

**Student Services**  
**Department Goals and Assessment 2012-2013**

**Department Name: Multicultural Initiatives**

Department Goals for 2012-2013:

1. A comprehensive and supportive LE 1900 program within the Bruin Steppers program that; connect Horizonte students to their peer mentors, increase Horizonte students knowledge of the campus culture, and access to services and activities as a way to improve their inclusion, engagement and retention.
  2. A comprehensive ethnic minority Calling Campaign that focuses on connecting with students who have not committed or who have not persisted in pursuing their educational goals at SLCC.
  3. A strong and versatile Student Services Committee that works collaboratively with other departments and project teams to develop sustainable programs that promote student retention.
  4. A comprehensive web site that highlight programs, services and activities that inform and meet the needs of ethnic minority students and other student groups designated as a protective class.
  5. Enhance programming such as; The Peer Mentor Program, Multicultural Career Advancement Program (MCAP) and The Hang Out as vehicles to provide ethnic minority students an environment to connect with each other, build meaningful relationships, explore career options and support networks while pursuing their educational goals.
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**Project (Assessment) Title 2012-2013 – A comprehensive and supportive LE 1900 program within the Bruin Steppers program**

College Priority & Objective:

- Strategic Priority II – Improve Student Access and Success
- Objective II A – Increase ethnic minority students' access and participation in varied and integrated learning pathways that leads to inclusion and engagement into higher education.

Methodology (Plan/Timeline/Method)

Plan

- Have instructors assess student learning
  - Student Progress Reports were sent out to all the students' instructors during fall and spring semesters requesting mid-semester progress reports. Final grades

were posted for each semester for all students enrolled in the Learning Community sections.

- Develop materials
  - Recruitment fliers, invitation letters, and applications were updated and sent out to all ethnic students placing into Reading and Writing 0900.
  - LE 1900 syllabus was adapted to be used by Alena Balmforth in Debbie Corsino-Moore's absence due to prolonged illness.
- Host orientation
  - Bruin Steppers Orientation was conducted on the Monday before fall classes began. Students met with their classmates and instructors, discussed class and program expectations, and toured the Taylorsville Redwood campus locating needed resources and classrooms.
- Conduct focus groups
  - A short survey was done at the end of the fall semester as a way to gauge students' overall impressions of the program and their own progress. No focus groups could be conducted during the spring semester as anticipated.
- Schedule tours to improve students' knowledge of and accessibility to campus services, activities and culture
  - All students (both Bruin Stepper participants and Pathways Transition Program participants) were invited to attend a welcome orientation on the Monday before classes started. Students were taken on a tour of the Taylorsville Redwood campus and taken to locate their assigned course classrooms by the 2<sup>nd</sup> year PALs.
  - In addition, the LE 1900 instructor, Alena Balmforth, included periodic tours to various campus buildings outlining the resources available to the students both for their academic and personal needs.

#### Timeline

- Host an orientation in the beginning of fall semester
  - A two-hour orientation was held on Monday, August 20, 2012
- Conduct focus group(s) to assess student learning
  - Surveys were distributed during the last LE 1900 class of the semester to 16 students.
  - No focus group was conducted during the spring 2013 session due to inability to schedule the time during the students' LE 1020 class.
- Schedule a minimum of two campus tours
  - Campus tour was conducted during the students' initial CampusConnect orientation and on August 20, 2012.

#### Method

- Orientation to introduce students to critical services
  - Orientation was conducted on August 20, 2012

- Conduct focus group(s)
  - No focus groups were conducted, but the director did have students complete a satisfaction survey (see Bruin Steppers Results Attachment).
    - Survey conducted on the second to last class session
    - 16 out of the 21 students were present; results are based on these numbers
    - Students rated 100% higher in knowing how to be successful than from when they first started classes at SLCC
    - 100% of those polled rated their level of experienced satisfaction with the quality of education they received as part of the Bruin Steppers Program
    - LE 1900 was integral in finding out about resources on and off campus, organizing students' priorities and becoming a successful student
    - Students expressed learning from the various speakers/presenters was key to finding out about the resources available at SLCC
    - One key element students liked most about the program was having a sense of community and family relationships among their group: "We all help each other out if one of us falls down."
    - Instructors proved to be a key component in students' growth in academics and reasoning
- Scheduled tours to various campus
  - This element was not conducted, but will be incorporated into future planning.

### Results/Findings

Anticipated results include students building critical and system thinking, team work and problem solving skills, and gain a better understanding of the campus culture and how to use resources to their advantage as they aspire to achieve their educational goals.

### Actual Results/Findings

1. Bruin Steppers persisted at a rate of 76% (16 students out of 21) from fall to spring semester and only 28% have completed their enrollment for fall 2013.
2. A total of four students have financial holds on their accounts.
3. The average GPA dropped from 3.18 in the fall semester for 21 students to 1.84 in the spring semester for 16 students.

### Recommendations:

1. Follow-up on the students not enrolled for fall classes and assist as many as possible to enroll before July 1.
2. Meet with Learning Community instructors to further analyze the challenges and develop solutions to address these challenges so as not to have them impact future cohorts' success.

3. Re-evaluate LE 1900 curriculum for effectiveness and alignment with First Year Experience Learning Outcomes.
4. Strategies must be put into place that will encourage the students to become more engaged in utilizing campus resources and services.

**Project (Assessment) Title 2012-2013 – A comprehensive ethnic minority Calling Campaign**

College Priority & Objective:

- Strategic Priority II – Improve Student Access and Success
- Objective II A – Increase ethnic minority students' access and integration into the college community.

