assessment goals will be evaluated in the following manner:

- Create an observation rubric that gauges whether or not the goals were met in both a quantitative and qualitative manner. Staff will be instrumental in developing these rubrics for their assigned programs and services. (See Appendix A)
- Students will be asked to give their reflections on the impact, quality, and overall experience relative to participating in our programs and services. (Bruin Steppers, see Appendix B)
- Pre- and Post-tests will be administered, where appropriate.
- Vocabulary, knowledge quizzes, where appropriate.
- Periodic focus group discussions to analyze students' needs, perceptions, and expectations.

The following action plans for the various departments developed for each of our programs for 2011-2012 that assisted in addressing our assessment goals:

Bruin Steppers Action Plan:

Task	Description	Resources	Date Completed
Brochures & Mailings	Program Recruitment—Information brochures sent out with invitation letters to ethnic students placed into RDG/WRTG 0900.	MIC Staff, Mailing Services	Over 300 mailings. Last student enrolled in Program 08/29/11
Program Orientation	Program orientation introduces students to Learning Community instructors, program expectations, student interactions, and available resources.	Bruin Steppers Faculty, MIC staff	8/22/11 16 students attended.
LE 1900-001 Course	BSP—First Year Seminar: Course uses class activities, reflective journal writing, group community service projects, presentation development, and other	Student Services Guest presenters, MIC Director, non-profit agencies,	12/7/11

	methods to engage students and demonstrate level of learning.	etc.	
Focus Group	End of the fall semester: Students discuss the program and its impact on their lives as well as their overall experience.	Institutional Research interviewers	12/7/11; Results pending (IR)
Off Campus Student Activities	Opportunities that allow students to experience things they may not have had access to or exposure to as part of their overall learning.	MIC Director, SLCC and community theatre, local sites/facilities, etc.	Nov. 1-16 (LE 1900 Service Projects)

2011-2012 Cohort

This report outlines the progress we have had thus far for the Bruin Steppers Program—First Year Experience relative to the set assessment for 2011-2012. This program is administered through the Multicultural Initiatives Department in partnership with the Division of Development Education. A cohort of 19 students began the Fall 2011 semester in which consisted of:

- 0% African Americans (0)
- 10.5% Asian (2)
- 10.5% Caucasians (2)
- 58% Hispanics (11)
- 5.3% Middle Eastern (1)
- 5.3% Native American (1)
- 10.5 % Pacific Islanders (2)

Of these 19 students, two students withdrew (one enrolled for Spring 2012, part-time; one student returned to California to be with family) and a total of 15 students registered for Spring 2012. Over half (6 students) enrolled at full-time status, one student transferred to Stevens Henager College, one did not enroll for second semester and two are enrolled as part-time students.

Students' GPA breakdown for Fall and Spring semesters and cumulative GPA resulted in the following:

GPA Range:	Fall Semester	Spring Semester	Cumulative
4.0	1	0	0
3.0-3.99	7	6	7
2.0-2.99	2	4	3
0-1.99	7	3	7
Withdrew	2	0	1 W/1 D
Average GPA:	2.06	2.32	2.38

Of the 15 Fall semester returning students nine were eligible for and awarded the FYE Tuition Waiver for spring 2012. The remaining four waivers were distributed among members of the previous cohorts that met the eligibility requirements (2.0 GPA or better and enrolled for Spring 2012). What was unique about this cohort was that it included five Horizonte students from this year's group. Of these five students, one withdrew for Fall 2011 and dropped classes Spring 2012 and four students all had GPAs below 1.99 either in Fall or Spring semesters or in both semesters.

2010-2011 Cohort (Enrolled Fall 2011)

Nine students from the original 2010-2011 cohort of 19 students were enrolled for Fall 2011 with a total of 10 students enrolled for Spring 2012. Below is the breakdown of those attending the 2011-2012:

- 20% African American (2)
- 10% Asian (1)

- 20% Caucasian (2)
- 40% Hispanic (4)(1 student returned Spring 2012 from Spring 2011)
- 0% Native American (0)
- 10% Pacific Islander (1 student returned Spring 2012)

Student's GPA breakdown for Fall and Spring semesters and cumulative GPA resulted in the following:

GPA Range:	Fall Semester	Spring Semester	Cumulative
4.0	0	1	0
3.0-3.99	4	2	3
2.0-2.99	2	1	5
0-1.99	4	6	2
Withdrew/Dropped	0	0	0
Average GPA:	2.05	1.94	2.56

Currently there were nine students from this cohort enrolled in Spring 2012. Of these nine students, six received Bruin Steppers Tuition Waivers and five students are already enrolled for Fall 2012 courses.

2009-2010 Cohort (Enrolled Fall 2011)

Of the original 19 students from the 2009 cohort, eight (42%) were enrolled for Fall 2011 and five (26%) enrolled in the Spring 2012 semester. Below is the breakdown of those attending the 21011-2012 AY:

- 12.5% African American (1)
- 25% Asian American (2)
- 37.5% Hispanic/Latino (3)
- 12.5% Pacific Islander (1)
- 0% Native American (0)
- 0% Caucasian (0)

Student's GPA Breakdown for Fall and Spring semesters and cumulative GPA resulted in the following:

GPA Range:	Fall Semester	Spring Semester	Cumulative
4.0	1	0	0
3.0-3.99	2	1	3
2.0-2.99	1	2	3
0-1.99	4	2	2
Withdrew/Dropped	0	0	0
Average GPA:	1.99	2.41	2.70

Only two of the Fall semester students received tuition waivers for Spring semester as three students did not enroll for Spring semester (1 of these students transferred to the University of Utah at midyear), one student had a hold on their account, and two students' GPA fell below the 2.0 GPA requirement.

All students in the Bruin Steppers Program were kept abreast of Multicultural Initiatives or college sponsored events, and workshops as well as leadership, scholarship, internship, and employment opportunities through US mail and/or emails.

Pathways Program (Formerly Horizonte Pathways Project) Action Plan:

At the start of the academic year there were a total 58 students from the Horizonte College Scholars Program transitioning to Salt Lake Community College. To facilitate the process and to help ensure student success, the Multicultural Initiatives office, along with the help of the College Peer Mentors, developed a strategic plan. Below the tasks, timelines and available resources or activities have been outlined according to the plan:

Multicultural Initiatives

Task	Description	Timeline	Resources/Activities	Date Completed
Mailings	Bruin Steppers Invitational letter and brochure sent to HCS participants	July 6	Director, Printing Services, Mailing Services	8/8/11
Phone Calls	Call students fitting BSP criteria to invite them to register for BSP	August 1-3	CPMs	8/5/11
Post-Orientation	Staff and Mentors will meet with HCS students not part of the Bruin Steppers Program	August 16	School Relations, CPMs, departmental staff and volunteers	8/16/11 & 1/5/12 for new HCS transitioning to SLCC
Bruin Steppers Orientation* Only for those who are part of BSP	Meet with Learning Community instructors, discuss expectations, introduce group to each other and tour classroom buildings	August 22	RDG/WRTG BSP instructors, MCI director	8/22/11
College Engagement	Various opportunities to develop and implement events/activities that will engage the SCOPP students based on their needs.	2 times per semester	Student Life & Leadership, Clubs, Thayne Center for Service & Learning, CPMs, MCI director, CASP Advisor	Profiles in Diversity; Edward James Olmos Meet & Greet/Lecture Five students attended on-campus noon lecture with CPMS, four students used LAC Fitness Center regularly
Mid-Semester Check-up		Mid-October, Mid-March	Instructors, Academic Advisors, CPMs, tutors	October 30, March 30
Financial Competency	Workshop sessions, exercises will be conducted to assist students with managing their budgets, applying for financial aid, and locating scholarships as well	October-November	Financial Aid Specialist, CPMs, MCI director, SLCC Foundation specialist, banking specialist	September-October 2011 (subject covered in LE 1900-002 class) One-on-One sessions with CPMs

	as developing a financial aid portfolio			
Focus Groups	Focus groups will be developed to gauge how well students have acclimated to the SLCC culture and how it has contributed to their success	End of Fall term End of Spring term	Institutional Research, Academic Advisors, CPMs, MCI director	Fall semester NOT conducted; Spring semester focus groups set up, but no one showed for two different times or dates

