Salt Lake Community College

2021-2022 ANNUAL ASSESSMENT
SUMMARY OF RESULTS

Project (Assessment) Title:

2021-2022 Bridge Program Assessment

College-wide Strategic Goal:

Achieve Equity in Student Participation and Completion

- Strategy Number 10 at start of academic year, now Strategy 6: Close the opportunity gap in completion through targeted student support.

Assessment Overview:

The Bridge program is designed to support 300 students from historically underserved backgrounds succeed in the transition from high school to college. Students from historically underserved backgrounds include but are not limited to; first-generation, racially marginalized, undocumented, LGBTQAI+, alternatively abled, low income, or system impacted students. This comprehensive assessment plan seeks to evaluate the effectiveness of our Bridge program by analyzing the level in which Bridge students meet institutional markers of success, as determined by SLCC and our own departments.

Potential metrics we agreed upon are as follows:

Retention

- Fall to spring retention (number and percent overall)
- Fall to fall retention (number and percent overall)

Student Success

- Degree completion over time as determined by the average number of credits attempted and completed
- Average GPA
- Number of exploring students who declared their major after one semester
- Students' perception of how the program benefits them
- Students' perception of how well they are meeting the program's learning outcomes

Institutional Gaps and Transformation

- The types of challenges identified by staff as impacting the success of the cohort

Methodology (Plan/Method):

We strived to assess multiple outcomes such as student experience, learning outcomes achieved, retention, and academic performance. In order to ensure a comprehensive understanding of the impact of the program, we will use multiple sources and collect information from multiple levels (e.g., staff and student perspectives).

Due to Senior Director for Planning & Implementation by July 1, 2021

We'll use a matching method to assess quantitative elements of the assessment plan. Comparing our outcomes to those of similar students in previous semesters will allows us to better understand the impact our interventions had on our cohort of students. For the purpose of this plan, our comparison group will be first-gen students who also identify as students of color and belong to one or more historically underserved group.

2022 Addendum:

At the request of our Vice President, we broaden the scope of our assessment to include students who participated in the Student Success Retention Pilot. This pilot is inclusive of Bridge students who enrolled at SLCC for the fall 2021 semester.

Figure 1. Cohorts that make up the Student Success Retention Pilot:
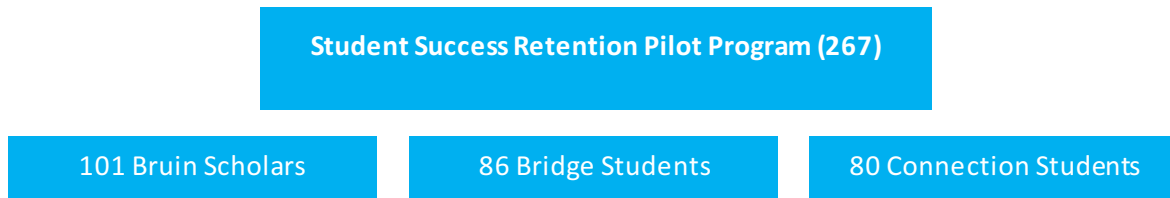
Definitions:

Student Success Retention Pilot (fall 2021 Cohort) – All Summer Bridge students, plus Bruin Scholars who completed the Student Success Retention Pilot Scholarship Application, and Care Team students who joined the Connections program in the fall. This number totals 267.

Bridge (Bruin Scholars) Cohort – Students who participated in the Summer Bridge Program summer 2021 and enrolled in classes the following fall semester (fall 2021). Financial incentives for Bridge students include a monthly stipend of up to $4000 a semester, a scholarship, and textbook assistance. For fall 2021, this number totals 86.

Connections Cohort – A Care Team student who is not already being case managed by a current office or SLCC resource. Connection students must fill out an application to participate in the Student Success Retention Pilot Program and complete an intake meeting with their Student Success Coordinator. All Care Team students are first-gen and underrepresented students with a MySuccess score that categorizes them in the "moderate risk" parameter for stopping out of SLCC. Financial incentives for Connection students include a monthly stipend of up to $2000 a semester, and a scholarship. Students may be eligible for a bonus stipend after the semester concludes if they earned a 2.0 or higher and continue to make progress towards their degree. For fall 2021, this number totals 80.

Bruin Scholars Cohort – Students who applied for the Bruin Scholars Program and attend an intake meeting with a Student Success Coordinator. Excludes all Bridge students. Bruin Scholars are all first-generation students and/or identity with one or more identifies that have been historically underrepresented in higher education. Financial incentives for Bruin Scholars students include a monthly stipend of up to $3000 a semester, a scholarship, and textbook assistance. For fall 2021, this number totals 101.

