



2023-2024

Program Review

Orientation & Student Success, Part 2
Summer Bridge and Student Success/Bruin Scholars

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1. Introduction and Executive Summary

The Division of Student Affairs at Salt Lake Community College (SLCC) initiated a [program review process](#) to evaluate student affairs departments comprehensively within a five-year cycle. Program review is a reflective process that allows departments to describe and assess their functions and services and identify areas performing well or needing improvement. Three phases make up the review process. The first phase focuses on creating a self-study, which you are beginning to read. The self-study outlines the department's history, structure, strengths, challenges, and future direction. In the second phase, an external review team provides outside perspectives and recommendations to the department. External reviewers conduct interviews to obtain views, feedback, and suggestions from stakeholders who interface with the department (e.g., SLCC administrators, faculty, staff, and students). Finally, the last phase focuses on creating a three-to-five-year departmental strategic plan that moves recommendations forward. This program review complements the Northwest Commission on College and Universities (NWCCU) new accreditation standards that emphasize the importance of implementing frameworks for continuous improvement through self-reflection and synthesis of data.

This self-study specifically focuses on two areas of the [Orientation and Student Success \(OSS\)](#) department: Our [Summer Bridge Program](#) and our [Student Success Initiatives](#), which houses the Bruin Scholars Program. A previous [self-study](#) conducted in 2023 focused on our [Orientation and Transition](#) programming and our Student Retention Software, internally known as [MySuccess](#). This self-study is a snapshot of how the Summer Bridge Program and our Student Success Initiatives functioned when drafted. If departmental changes occur since the publication of this document, the external review team will receive materials during their site visit reflecting the latest changes.

1.1. History of the Orientation and Student Success Department

The creation of the Orientation and Student Success (OSS) department directly correlated with the [mission](#) and [strategic priorities](#) of SLCC. The College's explicit focus on increasing student access (i.e., institutional sustainability) and student completion, coupled with its emphasis on achieving equity, guided the creation of the department and, to this day, continues to shape how we assess our work (see Section 4 for more information). Our efforts center on leading services, programs, and events designed to ensure the successful transition of new and returning students into SLCC's academic and social environments. We accomplish this work through various ways, including:

- Providing a comprehensive orientation to SLCC students, which includes assisting students in registering for classes and connecting with resources.
- Staying up to date with the latest College policies, services, and processes, and relaying this information to new and returning students; and
- Teaching students study skills, life skills (such as stress management, time management, etc.), self-advocacy, self-efficacy, and financial literacy.

Over the past ten years, the Orientation and Student Success department has grown immensely, transitioning from an office of eight people (or 5 FTE) to 47 (or 30.5 FTE). The OSS department comprises of four teams charged with various responsibilities across the student success spectrum. First, the Orientation and Transition team leads new student orientations year-round, assisting new and returning students in navigating the course registration process and developing opportunities to help students connect with on-campus resources and networks. Second, the Student Success Initiatives team, which houses our Bruin Scholars program and is the focus of this review. The third team, our Summer Bridge team, is also the focus of this

review. Lastly, the newest area that makes up our department oversees the integration of MySuccess, a case-management, scheduling, and early alert software (also known as Starfish) used across the College to facilitate SLCC's completion goals. Although these four teams have specific goals and calendars that drive the department's mission, it is common for staff to support one another and share workloads when appropriate.

1.2. History and Future of the Bridge and Student Success Areas

The Student Success Initiatives and Bridge Program are relatively new additions to the Orientation and Student Success (OSS) department, dating back to 2013 and 2021, respectively. Before 2013, the department's primary function was to lead new student orientations for the College. In July 2013, the office shifted its name to First-Year Experience (FYE) and increased its staffing and scope of work. Orientation programs remained a core service provided by the FYE department. Yet, additional programs joined, including the Bruin Steppers program, which transitioned from the Multicultural Initiatives department and rebranded to Bruin Scholars. And a prototype for the Summer Bridge Program called Bridge to Success—a non-credit 30-day class designed to prepare new students for higher education.

In 2019, after a [comprehensive review of the FYE department](#), the office changed its name to Orientation and Student Success and, given the reviewer's recommendations, created two distinct functional teams led by managers dedicated to developing and supervising the staff under each of these areas. The first manager led the Orientation and Transition team, and the second, the Student Success Initiatives. Finally, in 2021, to mitigate the impact of the COVID-19 pandemic, the Bridge to Success program was given additional resources, becoming an 8-week credit-hour intervention and a yearlong program with dedicated staff and scholarships. The

program was rebranded to Summer Bridge and became a stand-alone team independent of the Student Success Initiatives area with a respective manager and budget.