College Peer Mentors

Task	Description	Timeline	Resources/Activities	Date Completed
CPM Assigned SCOPP students	CPMs will be assigned a group of students to connect with and follow up throughout the academic year	August 4	College Access Scholars Program Coordinator, MCI director	8/5/11; 1/6/12 Reassignments done based on which students came back and campuses students attended class
CPM Mentorship Training	3-hour seminar on mentoring techniques, role playing, resource building, etc.	August 5	MCI director,	8/5/11; Spring 2012 CPMs were assigned to MCI Coordinators, who took over training
Horizonte Post-Orientation	Provide small group discussions on college, pitfalls, getting involved, etc.	August 16	CPMs, MCI director, CASP Advisor	8/16/11
E-Portfolio Development	Assist students with developing their E-Portfolios.	September-February	CPMs, Library personnel, CASP Advisor	September-October 2011 (6 students); February-March CPMs had students create appointments, but were No Shows

Mid-Semester Check-up	CPMs reported to appropriate coordinator on how well they were doing with their assigned students and reported on any areas of concerns.	Mid-October, Mid-March	CPMs, tutors, MCI director	10/30/11 (Vast majority of students still reluctant to work with CPMs); 3/30/12 (About 17 out of the 35 students met with or called CPMs)
Activities, Events or Resources	CPMs assisted students in getting engaged in various activities, events and resources on and off campus.	Throughout the year	CPMs, SLL, Learning Center, Thayne Center, Health & Wellness, 211 Resources, Financial Aid, etc.	Vast majority of participants appreciated the information given to them, but few took advantage of campus resources

At the start of the Fall semester the Director had direct oversight of the program utilizing returning Student Service Committee members as College Peer Mentors (CPMs) as well as returning Peer Action Leaders (PALs). Training for the CPMs was conducted prior to the planned Horizonte Post-Orientation, but not for the PALs that were assigned to students later at the start of the semester. Those students were trained by both the CPMs and director within the first two weeks of the semester. The latter group had challenges in committing time to the mentoring piece as their duties and activities were already assigned for the PALs department and PALs Program leaving little time for further training and contacting of students. Because of this, the mentoring of the students suffered. By Spring 2012 both the Taylorsville and South City coordinators relied heavily on Student Service Committee students and college work study employees with the duties and responsibilities of mentoring, contacting, interacting with, and engaging the Pathways Program students. In the Spring there were 25 returning students and seven new Pathways Program students.

Over 1200 hours of staff (2 Academic Advisors, Multicultural Initiatives staff, College Peer Mentors, and College Work Study employees) was dedicated to this program alone for Spring 2012. In addition, a simple survey was sent out to 56 students who had attended either fall or spring semesters. We received 14 surveys (25%) to date through US Mail or through following phone calls asking the questions over the phone. Identifiable information was collected on the surveys other than what semester the student had attended.

Surveys indicate that: (See Appendix B)

- Half of the participants attended both semesters (7)
- 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.

In addition to these rated questions, students were asked about their overall experiences, what resources or services helped them the most, what they liked/least about the program, what did they like about working with SLCC staff and what was their experience with their College Peer Mentors. Although there were several comments to these questions, common themes have emerged:

- Students attributed their success or good experience at SLCC to their College Mentors, Academic Advisors, teachers, or the Horizonte College Scholars Coordinator (Richard Diaz)
- Resources most mentioned in success: Study Skills workshops, College Peer Mentors, staff and the Library
- Appreciated that there were people at the College to help them navigate through their college experience.

Overall student indicated gratitude for the services the program provided. Although this is only 25% of the population surveyed and results seemed very positive. More work needs to be done to better serve all those participating in the program.

Mentoring Program (Female & Male @ Taylorsville and South City campuses)

Task	Description	Resources
Advertisement/Recruitment	Posters, handbills, brochures , etc.	Printing Services
Session Activities (6 at ea. campus)	Materials for sessions	Coordinators/student facilitators
Opening Social	Initial recruiting activity and program overview	Coordinators/student facilitators
Closing Event/Evaluation	Focus group evaluation of program	Coordinators/student facilitators Institutional Research
Student Incentives	Prizes	Book Store, Bruin Bucks

Taylorsville Campus:

Despite the extensive recruitment efforts, the student facilitators and staff coordinators found that students were not interested in structured and pre-selected topic workshops. This was also evident after a student needs survey was conducted with 100 students at the Taylorsville campus in November 2011. During the Fall semester only one male student attended one of the Male Mentoring workshop. The Female Mentoring program had on average of one student who attended the workshops. Listed below are the results of the programs' topics and attendance per session at the Taylorsville campus.

Fall 2011 Female Mentoring Program

Female Mentoring	Introduction	20-Sep	0	Despite recruitment efforts, students were not interested.
Female Mentoring	Gender Femininity	27-Sep	0	Despite recruitment efforts, students were not interested.
Female Mentoring	Diversity & Values Clarification	04-Oct	5	Despite recruitment efforts, students were not interested.
Female Mentoring	Abstinence, Contraceptives, HIV/AIDS	11-Oct	1	Despite recruitment efforts, students were not interested.
Female Mentoring	Picking the Right Partner	18-Oct	4	Despite recruitment efforts, students were not interested.
Female Mentoring	Sexual Identity	25-Oct	3	Despite recruitment efforts, students were not interested.
Female Mentoring	Sexual Assault: Implied Consent	01-Nov	0	Despite recruitment efforts, students were not interested.
Female Mentoring	Celebration	08-Nov	0	Did not have a celebration due to lack of student attendance.
		TOTAL	13	

Fall 2011 Male Mentoring Program

Male Mentoring	Introduction	09/21/2011	0	Despite recruitment efforts, students were not interested.
Male Mentoring	Gender Roles Masculinity	28-Sep	0	Despite recruitment efforts, students were not interested.
Male Mentoring	Diversity & Values Clarification	05-Oct	0	Despite recruitment efforts, students were not interested.
Male Mentoring	Abstinence, Contraceptives, HIV/AIDS	10/12/2011	0	Despite recruitment efforts, students were not interested.
Male Mentoring	Picking the Right Partner	10/19/2011	0	Despite recruitment efforts, students were not interested.
Male Mentoring	Sexual Identity	10/26/2011	1	Despite recruitment efforts, students were not interested.
Male Mentoring	Sexual Assault: Implied Consent	11/02/2011	0	Despite recruitment efforts, students were not interested.
Male Mentoring	Celebration	01/09/2011	0	Did not have a celebration due to lack of student attendance.
		TOTAL	1	

As a result of the information gathered from the survey, a different and more vibrant program was created for Spring 2012: *The Hang Out*, which was intended for them to share their voice and concerns in navigating their college experience. This program was held every Wednesday at 2:30 pm, when scheduling permitted. Initially the group met for an hour and because of its peer-lead format the group began to meet on average from 2-4 hours discussing various topics and issues of their choice.

Students reported they were happy with this program for the following reasons:

- Were able to share ideas and learn new perspectives
- Were encouraged to communicate feelings freely and felt accepted by others as they discussed difficult topics, such as racism and how they fit into society
- Learned more about race and discrimination through discussions as well as how to address these issues when confronted with them
- Felt they could discuss the importance of relationships
- Were exposed to different ideas and perspectives and learned them through the eyes of others

The findings of the students' responses to the survey conducted at the end of the Spring semester show that students did display interpersonal development, had acquired knowledge about various topics and issues, were engaged responsibly with each other and in the discussions, and developed cognitive skills. (See Appendix C)

All of these are part of the Student Services Learning Outcome indicators. A table of the attendance by session during the Spring 2012 semester is provided on the following page.

The Hang Out		
Date	Topic	# of Students
February 10, 2012 – Kick-Off at Zumba	Zumba	30
15-Feb-12	Introductions, Cultures, Foods	17
22-Feb-12	Discrimination	29
29-Feb-12	Racism, Judging Others	20
07-Mar-12	Status, Racism in Employment	7
14-Mar-12	Respect and Interaction	16
March 21, 2012 – Spring Break	Religion	0
28-Mar-12	Respect, Different Views, Cultural Differences	16
04-Apr-12	Roles of Men and Women, Double Standards, Communication	18
11-Apr-12	Cultural Backgrounds, Stereotyping, Difference Perspectives	15
18-Apr-12	Dealing with Racism	12
25-Apr-12	Social & Potluck	15
TOTAL Students		195

South City Campus:

Program Goal at South City Campus for the Male and Female Mentoring Program is as follows: Assist students to learn/understand various cultures (particularly within/out genders) and help them recognize their potential, areas of personal improvement and to act as positive role models to their peers, SLCC and the community-at-large.