Plan to Disaggregate Data by Race/Ethnicity:

Disaggregating our data by race and ethnicity is a core component to our plan. We plan to analyze our results collectively, but also break down the data by race and ethnicity to analyze differences between groups.

Timeline

September/October — Work with Data Science and Analytics to set up the infrastructure for data collection

October/November — Develop instruments; agree on matching metrics/methodology

Due to Senior Director for Planning & Implementation by July 1, 2021

December – Collect qualitative data (student perceptions)

February/March – Collect first wave of quantitative data

April – Second qualitative report (student perceptions) [pending DSA]

May – Collect second wave of quantitative data [pending DSA]

June – Analyze data, write report, and draft recommendations

Results/Finding:

In all metrics, students in the Student Success Retention Pilot outperformed students at-large. When we analyze the data at the program/cohort level, the same trends persist in all but one of the metrics used to assess this work (see Average Fall 2021 GPA for the Bridge cohort).

The goals of the student success retention pilot centered on:
- Providing a comprehensive orientation to historically underserved (and Covid-19 impacted), and/or first-gen students to help ease their transition through college.
- Assisting students in developing an on-campus network of resources and support.
- Empowering students to be advocates for their own academic success and future as it relates to career choices.
- "Jump-starting" students toward successful transfer to a 4-year institution or meaningful employment.

Interventions provided to this group included:

- **Case Management:** This includes tuition support, financial stipends, and monthly meetings to keep a pulse on how students are doing academically, socially, and emotionally.
- **Academic Interventions:** Individual success plans are created for each student based on information discovered during the one-on-ones.
- **Ongoing Support:** This includes the use of MySuccess to complete campus referrals to tutoring, career services, counseling, etc. Preparing students for successful transfer or meaningful employment.

Metrics:

**Fall 2021 to Spring 2022 Retention**
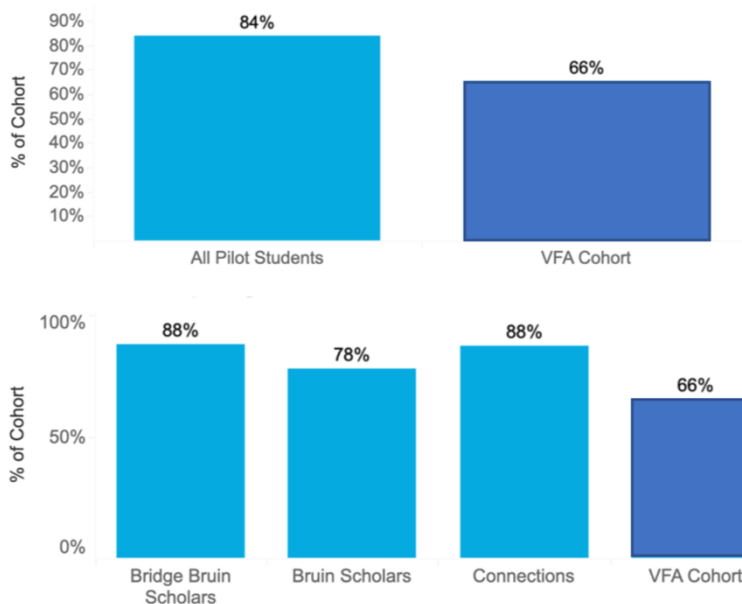
Commendations:
- Students in the Pilot have significant higher retention than students-at-large.
- Bridge and Connection students lead the metric being retained 22% points above their peers.

Recommendation:
- OSS will continue to sustain these enrollment trends by continuing to case manage students. Refining their enrollment campaigns and thinking through incentives to support enrollment into the next semester and progress to degree completion.

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Note: For assessment purposes all Student Success Pilot students are being compared to the Fall 2021 VFA (Voluntary Framework of Accountability) cohort. A more accurate comparison would be matching students to a select number of VFA students who identify as low income, first-gen, students of color with one or more historically underrepresented identities. This matching mechanism will be implemented in future reports with support from DSA.