Growth has marked the history of the Orientation and Student Success department, and these last five years are no exception. Amidst a rising focus on completion, the Bruin Scholars and Bridge programs have received much support, particularly as they have proven to retain and graduate minoritized and historically underrepresented student populations. This review seeks to expand on the work of these teams and use the reviewer's recommendations to strengthen these programs. As you read this document and interact with our various stakeholders on the on-campus visit, there are five topics we would like you to pay close attention to. These are unresolved tensions, challenges, or opportunities that our team has determined as critical to the future success of these areas:

1. **Partnering with parents and family members of our college students** — We know parents and family members play a crucial role in the retention of students. Still, we have struggled historically to create meaningful partnerships with the families of our first-generation and minoritized students. Traditional parent programs don't fit as well in two-year colleges, and being a commuter school further exacerbates the mission's difficulty. How do we devote some of our resources to this mission and create meaningful parent and family programming in each area of OSS?
2. **Strengthening our partnership with faculty and Academic Affairs** — Although our Summer Bridge program has incredible academic partners, Bruin Scholars, and the entire Student Success Initiatives area could benefit from developing and strengthening partnerships with Academic Affairs. Furthermore, most of our co-curricular programming focuses more on social interactions and building community rather than

expanding on our students' academic experiences. Central to our future success is an explicit focus on creating more intentional and stronger partnerships with faculty and Academic Affairs.

3. **Expanding and securing funding for Bruin Scholars and Bridge** — These two signature programs are funded through base and one-time funds. In the case of the Bridge Program, all programming dollars come from one-time funds. For Bruin Scholars, one full-time coordinator and about 50% of the programming dollars are soft-funded. Although SLCC has increased the base funding of these programs since their inception, a constant threat faced by leadership is the potential loss of funds. For more information, see Section 3 of this self-study, which elaborates on how these two programs are budgeted and resourced.
4. **Finding ways to expand our presence in other SLCC campuses** — SLCC has over ten campuses where students can take classes. Although Bruin Scholars has a storied presence in the Jordan and South City campuses, there's still room to grow these programs at those sites in terms of the number of students and staff. Funding and staff constraints often limit opportunities to serve newer campuses like the West Valley Center and [Herriman Juniper Campus](#). Furthermore, a growing presence of online students has left our leadership wondering how to increase our online presence. Likewise, the resources needed to run Summer Bridge are so complex that we have deliberately located services in the Taylorsville Redwood Campus. Yet, we often wonder if we are doing a disservice to students by limiting the Summer Bridge Program to one campus.
5. **Strengthening our on-campus partnerships and refining our organizational structure** — Our Summer Bridge program currently serves as a feeder program to Bruin

Scholars. Bridge graduates transition to Bruin Scholars after the summer to ensure the continuation of support services—a transition that can be smoother. Bridge coordinators take on the case management of Bridge students during their first year of college, and the Bruin Scholars coordinators lead those efforts from the second year and beyond. Our Bruin Scholars team essentially has two sets of students to keep track of (Bridge and non-Bridge Bruin Scholars), and files are shared back and forth between the two managers of these programs. Adding to this complexity is the [PACE](#) program, a sister college access program that also shares students with Bridge and must report on the success of their students. Through this program review process, we hope to gain insight to strengthen our partnerships and mitigate confusion or duplication of services.

2. Description of Programs and Services

The main objective of Summer Bridge, Bruin Scholars, and Student Success Initiatives is to support students in transitioning into, navigating, and graduating from SLCC. We use the Student Success Framework to guide the work of our programs. This framework comprises five tenets: 1.) We help students choose a program of study, 2.) We provide skills needed to succeed in college and beyond; 3.) We reduce barriers and stop-out points for students; 4.) We engage students in their chosen field of study; and 5.) we make data-driven decisions. In the narrative below, we explain how these tenets guide the work of our staff in organizing and developing these programs. Ultimately, our programs aim to equip students with the skills and resources needed to succeed in college by serving as their guides through higher education.