In order to address this, a standard curriculum was adapted from *The Wise Guys: Male Responsibility Curriculum*® developed by the Family Life Council. The mentoring program outline used for both programs is listed below:

Session Topics
Introduction into MENTORING Program with timeframes and benefits of attending
<u>Session 1</u> – <i>Masculinity/Femininity & Gender</i> (Ch. 1: Masculinity & Gender, Ch. 5: Sexuality: What is it?)
<u>Session 2</u> – <i>Values Clarification and Diversity</i> (Ch. 3)
<u>Session 3</u> – <i>Healthy & Unhealthy Relationships</i> (Ch. 4: Communication & Listening Skills, Ch. 6: Healthy/Unhealthy Relationships and Ch. 7: Relationship Choices)
<u>Session 4</u> – <i>Stress & Anger</i> (Ch. 2: Stress/Anger Mgmt, Ch. 12: Alcohol/ Other Drugs)
<u>Session 5</u> – <i>Sex</i> (Ch. 8: Abstinence/Contraception, Ch. 9: HIV/AIDS & other Sexually Transmitted Infections, Ch. 11: Sexual Assault)
<u>Session 6</u> – <i>Fatherhood/Motherhood</i>

Review and Post Evaluation
Participants' Appreciation and Recognition Social

An average of six males and eight females attended the sessions provided. There were a variety of ethnic/cultural representation and student viewpoints. Due to the low attendance at these sessions, the Director and South City Coordinator will re-evaluate the format of this program at South City and may implement the program in a different format or eliminate it all together. This is supported by the results of student evaluations that stated they:

- Wanted a more informal room setup: wanted to sit in circles
- Wanted more student-related, student-lead topics
- Wanted more topics to discuss, given more direction and
- Wanted more people to attend

Diversity Peers (Departmental Peer Action Leaders):

Multicultural Initiatives is one of the departments that houses ten returning peers and incoming peers as part of the Peer Action Leaders (PALs) Program. As this program evolved over the last five years, so have the expected programming responsibilities and duties of the students assigned to Multicultural Initiatives. These students are responsible for culturally themed activities. Below is an outline of expected activities and duties.

These activities are in addition to those planned and implemented by the larger PALs group.

Monthly Activities

September/October	Hispanic Heritage Month	Jeopardy Game
October	Pride Month	Svc. Project
November	Native American	Jeopardy Game
	Escalante & North Star Elementary	
	Schools After-School Activities Day	Crafts/Games
	Food/Clothing Drives	School-wide
December	Breakfast with Santa (SLL Activity)	elves
January	MLK Celebration/Awareness	Various Activities
February	Black History Month	Collaborate with BSU
	Annual Taylorsville Senior Center Sweet-	Serve food, dance
	heart Dinner & Dance	with patrons
February/March	Asian Awareness Celebration	Jeopardy Game
March	Humane Society Alternative Spring Break	Walk dogs, help with cats
	Pacific Islander Celebration	Jeopardy Game
April	Disability Awareness Celebration	Assist DRC
	Pride in Academics	Assist MCI
Annual donations	Annual Senior Center Activity	

Note: Plasma Screen presentations have been developed and displayed for each of these month themes.

Listed below are highlights of some of the activities our Diversity PALs created, implemented, and/or assisted with:

- Escalante Elementary School - Worked with children in after school activities
- U of U Pow Wow - Volunteered and enjoyed working with the U of U students
- Sweethearts Dance - Was the highlight of the year and annual event. The PALS organized the event for the Taylorsville Senior Center
- Food Bank – Helped unpack and organize the food
- Pet Orientation – Helped with the Pet Adoption event
- SLC Mission Soup Kitchen – Helped feed the poor and homeless
- Bennion Elementary – Interacted with the children and conducted activities
- Pink Dot – Educated each other about transgender issues by dressing as the opposite gender
- Breast Cancer – Participated in the event and volunteered at the event
- Tree Planting – Helped with planning trees in the community

As a whole the 10 Multicultural Initiatives Department PALS completed over 1300 hours of service to both to Salt Lake Community College and the community at large. These students averaged of 2.89 Fall GPA and 2.96 for the Spring semester. As a whole, their cumulative GPA for 2011-2012 was 3.18 compared to the overall PALS peers' GPA of 3.28. Further, the students in this program were able to build on their leaderships skills.

Some of the challenges this group faced were:

- Working between two campuses and two coordinators as the director reassigned the duties of managing the departmental peers to the site coordinators.
- Consistently traveling between two or more campuses became too costly and curtailed full engagement in activities and events sponsored at these campuses.
- Meeting different reporting requirements between the two coordinators and the Program Manager. As a Program students were asked to log in all of their hours using the OrgSyn social media software.
- Due to departmental programming focus returning peers were unable to assist with mentoring Pathways Program (Horizonte students) as first expected.

Based on this year's experience in switching student teams from one coordinator to another for more exposure to the needs of each campus and the difficulties it caused, it is recommended that PALS stay at one campus throughout the year so there is consistency in the programming. In addition, encourage PALS to create their own agenda for the year and allow them to develop creative programming whenever possible.

Student Service Committee: (College Peer Mentors—CPMs)

As Fall 2011, the Student Service Committee became College Peer Mentors (CPMs) for the Pathways Program assisting Horizonte College Scholars transitioning to Salt Lake Community College. The goal of the College Peer Mentors is to promote, advocate, and provide the outlet for ethnic students to fully commit to their education through a support system inspiring a sense of pride within each student. In addition, CPMs assist students in E-Portfolio training, tutoring needs, and navigate their various pathways to success at SLCC. Below is a basic outline of expected tasks to be completed by the CPMs:

Task	Description	Timeline
Phone Bank	Calling assigned students as a "Welcome" call	Aug. 5-11
Opening Social	Horizonte Orientation	Aug. 16

Student Involvement Activities	Various activities ranging from movie nights, bowling, school games, etc.	Aug. 24-Apr. 25
Academic Development Workshops	E-Portfolio Development Workshops, Time Management Workshops, Tutoring, Academic planning sessions, etc.	Aug. 22-Apr. 25
Mentor Training	Student mentor training	Aug. 5
Mentor Development	Weekly sessions covering various mentorship issues and development of student activities	Aug. 24-May 1
Student Incentives	Student give-aways, Lunch with your Mentor, etc.	Aug. 24-May 1

Each of the CPMs (four returning Student Service Committee members) was initially assigned 13-14 students. As this number was too great to effectively meet the needs of the 50+ students enrolled for Fall 2011, the assistance of four returning PALs was enlisted. Unfortunately, due to the PALs' schedule and programming commitment, this arrangement was not effective for the Pathways Program. During Spring 2012, only 25 returning Pathways students and 7 new incoming students were enrolled. At this point a ration of 1:4 was created in order to have a better success with these students and oversight over the CPMs was delegated to both coordinators as there were CPMs assigned to specific campuses.

Challenges CPMs experienced were:

- Lack of student commitment to following through with referrals, tutoring sessions, or appointments in general
- Lack of overall student participation in various academic and educational workshops, events or activities. Some had time conflicts or outside obligations that were deemed more important
- Often student contact information found on Banner was not correct; many phone numbers were either wrong or disconnected
- Confusion as to why they (the students) needed a mentor at the college as many already had a mentor assigned to them at the high school

Strengths CPMs gained from their experience this last year:

- A better sense of working with low-income, first generation college students
- Better communication skills in working with both students and the coordinators in general
- Gained more confidence in learning and utilizing the various campus resources and speak to students about the resources and services to their students
- The experience allowed CPMs to be more prepared in understanding their duties and relationships with others throughout the college.

Multicultural Career Advancement Program (MCAP):

The goal of the MCAP Program is to expose students to various career options through engaging informational sessions with professionals in the students' fields of interests; thus, assisting students with deciding on specific majors, focusing on graduating from SLCC and/or transferring to a 4-year institution to further gain access to training and educational opportunities.

Although each campus site coordinator had the freedom to develop the program according to the needs of the students and the best form of delivery, each coordinator was expected to follow the basic outline listed below:

Tasks	Description	Timeline
Recruiting	Personal visits, telephone calls and emails for program promotion	Aug. 24-Oct. 1 Jan. 5-Feb. 1
Journals	Participants keep a journal of their experience while in the series	Weeks 1-8
Presenter Gifts	Thank you gifts 12 presenters @ \$25 ea.	Weeks 1-8

Taylorsville Campus:

After dismal attendance at the Taylorsville Campus utilizing the format and style used at South City, student facilitators collaborated with the Hispanic Latino Club as it was part of their meeting format to invite a community leader to their club meetings on the last Wednesday of the month. This collaboration was a result of an Employment Exploration Survey that was conducted at the end of the fall semester.