## Average Fall 2021 Undergraduate Credits Completed
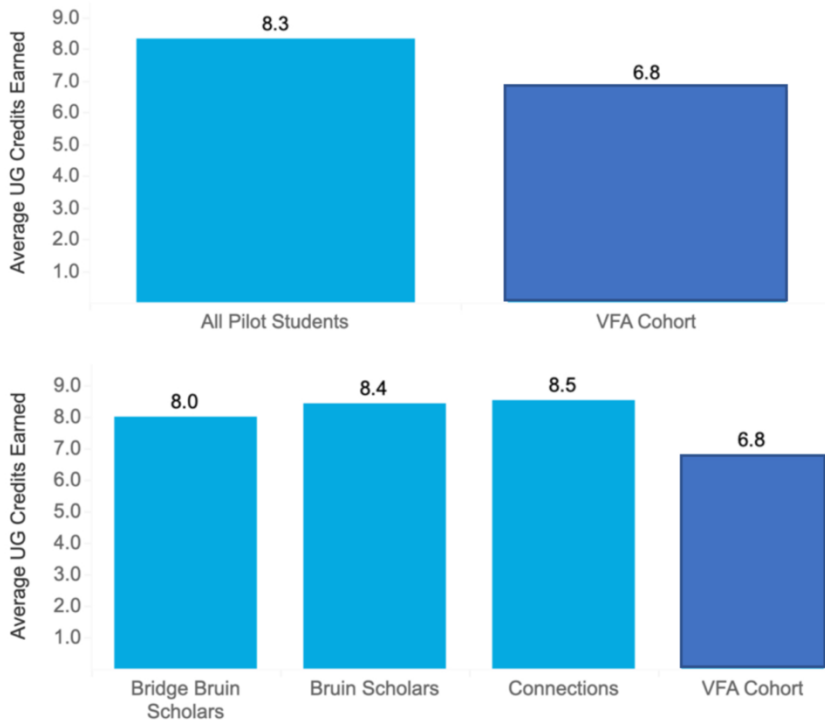
Commendation:
- Students in the Pilot completed more credits in the fall than their peers. On average our students completed 1.5 more credits.

Recommendation:
- OSS will continue to support students to take more credits and sustain the support imbedded in the program to ensure more students are able to succeed in the credits they enroll.

Note: In the fall 2021 semester, 64 Bridge students, or 74% enrolled for 12 or more credit hours, 56 Bruin Scholars or 55% enrolled for 12 or more credit hours, and 43 Connections students or 54% enrolled for 12 or more credit hours. Combining the three programs, we had 163 of the 267 students, or 61% enrolled full-time at SLCC.

Progress to Award per DegreeWorks (Degree or Certificate)
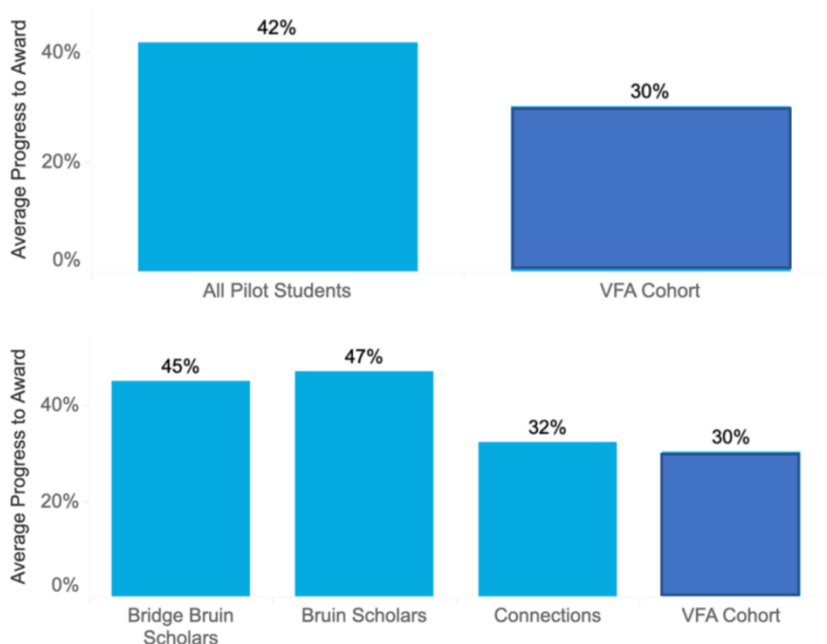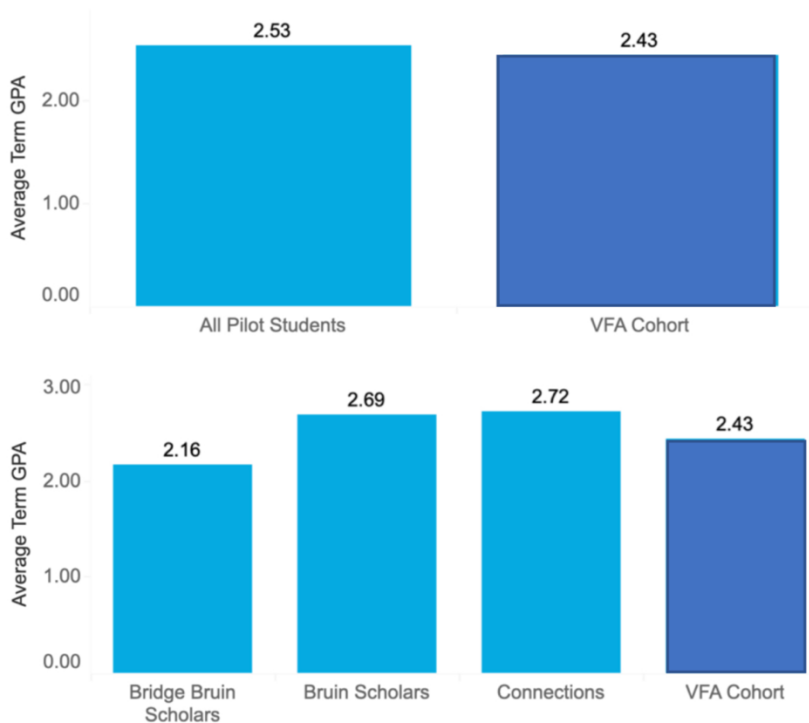