[Summer Bridge Program \[serving 250 students annually\]](#)

SLCC's Summer Bridge program provides incoming students with comprehensive resources to help them transition smoothly into college. The current Summer Bridge program

was established in response to the COVID-19 pandemic in 2021. Salt Lake Community College received COVID relief funds to create a program that would assist students in succeeding in college. Our institution's president then assembled a team to develop the program and housed it under the Orientation and Student Success department. The goal was to bridge the learning gaps high school graduates experienced during the pandemic and jumpstart them into college. The program aimed to support students academically and foster their social development, given that many students experienced lockdowns in 2021 and 2022. The program has expanded to serve any student starting at SLCC during the summer. Bridge now offers three tracks tailored to students' interests and starting points: A general Bridge, an ESL Bridge, and a STEM Bridge.

The General Bridge track equips students with the necessary skills to succeed in college, including academic study habits, time management, and financial literacy. The ESL Bridge track prioritizes language development and academic acclimation, enabling English-speaking learners to advance to degree programs within a year or sooner. The STEM Bridge connects students with STEM resources, prepares them for challenging math and science courses, and fosters a community of like-minded peers in similar fields. Students are recruited from local high schools. We also rely heavily on school counselors and college access programs at the schools to help us spread the word. A strong feeder program to Bridge has been PACE (Partnerships for Accessing College Education), which prepares high school students for higher education through a series of activities and career-focused opportunities. Historically, 20 PACE students have joined Summer Bridge annually.

The Summer Bridge program is open to all students starting their first semester during SLCC's Summer term, regardless of whether they are high school seniors. To participate in the program, students must complete a Summer Bridge application and answer three questions

related to their comprehension of the program, the obstacles they have encountered in the past, and how this opportunity will benefit them and their community. On average, our program serves about 50 ESL Bridge students, 50 STEM Bridge students, and 150 students who are part of the General Bridge. To provide the best service to our students, we hire temporary peer mentors for the Summer Bridge program. We aim to maintain a ratio of one mentor for every 20 students, which means we employ approximately 12 peer mentors each Summer. Peer mentors are assigned to students' classes to provide support and guidance through coursework, develop study habits, and foster a sense of community. Bridge students also receive modified supplemental instruction sessions led by peer mentors.

Our Summer Bridge program offers various benefits, including academic counseling, peer mentorship, supplementary instruction, and financial support. Students receive multiple kinds of financial support throughout the Summer. One of these supports is a scholarship that covers tuition and fees for six credit hours. Essentially covering their required summer courses (i.e., English or ESL and an FYE seminar). This scholarship removes a significant financial barrier and allows students to focus on academic success. Depending on their performance, students may be eligible for a summer stipend and tuition waiver during the following Fall and Spring semesters. A student must earn a 2.0 GPA or better during the summer semester to be eligible for these opportunities. The stipend is broken down into GPA "tiers." Students who earn between a 2.0 and 2.99 GPA receive a \$750 stipend, those with a 3.0 to 3.49 GPA receive a \$1,000 stipend, and those with 3.5 to 4.0 GPAs a \$1,500 stipend with a bookstore credit of \$250 for a Fall and Spring semester. Each Bridge student is given a laptop, which they get to keep upon completing the program, addressing potential technology disparities and equipping students with essential tools for academic success and future studies. Another one of our program's

incentives is free daily meals throughout the eight weeks of instruction. Providing food is another avenue for social interaction and community building between students and staff.

The Summer Bridge team recognizes the importance of fostering a sense of belonging and community, and social activities held weekly during the summer are designed to bring students, Bridge coordinators, and college staff together, creating opportunities for connection and support. These activities range from video game tournaments to talent competitions. We have six social activities during the summer that coordinators and peer mentors organize. To expand students' campus network, we invite guest speakers from our college to share their resources with our students. Past speakers have included our [Bruin Pantry](#), [STEM Learning](#), and a guest speaker from [Young Money University](#) who talks to our students about money management and financial literacy.

Once students have completed the 8-week Summer Bridge program, they become Bruin Scholars but continue to be case-managed by our Summer Bridge team for their first year of college. Our team uses MySuccess to case manage students and track their progress and interactions across SLCC. To maintain their scholarship for the academic year, all students must take at least six credit hours during the Fall and Spring semesters. Students must meet with their assigned coordinator every other month, attend at least two college-wide events, and maintain a minimum GPA of 2.0. These requirements were drafted with the Student Success Framework in mind. For example, we seek to reduce barriers to completion by having our students meet with their coordinators to discuss their school progress and performance. The coordinator facilitates the meeting and creates an appropriate plan for the student to follow if they are close to a stop-out point. We also require our students to attend college-wide events with the hope that they use this opportunity to explore their field of study, decide on a field of study, or learn skills that will

help them in their personal lives. These requirements are also essential to ensure they continue to receive their scholarship during the Fall and Spring semesters. Once students have spent a full academic year with Bridge, they transition to new coordinators and peer mentors under the Student Success Initiatives team.