One hundred surveys were administered by the Program Specialist and a summary of the results are listed:

Summary

- 41% of the respondents were females and 59% were males
- More than half, or 54%, of the respondents were between the ages of 19-22 years old
- 32% of the respondents felt the most efficient time for them to attend a 1 hour workshop would be 1-3 p.m.
- The respondents felt the best day of the week for them to attend would be a Tuesday with Wednesday close in second place
- The type of workshop that most appeals to them are taking field trips or having peer group workshops following second
- In reference to career exploration:
 - ➔ 42 students reported they needed Career Guidance/Career Exploration
 - ➔ 13 students said they needed jobs
 - ➔ 11 students indicated they needed networking skills
 - ➔ 3 students reported they could use help with job searching
 - ➔ 7 reported they didn't know what they needed
- 43% of the respondents said they could meet once a month
- Students prefer the workshops be lead by a facilitator and their second choice would be informal group sessions

Recommendations

After assessing the data collected, further discussion of providing such sessions at Taylorsville with the Director of Student Employment and Cooperative Education and several Academic Advising Career Specialists, it was decided to:

- Refer students to the Student Employment and Cooperative Education as well as the Career Specialist (in Academic Advising) for career exploration assessments, career guidance, and opportunities
- Collaborate with the Hispanic Latino Club which had sponsored guest professional speakers to their meetings for the past four years

This Spring 2012 semester the Hispanic Latino Club sponsored three speakers:

Silvia Norman (Vice President, Wells Fargo, Hispanic/Latino Community Division) spoke about her career as a vice president and Latino Banker for Wells Fargo in Utah. She shared with the students how and what helped her rise the ranks of VP. Further, Silvia talked about her impaired vision and how she concealed it from coworkers in the industry. Silvia informed the students about the job opportunities. Twenty (20) students attended.

Chase Bankers Mr. Sel and Mr. Garcia (SLCC alumni) spoke to students about their careers in the financial industry. The students were surprised about the six figure incomes that could be made in the industry. The students were informed about the job opportunities available to them. Twenty-three (23) students attended.

Ms. Brog is the owner of Brog's Product Development in Salt Lake City. She spoke about being a Hispanic female starting and operating a business. Paula encouraged the students to open their own businesses with all the opportunities available to them. Sixteen (16) students attended.

No surveys were administered at these sessions; yet the students expressed how very pleased they were to have such speakers. The verbal feedback the students provided conveyed that they had learned much about starting businesses and the resources available to them. The students learned about the banking industry and careers it offers. Also, the students learned about the credentials required for these careers.

South City Campus:

The South City Campus administered MCAP using an 8-week curriculum format with an introductory session and wrap-up session each semester. Over the course of both semesters there were 12 guest professionals who presented at the South City Campus. Efforts were made to increase attendance by enlisting the assistance of various academic department chairs in promoting the opportunities to faculty to encourage students to attend. Presenters included:

Frank Layden (Former Jazz Coach)
 Alema Harrington (KJZZ TV and Radio Broadcaster)
 Jennifer Sanchez (United Way Community Impact Director)
 Gregory K. Stark (Attorney)
 Doug Murakami (State of Utah, Dept. of Alcoholic Beverage Control Director)
 Marlin Clark (SLCC Assistant Vice President for Student Life & Dean of Students)
 Wesley Ruff (ABC 4 News Sports Anchor)
 Joe Evans (Love Communications Accounting Director)
 Emily Borrowman & Hema Heimuli (SLCC Music Students and performers)
 Joe Folau (Salt Lake Police Department Detective)
 Mike Vanderplas (Head RN), Ted Sexton (Physical Therapist) and Michael Wren (Hospice Care)—
 all from Salt Lake Regional Medical Center
 Peter Corroon (Outgoing Mayor of Salt Lake County)

Some of the student comments ranged from wanted more food at the events to wanting more careers to be offered that they were interested in. Some enjoyed the format while others thought it too long.

Challenges the South City programming faced:

- Finding the “perfect” time and day for presentations
- Inability to offer students compensation or extra credit for attending
- Maintaining a consistent number of core students to attend all sessions.

Recommendations

- Have more purposeful programming with intended outcomes.
- Work more closely with the Student Employment & Cooperative Education

Ethnic Student Programming:

The Ethnic Student Programming is a set of programming geared to engage our SLCC ethnic students with the community at large. The goal is to provide programming that allows diverse students in networking with the community at large while gaining knowledge, experience, and leadership skills in the community. Furthermore, students can count their experiences as service learning and add these experiences as learning outside of the classroom to their E-Portfolio content.

With the assistance of a program specialist hired through the On-Campus Student Employment Program, the Taylorsville coordinator plans a menu of various projects throughout the academic year. Such projects are Sky’s the Limit, Standing United Health Fair, Wasatch 2040, and friend trips such as the Diversity Business Day at the state’s Capitol.

A. Sky’s The Limit Program:

This year 113 SLCC ethnic students interacted and engaged 175 at-risk youth from the Juvenile Justice System (duplicate numbers). Ethnic students participated both in mentoring training conducted by Enrique Velasquez, Department Chair of Social and Behavioral Sciences, that focused on working with troubled youth. Workshops with the JJS participants and SLCC students were held at six times each semester alternating sites between the JJS facility and the Taylorsville Campus.

Surveys (See Appendix F) indicated that the JJS participants gained a better understanding of college rigors, resources available, and needed behaviors to do well in college. The SLCC participants’ surveys on their training (See Appendix D) indicated recognition of how they could influence others by being role models to the JJS youth. Some indicated an interest in working with such groups as a career. On the SLCC students’ surveys on the Student Presentations (See Appendix E), many stated how they felt they were contributing to the development of the youth through their role modeling, motivating the youth to set goals and look for positive environments that encourage their success in reaching those goals. Education would be key to achieving those goals. (See Appendix D & G)

The JJS participants provided positive reviews about interacting with our SLCC ethnic students. The SLCC students enjoyed interacting with the JJS participants as well. Both SLCC and JJS groups felt they learned from each other. In observing both groups together you could see how happy they were to be with each other. Immediately you saw smiles on the JJS participants because they had our students before them who really cared and listened to them. SLCC students were very humbled these at-risk youth trusted them so quickly and were willing to listen to them.

As the surveys indicate, the program is successful in both parties learning from each other. The majors varied among the SLCC students and our students wanted to be involved because they wanted to engage and provide some guidance with someone less fortunate than them. Our students did report they learned a lot from the interactions with the JJS participants and stated they would do this again. The JJS participants reported they learned a lot about college and felt they could come to SLCC. Both groups reported this was a great program to be involved in.

This project met all the Student Services indicators: Displayed Interpersonal Development; Acquired Knowledge; Engaged Responsibility; and Developed Cognitive Skills.

B. United Health Care Fair

The goal of this fair was to educate the college community about health care disparities among the underrepresented populations. The fair enlisted the following: Black Student Union, Hispanic Latino Club, Coloring Outside the Line—GLTB Alliance, and Health and Wellness and the Health and Wellness Peer Action Leaders (PALs). Each cosponsor spoke about the health disparities in their communities and Dr. Ibarra (SLCC faculty) spoke about the issues of drugs and alcohol dependencies. Also offered was Yoga and Zumba. It seemed that the most popular activity was Zumba which was at the end of the event and located in the Student Event Center. Carlos Moreno, the Ethnic Programming Assistant, stated:

- Everyone in the Student Event Center as well as the students in the Lair gathered to participate in Zumba.
- Other comments reported they liked learning about health care resources, drug and alcohol dependencies, and how they learned about self-care.
- The event drew 122 individuals.

Based on the outcome and comments from students such an event should be an annual event that would be scheduled in spring semester. The surveys indicate the event was successful. (See Appendix H) This project met all the Student Services indicators: Display Interpersonal Development; Acquired Knowledge; Engaged Responsibility; and Developed Cognitive Skills.

C. Diversity Business Day

Student learned about startup business resources and heard from Steve Hatch from Hatch Chocolates. In addition the students received training on how to lobby/advocate and observed how the legislatures create laws. Students were introduced to grassroots lobbyists who consulted them on how to approach the legislators and how they were working on low-income housing issues. The students were able to ask them questions about the housing issues. Although the students could not lobby, they learned a lot about how to lobby as individuals. Students thought this was one interesting event.

D. Wasatch CHOICE 2040

A group of about ten students were selected to be part of a community forum on the development of the Wasatch Front's growth and how the population growth impacted various areas of development: transportation, housing, business, local government, etc. The goal of this for SLCC ethnic students was to make government and community development participation accessible. In addition, students were to be exposed to how planning for the future and the area community involved various branches of the community. Students felt good about their input in this process and have continued to be civic involved in the process.