Methodology (Plan/Timeline/Method)

Plan

- Utilize staff and students to conduct a calling campaign to ethnic minority students not enrolled at the College
  - The South City coordinator and the director of Student Conduct and Support Services collaborated together to design and implement the campaign
  - A total number of 60 volunteers assisted with the first campaign (freshmen who applied but did not register for Fall 2012) and 37 in November for the second (students who could benefit from additional services)
- Provide staff and students training on how to conduct a success calling campaign
  - Students and staff received calling campaign training the day of the campaign. Each was given a script to read from, a list of important dates, and a list of other department phone numbers to refer students to for other services.
- Utilized quantitative data to assess ethnic minority enrollment status for both fall and spring semesters in order to determine the effect on retention.

Ethnic Minority Students Profile – Fall & Spring Semesters 2012-2013

Self-Identified Ethnic Minority Group	Total Applications of Ethnic minority Groups, Fall 2012	Enrolled Fall 2012	% of Registered Students Fall Semester 2012	Enrolled Spring Semester 2013	% of Registered Students Spring Semester 2013	Holds – Spring Semester 2013	Percentage of students who enrolled Fall semester who have not enrolled for Spring semester and have holds	Financial Holds	High School Completion holds	Behavioral and other holds
African American	86	83	97%	47	55%	15	18%	8	7	-
Asian	88	86	98%	70	80%	9	10%	6	3	-
Hispanic	583	541	93%	336	58%	100	18%	88	12	-
Pacific Islanders	72	69	96%	34	47%	10	14%	9	1	-
Native American	41	40	98%	22	54%	7	18%	5	1	1
More than one race	88	86	98%	52	59%	9	10%	4	5	-
<b>TOTAL</b>	<b>958</b>	<b>905</b>	<b>94%</b>	<b>561</b>	<b>59%</b>	<b>150</b>	<b>17%</b>	<b>120 (80%)</b>	<b>29 (19%)</b>	<b>1 (.7%)</b>

**Note:** Appropriate referrals, i.e. Financial Aid, Academic Advising and Student Employment departments, etc., were made to assist students who needed additional support.

Timeline

- After third week in fall semester conduct calling campaign to determine enrollment numbers
  - Students were contacted in September over a period of two days
- Towards the end of fall semester conduct calling campaign to determine student persistence
  - Students were contacted in mid-November over a period of two days
- After third week in spring semester conduct calling campaign to determine enrollment numbers

### Actual Results/Findings

On average and based on students contacted, students stated that even though Financial Aid, Academic Advising and Multicultural Initiatives were highly utilized, a significant need for specific services relating to their ethnicity was emphasized.

### Recommendations:

1. Enhance access to financial resources for students.
2. Improve relationships and trust with ethnic minority students across the College. Example, have pertinent information available such as scholarships and/or tuition waivers, and a contact person(s) with applicable information to disseminate and share with students.
3. Collaborate with Student Employment to more effectively share job opportunities when available.
4. Have contact information for all available tutors in their various disciplines for students, along with a list of the various other resources.
5. Do a more effective job promoting other support services for students. Share information that not all students may know about such as the "FREE MASSAGES" offered by Health & Wellness Department.
6. Expand childcare services so that more parents can more easily access this service in order to attend school.
7. Work with the staff to improve the goal, objectives and plan of action to conduct a comprehensive and well thought out calling campaign.

### **Project (Assessment) Title 2012-2013 – A strong and versatile Student Service Committee**

#### College Priority & Objective:

- Strategic Priority II – Improve Student Access and Success
- Objective II A – Increase ethnic minority students' leadership, learning and collaboration with departments and project groups.

#### Methodology (Plan/Timeline/Method)

##### Plan

- Assign Student Service Committee members to various work groups to develop a conference program, project to determine ethnic minority retention and to assist with the Student Services' Civility campaign
  - Four students were selected and placed with Student Life & Leadership, Dean of Students, and LeaderShape Project.
  - Students were: Shelbie Boutwell (SLL), Reginald Cherenfant (DOS), Crystal Harris (LeaderShape), and Daniella Korgenski (SLL)

- Develop Service Committee leadership through collaboration and involvement with other departments and groups that allow students an opportunity to grow and mature personally and professionally. An example of the diverse opportunities are below:
  - Shelbie and Daniella: Voter Registration Team (had approximately over 500 persons register to vote) and Winter Student Leadership Conference
  - Reginald: Worked with Human Resources, Student Life & Leadership, Clubs & Organizations, and various Student Services department in coordinating and facilitating “Civility” training presentations to approximately 1000 faculty, staff, and students
  - Crystal: LeaderShape Project—Worked with other peer students in researching into and creating recommendations on the Retention and Persistence of Native Americans and Pacific Islanders.
- Provide students with training, support and guidance in their work with other groups
  - Kevin Miller, Director for Student Conduct and Support Services, met with these students weekly to discuss projects, assisted them with obstacles and monitored their progress in the LeaderShape Project.

#### Timeline

- Identify work groups in the beginning of the fall semester
- Monthly meetings with students to assess their challenges
- Twice in the fall and spring semesters met and charted student progress

#### Actual Findings/Results

- Students conducted Civility presentations to over 950 students, staff and faculty
- Provided presentation on retention research for Native Americans and Pacific Islanders students
- In a statewide competition among higher education institutions, over 2,300 students became registered voters. The level of success in getting registrants resulted in receiving the State Voter Registration Trophy from the Governor.

NOTE: One of the students moved on to attain a leadership position with Student Life & Leadership: Shelbie Boutwell, was selected to be on the Student Senate as a Senator for the North Region.

#### Recommendations

1. Continue to select students and place them with various departments on campus.
2. Develop curriculum for this program to be an internship program that includes a cornerstone project.
3. Assist students to develop formal research skills to improve their writing, data collection and assessment measurements.