Overall, the SLCC Summer Bridge program is a comprehensive initiative that effectively addresses the challenges faced by incoming students, setting them on a path of academic success and personal growth. With its unwavering commitment to student well-being and comprehensive approach, the program is a model for similar initiatives aiming to bridge the gap between high school and college. As we approach the program's fourth year since its inception, the Summer Bridge team has identified some areas that need improvement or further inquiry. These include improving the ESL Summer Bridge track, creating a more robust STEM Bridge track, and expanding the program to multiple campuses.

We are improving the ESL Bridge track to make it more effective and meaningful for students. To achieve this, we are investing in dedicated staff members for the track. Although we had a team in place last year, our goal is to establish a permanent support system for students after the summer program ends. We have received feedback from students in the past that they feel supported during the Summer, but once it is over, they think they are left without support. We want to change that and ensure students can access the support they need throughout their first-year journey.

In the past, maintaining consistency in instruction in the ESL track has also been a challenge. Three different instructors taught our students within the span of eight weeks in 2023 due to faculty turnover, which we believe needs improvement. We want to ensure that each ESL Bridge cohort has dedicated faculty and instructors familiar with our program and the students

we serve. A consistent faculty member will provide students better support and guidance throughout the program.

We must also expand our training for ESL and STEM Bridge peer mentors. Students in these tracks require specialized skills from staff, and better-trained employees will enhance the support ESL and STEM students receive. Peer mentors working in these tracks attend general training, as we do not have any training specifically tailored for them. We need to identify the areas of training these peer mentors require and determine the best way to do this and who will be responsible for information delivery.

We are looking to expand and improve our STEM Bridge program. We aim to collaborate with our STEM Learning partners to enhance this program further. The updated program will refine the ENGR 2900 curriculum, establish industry partnerships, and provide more immersive STEM experiences. By doing so, we aim to engage our students in their field of study and help them achieve their full potential with continued support from our STEM Learning partners after summer.

Many of our Bridge students also need help with their math classes and often withdraw from due to its difficulty. To help these students, our partners at STEM Learning are working towards creating a Student Success Course with a Math focus that will cater to the academic needs of students and provide them with targeted support to improve their math skills. Although we currently offer Math 2900, which includes traditional student success topics along with general math components, we aspire to be able to assign students to a math class based on their math levels for a more comprehensive and fruitful experience. We will be piloting this new model this summer. Furthermore, we would like to extend our math support beyond summer and provide year-round math assistance. Our team is still discussing the details of this initiative. Still,

it is clear from the feedback collected from our students that a continuum of math support is necessary beyond the summer semester.

At the request of some of our campus partners, we're exploring opportunities to expand the Summer Bridge model to other campuses within our system. This will allow us to serve a more comprehensive range of students and make a broader impact. However, it is challenging to make this feasible and maintain the effectiveness of our program. If we split our resources, students will need to attend multiple campuses for different program elements, specifically guest speakers and social activities. Otherwise, we would need to host numerous offerings concurrently, depleting our resources. Additionally, other campuses have varying activity levels over the summer, resulting in an inconsistent student experience. This is an area we need feedback on to determine if the cost of splitting our resources amongst multiple campuses is worth the investment. We look forward to your visit and interview with our stakeholders to see if hosting Summer Bridge at multiple campuses is feasible.

Finally, recognizing the critical role of family in student success, we're developing engaging family programming tailored explicitly to Summer Bridge families. This will foster more robust family support systems and enhance the program experience. We are facing a challenge in creating family programs, as our office lacks consistent experience in this area. We anticipate that two significant obstacles will be parent involvement and communication. Different family members may prefer varying methods of communication, making it challenging to have everyone on the same page. Since we lack expertise in this area, we would appreciate hearing about what other colleges have done and what our next steps might be to enhance this critical programmatic element.

We hope this review helps us develop recommendations to enhance a successful program further. By proactively addressing these areas of concern, we aim to continuously improve the Summer Bridge program and solidify its position as a high-impact initiative for student success. Our team is excited about the opportunity to empower even more students to thrive in college and beyond through innovative and collaborative practices and, most importantly, a commitment to excellence.