Surveys were conducted and a common thread mention was the sense of empowerment, engagement, and disappointed at the lack of ethnic community representation. (See Appendix I)

South City Campus Programming:

Item	Description
Welcome Back/End of the Semester Activities	Host small welcome back socials to encourage students to come and meet staff, find out about services and resources, and assist them with needs. Provide give-aways, snacks, drinks, etc.
End of the Semester Activities	Host mini workshops/sessions on study tips, time management, stress management, etc. Provide give-aways, snacks, drinks, etc.
Program/Services/Events Promotions	Printing Services for fliers, foam posters, event programs, etc.
Activity, program, event supplies	
Student meetings	Focus groups for evaluating student needs for programming and services
Mailing Services	Student mailings

Most of this year’s South City Programming focused on further developing the Mentoring Program, MCAP, and building relationships with the Grand Theatre, Student Life & Leadership, and academic departments (as a means to support programming). In addition to this, the South City office hosted the NASPA Region V Pacific Islander Summit Conference. This was a collaborative effort between the following higher education institutions:

University of Utah	Weber State
Utah Valley University	Portland Community College
University of California—Los Angeles	Brigham Young University

Over 75 student services professionals, faculty, and students attended this spring event. Participants came as far as Hawaii to attend as well as from Nevada and Oregon. Other sponsors for this event were:

SLCC Grand Theatre	Zions Bank®	NASPA Region V
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Learning Outcomes to Assess: Program delivery and participation will address the following areas listed below.

- Display interpersonal development: Readings, role-playing, group projects will allow students to learn the mechanisms needed to have a better understanding and appreciation of human differences, relating to others in dyadic, group, and team settings, establishing relationships, and developing leadership skills.
- Acquire knowledge: Students will apply the information and skills learned to their personal lives through role playing exercises, peer-to-peering mentoring, service learning activities, etc.
- Engage responsibly with the broader community: Through a variety of projects and service opportunities, students will receive a better understanding of the standards of professionalism and civility, including the requirements of the SLCC Student Code. Such involvement will enrich and enhance their overall academic experience.

- Develop cognitive skills: Students will be able to demonstrate ethical, critical, and reflective thinking on the various areas covered within the curriculum/workshops, activities, events, class assignments, reflection journals, etc.

Overall all programs initiated this year were based on specific missions and objectives of which adhering to the Student Learning Outcomes was tantamount to why we do what we do. It can be said with confidence that our programs and services addressed the learning outcome listed above in various ways but in a manner that students gained the opportunity not only to learn but also to demonstrate those skills acquired.

Results/Findings

INTENDED OUTCOMES

1. Increase the persistence and retention of students of color in order to complete their academic program at SLCC and transfer to a 4-year institution.
2. Increase the level of student involvement in various activities/events.
3. Increase the level of both awareness and participation in leadership roles, civic engagement, and building positive relationships with others.
4. Demonstrate a progressive understanding of how to be successful in their academic endeavors.

Actual Results/Findings

1. Majority of time and efforts concentrated on the Pathways Program initiative to ensure students would be successful their first year at SLCC. This effort was more comprehensive in nature than in past efforts for the Horizonte students transitioning to Salt Lake Community College.

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%

On the other hand, a program dedicated to the first year experience (Bruin Steppers) suffered from the director's lack of full engagement in the program during the spring semester. Overall retainment of the students is indicative of this than in previous years.

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	3.23 (5)	26%

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

2. There was a marked increase in the number of students participating in community service oriented activities and events organized through the Ethnic Student Programming. Overall student satisfaction comments clearly indicated students want to do these types of activities and learn vital leadership skills, acquire knowledge, develop cognitive skills and display interpersonal development that would not have been learned or demonstrated otherwise.

3. Better communication among staff and collaborators needs to be facilitated in a timelier and clear manner in order to address all needs possible. Confusion set as to what needed to be done by whom as well follow-up on concerns that arose. Clear expectations for programs, services, duties, and responsibilities need to be defined and shared with others.

Recommendations

In order to prepare for the upcoming program review, this year's assessment began to address how we can be more consistent in our data format as well as use that data to drive the programs and services we provide. As of result of this we are looking at the following in order to better serve the targeted populations of students:

1. Provide the necessary on-going training needed on a consistent and meaningful basis (for College Peer Mentors "Coaches", College Work Study workers, staff, and leaders)
2. Use the data to drive the necessary changes needed to the South City mentoring program in order to increase participation and meaningfulness to the students there.
3. Look at collaborating more with various college departments and student groups as a means to promote better relationships overall as well as better awareness of the leadership, student development, and civic engagement opportunities found within Multicultural Initiatives, the college at large, and within the community.
4. Develop the necessary reporting tools that gather needed data in a consistent manner.

Multicultural Initiatives Program Assessment Rubric: Name of Program/Services

	Indicators	Performance Levels			
		Not Done	Poor	Satisfactory	Exemplary
Display Interpersonal Development	1. Understand and appreciate human differences.				
	2. Relate well with other in dyadic, group, and team settings.				
	3. Establish intimate relationships.				
	4. Develop leadership skills.				
	5. Display positive role-modeling.				
	Indicators	Performance Levels			
		Not Done	Poor	Satisfactory	Exemplary
Acquire Knowledge	1. Master subject matter.				
	2. Apply Knowledge.				
	3. Know about campus resources.				
	4. Use technology effectively.				
	Indicators	Performance Levels			
		Not Done	Poor	Satisfactory	Exemplary
Engage responsibly with the broader community	1. Understand and act the standards of professionalism and civility, including the requirements of the SLCC Student Code of Conduct.				
	2. Engage in service-learning for community building and an enhanced academic experience.				
	Indicators	Performance Levels			
		Not Done	Poor	Satisfactory	Exemplary
Develop Cognitive Skills	1. Think reflectively and critically.				
	2. Demonstrate intellectual flexibility.				
	3. Demonstrate ethical thinking.				

APPENDIX B
**Salt Lake Community College Pathways Program
 Survey**

Semester you attended: 3 Fall 2011 7 Spring 2012 4 Both Fall and Spring

1. Rate your level of knowledge about college BEFORE coming to SLCC?

Rating	Description of rating	Votes
0	Don't have a clue	4
1	Knew enough to come and get registered	4
2	Knew how to register for classes, meet with an advisor and start classes	4
3	Knew I would be successful because I have the skills needed to succeed the challenges of college rigors	2

2. Rate your level of knowledge about college NOW that you have experienced being at Salt Lake Community College.

Rating	Description of rating	Votes
0	Still don't have a clue as to what I'm doing here	0
1	Didn't learn anything I already didn't know	0
2	Know how to register for classes, meet with an advisor, get involved, and start classes next semester.	7
3	Know how to be successful because I have learned the necessary skills to succeed the challenges of college rigors	7

3. Rate your level of expected satisfaction with the quality of education you anticipated experience being part of the Horizonte College Scholars Program and the SLCC Pathways Program.

Rating	Description of rating	Votes
0	Had no expectations whatsoever; just wanted to get in a class.	1
1	Expected the classes to be an extension of high school; didn't expect to be doing much homework or assignments.	2
2	Expected the teachers to help me be a better student so that I could move up to the next level.	5
3	Expected to learn the skills and information needed to be a better student but also to challenge myself to experience a new environment and new way of thinking.	6

4. Rate your level of satisfaction with the quality of education you have experienced being part of the SLCC Pathways Program (working with Academic Advisors, College Peer Mentors, Coordinators).

Rating	Description of rating	Votes
0	It was a total waste of my time.	0
1	It was ok, but felt that more could have been done to make this a better experience for me.	1
2	It was a good experience that taught me about being a student, the rigors of college, and how to be a better student.	3
3	It was definitely more than I thought it would be, but I am now more equipped to be a better student at SLCC. I would recommend this program to others!	10

5. How would you rate your experience working with the Multicultural Initiatives College Peer Mentor?

Rating	Description of rating	Votes
0	Did not know I have a College Peer Mentor	2
1	It was ok, but felt that he/she could have been more helpful in making this a better experience for me.	2
2	It was a good experience that taught me about being a student, the rigors of college, and how to be a better student.	5
3	It was definitely more than I thought it would be, but I am now more equipped to be a better student at SLCC. I liked working with my College Peer Mentor.	5

6. Given your experience during the fall and/or spring semester, how would you describe what you learned this semester about being a student at SLCC? What resources or services helped you the most?