Commendations:
- Students in the Pilot are closer to graduating than students-at-large.
- The average Bridge student after completing fall 2021 is nearly half-way done with their degree. This is remarkable and supports the goal of "jumpstarting" students towards their degree.

Recommendation:
- OSS will continue to partner with Career Services to frontload career exploration and decision making.

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Note: The metric above considers the major/program of study students declared at admissions and how close they are from completing their degree according to DegreeWorks. If a student changes their major, these numbers will change accordingly.

Average Fall 2021 Undergraduate GPA

Commendation:
- Students in the Pilot have a slightly higher GPA than students at large.

Recommendation:
- OSS will rethink the requirements for Bridge to make academic support an inescapable requirement for this covid-impacted cohort. Potential improvements include, year-round math support, distributing a final stipend after grades post (i.e., performance-based distributions) and leveraging closer connections with faculty.

Note: All students fall 2021 semester experienced hardship exacerbated by the ongoing covid-19 pandemic but given the age and maturity level of many of our Bridge students, the impact of these challenges was felt more by this cohort. Our Bridge coordinators are working with students to complete registration appeals and/or provide support through these crises.

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

Overall, the initial results from this pilot proved favorable. The following is a summary of the results:

- Students in the Pilot have significant higher retention than students-at-large.
- Students in the Pilot are closer to graduating than students-at- large.
- The average Bridge student after completing fall 2021 is nearly half-way done with their degree. This is remarkable and supports the goal of "jumpstarting" students towards their degree.
- Students in the Pilot have a slightly higher GPA than students at large.
- Students in the Pilot completed more credits in the fall than their peers. On average our students completed 1.5 more credits.

These results assists our teams to validate our success strategies and interventions. Yet, upon analyzing the data, our teams determine several areas of improvement that may yield better results in the future:

1. Continue to sustain enrollment trends by refining case manage protocols. Tuning enrollment campaigns and incentives to support enrollment into the next semester and progress to degree completion.
2. Continue to partner with Career Services to front-load career exploration and decision making for all students in the cohort.

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3. Rethink the requirements for the Bridge program. Making academic support an inescapable requirement for this covid-impacted cohort. Potential improvements include, year- round math support, distributing a final stipend after grades post (i.e., performance-based distributions) and leveraging closer connections with faculty.
4. Continue to support students to take more credits and sustain the support imbedded in the program to ensure more students are able to succeed in the credits they enroll.

Notes:

- Transitions in the leadership of Data Science and Analytic (DSA) limited the capacity of DSA to provide us with all the metrics we requests in a timely manner. Data Science and Analytics, however, is developing a dashboard that will desegregate data based on ethnicity/race for our teams to continue to analyze our reports. Furthermore, they recently hired a qualitative researchers who is developing a qualities assessment of our program to dovetail the quantitative pieces shared here, in alignment with our original plan.
- The Office of Diversity and Multicultural Affairs (ODMA) has been a partner in this work since students served in this Pilot are shared across ODMA and OSS. The original intent of this partnership was to develop a framework through which both offices can assess the work they perform with their respective cohorts. Unfortunately, leadership changes in ODMA limited their involvement in this project which culminated in the report being more OSS-centric.