2.1. The Bruin Scholars Program [serving 375 students annually]

The Bruin Scholars program is designed to provide comprehensive and college navigational support for a diverse student demographic, including first-generation, undocumented, transitioning-out-of-foster care, and nontraditional students attending the Taylorsville Redwood, Jordan, South City, West Valley Center, or Online campuses. Bruin Scholars coordinators engage directly with their respective student cohorts, implementing tailored programming aligned with the student success framework. Additionally, peer mentors assist coordinators in conducting monthly outreach to students with class registration challenges and addressing general college inquiries from students (see section 2.5 for more information).

Bruin Scholars meets its enrollment goals through various strategic methods. A key driver of our success lies in the impactful advertising efforts during [new student orientations](#), where an informative slide and handout about the program are presented. This approach has proven effective in boosting enrollment numbers. Another significant contributor to our enrollment is the pipeline between the Summer Bridge program and Bruin Scholars. As Bridge students conclude their first year of college, they transition to our program and engage in second-year programming, focused on transferring to a four-year institution or preparing for the workforce. Beyond these strategies, we actively engage in targeted advertising during Mega

Fairs, a semiannual event designed to raise awareness of the various services offered to students by SLCC departments. Additionally, we use the power of social media platforms, including the SLCC website, Instagram, and TikTok, to extend the reach of our program. Through these channels, we consistently communicate the unique benefits and opportunities the Bruin Scholar program provides, ensuring a broad and impactful outreach to our target audience.

Upon enrollment, participants are held to specific program requirements, including successful completion of their relevant English and math courses based on their program of study each term, attendance at a minimum of two campus events, and regular meetings with their assigned coordinator at the beginning of the semester to set academic goals and for midterms check-ins. While these requirements are rigorously enforced during the fall and spring semesters, they are relaxed during the summer due to diminished course enrollment. Our coordinators and peer mentors support students in fulfilling the above requirements by engaging with them through our Bruin Scholars Canvas course. Upon enrollment, each student is put into the course. This course provides a way to share essential program or school announcements and SLCC resources each student can engage in. It also allows them to connect with and get to know who their Bruin Scholar team is.

Our program participants benefit from personalized attention from dedicated staff members, invitations to program events, group and one-on-one registration assistance, access to campus and community resources, and peer mentoring. Additional advantages include tuition waivers, with approximately \$38,000 waived annually for Bruin Scholars in all sites. Furthermore, SLCC bookstore vouchers enable about 40 students to purchase textbooks and classroom supplies annually. Health and Counseling vouchers are also extended, offering

students access to five free counseling sessions and discounts on health services through our Center for Health and Counseling Services.

As we reflect on our comprehensive program, it is evident that there are still areas where we can enhance our support to better cater to the unique needs of our students. One notable gap revolves around standardized programming across all our sites, given the varying student enrollment numbers and distinct programming needs at each location. Each site coordinator plans and executes their campus programming towards the areas of studies served at their campus. The question arises: is it feasible and practical to establish uniform programming across the board?

As a first step in bridging this gap, we have addressed the challenge of uneven caseloads among coordinators. Beginning Fall 2023, we revamped our [Bruin Scholar enrollment application](#). Now, participants can choose to have virtual-only contact with a coordinator. Also, they can view each [coordinator's bios](#) before selecting and even opting for a “no coordinator preference” approach. This is a new tactic, and we have seen a slight improvement in balancing caseloads and will continue to study its long-term impact in our program.

Another significant focus area is our growing collaboration with PACE, which shares a mission and services akin to Bruin Scholars. PACE serves many students overlapping with our Bruin Scholars and Summer Bridge cohorts. Recognizing this commonality, we have actively reinforced our partnership by cross-sharing student data and services. We utilize MySuccess to help us share information between the programs with information about our students. MySuccess is a student case management system where we can track students' progress and share notes on meetings to know and understand student needs and where they are in their academic path. Students participating in Summer Bridge and Bruin Scholars programs can maintain their

scholarships with PACE while still benefiting from the guidance of their Summer Bridge or Bruin Scholars coordinators. Students who have already established a relationship with a Summer Bridge or Bruin Scholar coordinator can continue meeting with them and attending Summer Bridge and Bruin Scholars events while fulfilling their PACE requirements. This collaboration also extends to our physical space. At the Taylorsville Redwood site, Bruin Scholars and PACE share an office facilitating more vital collaboration in various activities, workshops, and events to enhance our students' overall support. To further streamline our efforts, we have established signature events throughout the year in collaboration with all three programs, ensuring a practical approach without duplication or competition. Given the intense blending between PACE and Bruin Scholars, the question arises: does it make sense to consolidate the two programs into one?