- *Only knew one person at SLCC and that was Richard Diaz and his assistant.
- *The Mentors and the resources at the Library.
- *Study skills (How to study correctly)
- *Academic Advising
- *My mentor helped me out and the Horizonte program helped me get the info that I needed.
- *Knows more than before I came to SLCC.
- *The mentors were very helpful.
- *You have to really push yourself. Stay focused. Richard Cross @Horizonte.
- *Psychology class helped me a lot and my mentor.
- *Easy, teachers helped out, it was good. The library and computer labs were very helpful.
- *It's stressful but you have support. Counselors helped a lot and the classes helped with what we needed.
- *A lot have actually helped me. I can figure out most of the things. I know where to get help in the student center.
- *I had a lot of experience my first semester. I got somewhat of confidence to talk myself in a crowd. The thing that helped me the most was to meet with an academic advisor.
- *Fall semester was a learning experience, I didn't do so good. But my goal this semester was to pass ALL my classes, and I did. I went to tutoring and it really helped me and also my mentors.
- *Meeting with an advisor and making the next step.

7. What did you like most about being in this program so far?

- *Taught a lot of interesting things and the advice that was given was helpful.
- *The help that I was able to receive and the resources like the computers that we available.
- *There was a lot of help and the mentors were there for you.
- *"I wasn't able to attend much of the Horizonte Program because I left school before midterms so I could help my family."
- *The understood us.
- *Really open - q&a session
- *They answered my questions and provided tutors.
- *Extra Help. Easier to ask questions.
- * My mentor kept contact with me.
- *They helped a lot. If you have questions they do their best to answer the question.
- *Everything you get one-on-one with the mentors and it's great.
- *That you're voice is heard.
- *The help & support once you're out of high school you don't really have a lot people who are going to be reminding you about stuff, so my mentor really helped me to remember to stay on top of stuff.
- *I can go up and ask anything I want and they will help me with it.

8. What did you like the least about being in this program so far?

- *There wasn't anything that I didn't like.
- * I wasn't able to attend some of the events cause of work or family. Maybe we could schedule something where it could accommodate those that are able to attend in the mornings and those that are able to attend in the evenings.
- *Not enough time to talk about school.
- *Nothing
- *Not Sure
- *None
- *Good.
- *Nothing has displeased me.
- *it's a good program.

9. Relative to working with the Multicultural Initiatives (College Peer Mentors, Coordinators) and the Academic Advisors (Cynthia Bosnall or Luz Gamarra), what do you think helped you the most in becoming a better student?

- *Richard helped a lot, I really appreciated it.
- *The Academic Advisors were very helpful.
- *The whole experience of being at SLCC!!
- *My mentor
- *The academic advisors.
- *The Advisors
- *Study Skills
- *Teachers helped a lot and the mentors' tips that they gave.
- *Ana Archuleta helped me the most. All of the staff helped a lot.
- *I know a lot of different ways to figure out a problem with talking to the right person.
- *The thing that helped me the most was the peer mentors.
- *They often emailed me what was going on like if there was a job opportunity or a workshop going on. If I had any questions they helped me answer them.
- *Knowing that there are people willing to help me and that I can ask them about school.

10. Anything you would like us know about in making this a better program experience?

*Not really.

*More Food.

*Make more time for student voice/ opinions.

*It was good!!

*No

*None

*Free Food

*Just to make most activities or meeting at a better time depending on students schedules.

*No, it's good as it is.

*Maybe letting students know about scholarship opportunities.

*Keep doing what you're doing.

APPENDIX C
The Hang Out—Student Support Network
Spring 2012
Survey Results

Question #1. Name two things you learned today? (41 responses)

- Relationships; 17 (44%) students reported this was the most important
- Racism/discrimination; Ten (26%) of students reported was important in that people need to respect others
- Respecting others is very important; 7 or (18%) of the students
- Seven (7) students or 18% students learned more about gender role expectations

Student Comments:

- That all of us have had a moment where we were discriminated against. That a lot of people haven't witnessed/experienced racism or haven't acknowledged it
- Everyone has their own unique and diverse experiences. "I" need to encourage others to be more accepting. Some People are born to judge and some people are oblivious to racism
- Open communication is important and remembering to be on the same page. I want to have more equality in a marriage

Question #2 . Has the information you learned today changed your perspective? Why or why not? (20 responses)

- Eight (20%) students reported that respect for each other is important
- Eight (20%) students believed they learned enough to change their perspectives
- Three students (15%), for each category, felt they learned about Differences, Culture, and Racism
- The last remaining respondent (5%), felt that change is important and keeping a positive mind

Student Comments:

- Yes. It made me realize how people really are and I want to change myself for the better
- Reminded me how and always to be more accepting of others and cultures
- I make an effort to not ignore/allow racism to happen

Question #3. What topic/themes would you like to see discussed in The Hang Out the next semester? (38 responses)

- Nine (21%) students would like to discuss discrimination and racism
- Five (13%) students would like to discuss gender roles
- Five (13%) students would like to discuss relationships
- Four (11%) students liked the discussion process its self
- Four (11%) students would like to discuss culture
- The remaining four (11%) students would like to discuss religion, the economy, friends, and life

Student Comments:

- More cultural subjects
- Religious racism/prejudice experience with it
- Within our careers, how can we make a difference in ensuring that stereotypes of our cultures go away and positive ones arise

Question #4. Was there something you disagreed with? If so why? (11 responses)

- Five (45%) students felt that negative stereotypes of women still exist
- Three (27%) students believed people have different views
- Three (27%) the students did not disagree on the subject matter of discussions

Student Comments:

- Yes, I feel like women are seen as weak and very vulnerable. Although they have “respect” it seems like it’s minimal
- That the way men see other women and what rape is
- People have different views and I am fairly tolerant

Question #5. Write a brief paragraph on how participating in The Hang Out Program has benefited and/or influenced your life? In addition, whether or not you wish this program would continue for the next school year? (36 responses)

- Fifteen (42%) of the respondents reported they felt they were exposed to different ideas, perspectives
- Nine (25%) of the students felt this venue was a comfortable environment and a safe place to express your feelings
- Twelve (33%) of the students felt they learned a lot about cultures and can relate better to people
- Two (6%) students reported they learned about dating rituals and respecting others

Student Comments:

- The hang out program got me to hear other people’s cultural background and how we all can relate to one another
- The overall benefit of this program is people are getting together and welcoming and accepting our multicultural college
- I am very impressed how this very simple activity has blossomed into an amazing and beautiful thing that provides an atmosphere where a multicultural and multiethnic folks can share their issues, thoughts, ideas, and share their culture perspectives and mannerisms
- Help understanding and dealing with people, especially the opposite sex

Question #6. What did you enjoy about the potluck? (17 responses)

- Six (41%) of the students enjoyed the diversity and the different foods they got to taste
- Six (35%) of the students enjoyed getting together and talking
- Two (12%) of the students enjoyed the music and fun

Student Comments:

- The different food I got to taste
- Everyone getting together and just hanging out talking and enjoying each other
- Conversations
- Everyone getting together and just hanging out, talking and enjoying each other

Question #7. Would you participate next year? Why or why not? (27 responses)

- 24 (89%) of the students reported that they will attend the Hang Out next year
- Two (7%) students will not because they are graduating
- One (4%) student said possibly

Student Comments:

- Yes, so that students may be able to meet new friends which may create good friendships
Especially with the different cultures that participate in this program, it may be able to reduce prejudice
- I would truly love to have the “Hang Out” continue and blossom into an even bigger program. It provides an incredible atmosphere for students
- Because it is a great way to learn about different perspectives, how the culture in America is changing, and how to relate to people

Question #8. Would you recommend someone to participate? Why or why not? (23 responses)

- Twenty (87%) students would recommend someone to this group
- Three (13%) students reported maybe and I don't know

Student Comments:

- Anyone and everyone can learn from discussions
- Because it is a great way to learn about different perspectives and how the culture in America is changing and how to relate to people
- This is GOOD stuff for the soul

APPENDIX D
Salt Lake Community College
Sky's The Limit: Student Training Conducted by Enrique Velasquez
Fall 2011

1. What attracted you to this Project?
 - Carlos (Program Specialist) inspired me to do it.
 - Helping other people.
 - I heard “help” and came; I would like to do everything I can to help.
 - I saw it as an opportunity to help the troubled youth and do community services.
 - My interest in the area.
 - Some people need help and I can help them.
 - I like to help and meet different people and this good project my portfolio.
 - I can actually make a difference in someone’s life.
 - To be able to speak to juveniles.
 - My ability to give to my community while helping youth. (6)
 - This program will help me grow as a social worker.
 - To learn about people who are not different from us and we share a stand point and experiences.
 - Great opportunity to help serve and help the community, mentoring and possibly affecting someone’s life in a positive way.

2. What did you learn most from this presentation?
 - I learned about the Ice Breakers.
 - How to deal with these people.
 - I have something to bring to the group, but I also know nothing and have a lot to learn from others.
 - I learned you do not always have answers to questions.
 - We are not there to change people, we are there to listen and hopefully influence the kids.
 - How to facilitate and interact with others, in particular strangers.
 - Programs goals and objectives.
 - I learned how to talk with the people.
 - I learned how I am suppose interact with those kids.
 - I learned to be physically and mentally there for the person we are helping so they know we care.
 - I learned to carry myself professional when I go to these juveniles and not to give them personal information.
 - When I go I need to humble myself, realize I don’t have answers, I am going to just talk with kids and listen while being a role model.
 - How to engage in conversations and make one feel as comfortable as possible, and to listen and stay open to new ideas.
 - I learned some basic forms of processing of a group discussion, how to engage in others concerns and interest, and needs.

- I learned a great deal from Enrique. How to engage with the group was impressive.
 - I learned our character is the main fact of varieties between us. And we can improve our character by also sharing a story.
 - One of the main things I learned, honor yourself the way you do things.
 - Different ways to help, what to expect, the rules.
3. How do you feel this presentation will help you in life, career or education?
- This will help me make students engage and hear their voice.
 - Be more comfortable around people.
 - Because it helped me to recognize the influence I may have on others.
 - It will help communicate better with people I don't really know how.
 - I want to work with this type of people as a career.
 - Yes, it will allow me to better understand the population I will be working with in the future.
 - Well, maybe might help understanding patients.
 - It will give me experience. I can said it's good to have it as part as my portfolio will help me with my education.
 - This presentation helped me in my psychology career because I am all about helping people and inspire them to change.
 - I will help me on how to interact with people.
 - I know now how to better communicate with others and how to listen.
 - Help listen actively and be there in the moment. Pay attention to what is said. Be able to talk in groups.
 - Help me understand the different dynamics of social work. I am going to school for social work so this project will help me gain experience that will help build my resume.
 - This presentation will help me become a better listener and improve my communications skills.
 - It will help me be honest with myself and how I approach things. But it will benefit me in a way to educate myself and to be a better person in communicating and helping.
 - Help me be able to be open up more to others and I can use these skills when meeting new people.

APPENDIX E
Fall 2011

SLCC Sky's The Limit Student Presentations with the JJS Youth

1. How would you express the feelings about the contributions you made?
 - They were interested and I liked they had a lot of questions.
 - I loved being able to be an example and good role model. I loved being able to contribute and give back to the community.
 - I feel the kids learned about all the available benefits and resources at the college. It was nice listening to them about their lives!
 - I loved every minute of it!
 - I feel like I have encouraged students to think about college. I feel like it is possible for them to pursue higher education.
 - I felt like part of the group.
 - It was so great, they welcome us and they feel great
 - There was a girl in my group that was really shy and I spoke to her and motivated her
 - I feel great. I am glad I play a part in Sky's The Limit
 - I feel really well about what I expressed, it made more confident
 - I feel like I hardly did/gave but theirs response at the end express other wise
 - I felt very happy at the end, I enjoyed it
 - It was so great, they welcome us and they feel great
 - I feel like told them about college, but we could have said more
 - I feel they taught me more than I did them we talked about important things for both them and us
 - Really good it changed
 - I felt good and felt inspirational
 - It was a fun experience and I feel good about being able to make a contribution and make a positive change
 - I hope I made a contribution; the kids are great, I really hope they make it far.
 - Loved it, loved it, and loved it.

2. After helping someone else, have you re-examined your goals? If yes, could you explain?
 - I like my major to help people like them.
 - No, it just reinforces my goals of going into psychology and social work.
 - No, my goals of starting an alternatives school are still part of my plans.
 - Yes, it made me remember my purpose in life.
 - Maybe recommitment, refocus on my reason for what purpose.
 - No, my goals have always been to help out.
 - Yes, I could have been a better example. I could have helped so much more, but at least I could help with what I have.
 - It really helped solidify my educational goals.
 - No, because they helped me realize I am truly blessed for the people who have influenced my life and has helped me set my goals.
 - Yes, it has helped me contribute what I do.

- Yes, because it feels I have made a meaningful contribution to change someone's life.
 - I realize how much I like interacting with young people.
 - Yes, maybe I want to be a teacher to help the children.
 - I compare myself to where I was when I was at their age and see what I would change to be a better person now.
 - Yes, I would want to assist these children.
 - Yes, I feel good helping other people.
3. Does this presentation widen your perspective about others? If yes how?
- Yes, I work with people and they increase my feeling.
 - Yes, I allowed me to become more open minded.
 - Yes, I loved hearing what others have to say.
 - Yes it did. It made me realize never judge a book by its cover
 - No really. I have an idea what is expected.
 - Yes, the kids were amazing!
 - Of course, because I saw the different perspectives of others.
 - Yes, everyone has the opportunity to go to college and learn we shouldn't judge.
 - Yes, by talking to people you get to know a lot about them and I found out they are really nice.
 - Yes! Opens your eyes to reality.
 - Yes, it helps me learn more.
 - Yes, because at first I thought these students would be defensive, confrontational I have a front.
 - Yes, I realize how daunting it is to leave high school and find your way.
4. Would you like to continue to participate in similar programs? If yes, what did you like about this project?
- To help more people
 - Become more open minded and understanding
 - I will use group work skills I gained
 - To interact more with strangers
 - Relating with others , especially running group discussion
 - I would love to working with this students helps me recognize the potential each individual has, it makes me happy.
 - I would love to work to with students.
 - To help me with better communicating with people
 - Yes , because it was fun
 - I would love too, seeing the kids smile
 - Yes everything about it
 - Yes because I love helping
 - Yes, to progress
 - Yes, being able to share with others experiences and motivate them
 - Yes I Loved this program. I liked sharing stories and ...
 - Yes, Being able to open up

- I definitely, my only concerns is doing too much
 - Yes, talking with the kids was a great experience
 - Yes I would love too! I love being able to contribute and help others.
 - To help more people
 - Become more open minded and understanding
 - I will use group work skills I gained
 - To interact more with strangers
 - Relating with others, especially running group discussion
 - To help me with better communicating with people
 - Yes, to progress
 - Yes, being able to share with others experiences and motivate them
 - Yes I Loved this program. I liked sharing stories and ...
 - Yes, Being able to open up
 - I definitely, my only concerns is doing too much
 - Yes, talking with the kids was a great experience
5. Does this presentation widen your perspective about others? If yes how?
- Of course-everyone is a genius at something and this program just proved it.
 - Of course, show own diversity.
 - Yes, I felt bad because some of the children don't feel loved
 - Seeing where people come from makes me not only feel blessed but shows me just how strong others can be
 - Most of it
 - Yes, I got to know a little about everyone
 - Yes I learned to judge people less

APPENDIX F
JJS Participant Survey Responses
Sky's the Limit
JJS Participant Surveys at SLCC Campus
February 16, March 15, April 19, May 17, 2012 (4 Surveys)
Received 36 JJS Surveys out of 36 JJS Participant Attendees

Question #1 . What's your opinion about College Campus? (36 responses)

- Fifteen (41%) of the respondents reported they would like to attend SLCC
- Eighteen (49%) individuals felt it was a huge school setting
- Five (14%) reported they liked the educational opportunities and extra-curricular activities available

Participant Comments:

- It was very interesting! I liked that we went to the radio station place
- It I love the buildings; especially the science building because of the Astronomy course which is my passion. It's a nice school. They have some good programs to help with stuff
- I love the basketball court. Just standing in the middle of the court made me feel amazing

Question #2. What did you learn about this experience? (37 responses)

- Seventeen (46%) participants learned about the benefits of college: affordable, could improve talents, provide a good life, small classes, and helps accomplish goals
- Eighteen (49%) participants learned about the rigors of college in reference to credit requirements, classes available according to your schedule
- Two (5%) participants learned college doesn't have to be known worldwide and that a hero isn't just a person saving someone's life its people who inspire and push someone to the limit

Participant Comments:

- I learned if you don't go to college you won't have a good life
- That accomplishing your goals is really important
- The different things will help motivate me

Questions #3. What recommendations would you make if any to this presentation? (34 responses)

- Eight (24%) participants made recommendations that we could explain more about credits and different class opportunities, show more places on the tour, and provide more food
- Seventy - six percent (76%) or 26 participants did not feel any changes needed to take place

Participant Comments:

- Nothing because it was cool

- I recommend coming here because everything they showed us was interesting and looked fun
- I actually think it was perfect! I had fun

Sky's the Limit
 JJS Participants at JJS
 February 9, April 12, May 10, 2012
 Received 45 JJS Surveys out of 48 JJS Participant Attendees

Questions #1. What did you learn from the event? (45 responses)

- Fourteen (31%) participants felt they learned that perseverance was going to get them through college or to achieve their life goals
- Thirty-one (69%) participants shared they learned they had a lot in common with the SLCC students and felt they inspired them to attend college where they would become independent

Participants Comments:

- When you go to college, everything is on you. No one is going to bother you if you are you missing class or not do the assignments. But remember you're wasting your money
- Sky's the Limit! You can do what you want. They gave a lot of information about college and made me want to attend. It gave me faith

Question #2 . What did you specifically learn from the college students? (44 responses)

- Fifteen (34%) of the students they learned the rigors of college such as math, studying, classes, etc.
- Sixteen (36%) of the students reported they learned the importance of goal at college
- Twelve (27%) of the students said they learned general information about college such as interactions with other students and activities

Participants Comments:

- About classes, scholarships, studying, and really good group
- What they had to do to get there and what there challenges were
- Set your goals and it's not so bad
- You can do whatever you put your mind too
- To be your own boss
- That getting yourself an education is great because no one can take that from you. And try your best

Question #3. What recommendations would you make if any to this presentation? (45 responses)

Participants Comments:

- Thirty (67%) participants reported they wouldn't change anything
- Fifteen(33%) participants wanted more information about college, prizes, candy, and to talk more about things that interest them

Recommendations:

- Talk more about the college
- I don't know
- Bring candy, a little prize next time for doing something people like or lose a little treat
- Talk about more things that are interesting

APPENDIX G
College Student Survey:
Sky's the Limit
College Student Surveys at JJS
February 9, April 12, May 10, 2012
Received 27 Surveys out of 27 College Students Attendees

Question#1. How would you express the feelings about the contributions you made? (26 responses)

- Twenty-six students (96%) felt very good and rewarded working with the JJS participants
- One student (4%) hoped they understood the importance of change and education

Student Comments:

- I feel good because these kids were happy when we were with them
- I feel good about the contributions we made, I like being able to talk to people and hear those stories
- The students felt comfortable being around us and I made a connection
- I feel wonderful about it. Very pure, good, and fulfilled
- It was a great feeling knowing I could make or at least get a youth thinking about college

Question #2. After helping someone else, have you re-examined your goals? If yes, could you explain? (27 responses)

- Sixteen students (59%) reexamined their goals and found that continuing their education will make them a better role model, makes them do more with my life to help others, and this activity reinforced them continuing their goals
- Eleven students (41%) reported that they will continue pursuing their educational goal and continue helping others

Student Comments:

- I have re-examined my goals, and they are still the same
- Not exactly. It has confirmed what I want to do in my pursuing my educational goals
- No, I want to keep going forward with my goals of helping others and going to school

Question#3 . Does this presentation widen your perspective about others? If yes how? (27 responses)

- 25 students (93%) felt this experience widened their perspective about others
- Two (7%) of the students felt they had a large impact on the JJS participants

Student Comments:

- Yes. Getting to better understand the difficulties other face (2)
- Yes. It showed me people can go through hardship but still be good people
- Yes. I feel like I can still learn from other people no matter the age
- Yes. It showed me that you can show interest in working with youth to help them in their endeavor

- No, allowed me to see it from others viewpoints

Question#4. Would you like to continue to participating in similar programs? If yes, what did you like about this project? (27 responses)

- Twenty-seven (100%) of the students who participated in this project reported they would continue working with this program

Student Comments:

- I feel the kids have someone to look up to
- I like the stories shared with the kids and how welcoming they were
- Everything. I like this program. Bless those kids
- I like the project and giving kids support. I like how I can help others
- Yes, meeting new people and showing them where they can better their lives and education
- I would like to continue because it is amazing how we can help by talking to others

APPENDIX H
 Standing United Health Care Fair Surveys
 April 25, 2012
 (61 Surveys returned out of 122 in attendance from door count)

1). What was the most important thing that you learned? 60 Answers 98%

Diet and Exercise 8 13.00%

- Exercise is necessary
- Exercise is important
- Exercise makes you lose weight
- Eating in healthier ways
- Dancing is exercise
- Stay away from soda
- Self-control
- Eat your fruit and vegetables and get rid of junk food

Drugs and Alcohol 16 27.00%

- That girls get drunk faster than guys
- Don't do drugs [5]
- I learned about how drugs effect the body and about many health issues in the black community
- Drug addiction and the brain [2]
- Why people do drugs and how they develop after doing them
- Different reasons why people do drugs [3]
- Dopamine is what causes drugs to work
- That drugs or any addiction is deadly
- Drugs & alcohol are very addictive

Stress Relief 7 12.00%

- How to breath correctly
- To breath slowly that will calm your mind
- To breathe deeply and through my nose and out my mouth to relax
- Stress can kill
- Ways to distress
- 101 ways to manage stress
- I learned yoga

Health Care Resources and Information 20 33.00%

- The importance of good health
- How to take care of myself and care for others
- Latino health/health care is in dire need of attention/assistance [2]
- There are many health care disparities that vary across different ethnicities
- What kind of resources out there for health care [2]

Infant mortality [2] , high tobacco use [2], health community, major factor obesity= cancer
 Pneumonia, HIV/AIDS, STD's, United communities organization
 The importance of health care [1]
 How to be healthy
 Health and Wellness is free first visit if sick, \$10 after, \$5 vaccines [3]
 That there is 4 states that allow same sex marriage
 United Committee Organization
 About differences in health issues and how I can eat better foods

Misc. 9 15.00%

My History (Sudani)
 I need to do my homework
 Very good
 Dancing is fun
 I loved everything
 Didn't really learn anything new
 How to stand up as a group/ an individual and fight for what you believe in
 Black people can dance
 100.00%

2). What was your favorite thing of Standing United Health Care? 57 Answers

Zumba 16 28.00%

Services and Resources 17 30.00%
 The service
 The awareness this organization/orientation it is giving everyone
 Where I can go to get healthcare [2]
 To learn how it affects us (drugs)vg
 Be healthy and watching what you eat
 How it addressed heath issues across different ethnicities
 The service that people provide [2]
 Obama care
 Learning about addiction and how to deal with it [5]
 That you get information on all topics
 Dali Llamah's message of life to health

Stress Relief 4 7.00%
 Yoga
 The yoga deep breathing
 The yoga techniques
 Feeling refreshed

Free Stuff	7	12.00%
Free massages		
Advice today was free		
Snack		
Free stuff		
The free stress help		
Free food		
Free massage low cost vaccinations		
Presentation/ Performance	4	7.00%
C.O.L.'s presentation		
BSU performance [2]		
Listening		
Everyone and Everything	3	5.00%
Everything		
It's good for everyone		
That everyone is invited		
Misc.	6	11.00%
It nice to have those around		
That they are here to help		
The companies		
That they exist		
The trivia questions		
		100.00%

APPENDIX I
Wasatch CHOICE 2040 Survey Results

What did you learn from this event?

- That there is much optimism and funding here in Salt Lake for a better future. That I am able participate.
- Procedures that are involved in developing housing, transportation, zoning, and development, etc. Communication is key in discussion like this one. It does not mean just speaking up but taking the time to listen. People in these committees need to listen to each other and their communities so that people can get what they need. But most importantly white were and are overrepresented in decision concerning our communities.

What experience did you gain from the group participation?

- It gave me perspective an insider view of how political and government working.
- It gave me an insight of the planning procedures that go that go along with developing our communities .now I can better understand what I hear on the News.

Did you have an opportunity to network with other individuals in your group? If so, what industry were they in?

- I did, we exchanged info, and they were part of north and south Salt Lake "Road" Dept.
- I spoke to a lady named Sherrie she works for Salt Lake City, She plans how park will look or what needs to be built to better accommodate. I learned from her about the future plans for Granite High School.

Would you be interested to continue participation with this event and the group? If so why?

- Yes, I want to be part of this and include others in this empowering process
- Yes, Because the Ethnic and disabled minorities are way underrepresented in committees as this one .Also to be more aware of the decisions and change that will be in effect in our communities.

Would you recommend other students attending this event?

- Yes
- Absolutely, we need more students to get involved in Wasatch Choice 2040. They and I will be affected in the decisions this committee will make as well as to have our voices and concerns heard