We are still enhancing the partnership between our Bruin Scholars team and academic affairs; we recognize the potential benefits for our students regarding educational and pathway planning. However, navigating the path to more meaningful collaboration between our divisions, especially with incorporating "flags" in MySuccess, has posed challenges. MySuccess has a feature that allows faculty to track and "raise a flag" if they have concerns about students. Faculty raising a flag informs our coordinators that the student requires additional assistance or faces the risk of course failure. As the Bruins Scholars team, we have taken on the responsibility of addressing and resolving these concerns, effectively "clearing" the flags. To streamline this process, we have established a dedicated timeframe where our coordinators focus exclusively on resolving flagged concerns. Once settled, we inform faculty members about our interactions with the students. Examples of flagged concerns include students not logging into their Canvas course, missing classes, receiving low exam scores, or failing to submit assignments. The

question arises: How do we advance and fortify our collaboration with academic affairs, extending our joint efforts beyond the scope of flags in MySuccess?

2.2. SLCC Bruin Supporters, Family/Parent Programming

As part of our student success initiatives, we organize engaging parent and family programs to involve our students' supporters in their college experience. Among these initiatives is the Summer Social, a gathering where students and their peers come together to celebrate the conclusion of the Spring semester with games and lunch. Another significant activity is the Bruin Scholar graduation celebration, a special event dedicated to honoring our Bruin Scholar graduates and their supporters. During this celebratory dinner, graduates receive a customized stole, a Bruin Scholar certification of completion, and a thoughtful small gift to commemorate their academic achievements and successful completion of the Bruin Scholar program. Our Summer Bridge program also invites parents and family members to their Celebration of Learning event at the program's conclusion. Family members join their students in reminiscing about the learning in the previous eight weeks and hear about their students' next steps in their higher education journey. In the future, the Bridge Team will work on enhancing family members' roles in the event by highlighting their importance in this journey more prominently.

While implementing these parent and family programs, we acknowledge the potential for enhancements. This leads us to the question: Should we direct our efforts toward refining and expanding our existing parent programming within our current area of responsibility, or is there merit in considering a strategic shift in its management? We seek to challenge our approach to ensure these programs continue to foster a supportive and celebratory environment for our students and their invaluable support systems.

2.3. Transfer Series [Serve approximately 150 students]

As a community college, many of our students transfer to four-year universities after they graduate with their associate degree. Transferring can be a confusing process, and as an office, we do our best to ease the transition and ensure students have the necessary information and skills to transfer successfully. During the fall semester, we host three transfer events, including a student panel, information sessions by university advisors, and a workshop on how to write an application essay. In the spring semester, we coordinate three to four university visits so students can understand the campus and locate necessary resources.

We invited our Bruin Scholars to complete the [Transfer Series Survey](#) in our recent Transfer Series. Results from the survey informed us on how to structure our Transfer Series better and which four-year institution to prioritize for our informational sessions and field trips. Part of the structure was to continue the fall Transfer Series as a hybrid event to ensure broader accessibility and accommodate a more comprehensive range of attendees. To go in-depth about our Transfer Series during the fall semester, we strategically invite student panelists who are either Bruin Scholars alums or SLCC graduates currently attending a four-year institution. This provides networking opportunities and offers firsthand insights into the transition process, both academically and in terms of life experience, from individuals who once shared similar backgrounds.

Our fall Transfer Series informational sessions featured the top three four-year institutions highlighted in the survey, where representatives discussed crucial aspects of the transfer process, including deadlines, transfer credits, and financial aid. We have also invited the University Transfer Center to share information on SLCC transfer fairs and additional support available to graduating SLCC students. The Graduation Office has also provided our attendees with outlined deadlines and procedures for graduation applications. Usually, at the last Transfer

Series of the fall, we focus on actionable steps to guide students in initiating their admission to their desired four-year institution. Partnering with the [Student Writing & Reading Center](#), attendees are provided valuable tips on crafting more robust essay responses commonly found in admission applications.

Our spring Transfer Series focuses on three to four field trips to institutions highly mentioned in our initial survey, usually the University of Utah, Utah Valley University, and Weber State University. Bruin Scholars are encouraged to RSVP for these trips, as we provide transportation, meals, and swag as incentives for participation. Furthermore, Bruin Scholar participants who attend at least two Transfer Series events receive graduation caps and gowns to promote and boost participation. This multifaceted approach underscores our commitment to supporting Bruin Scholars in their transition to four-year institutions and beyond.

Our Transfer Series is a relatively new signature event that our team is continually refining to better cater to our students' needs. Yet, as we reflect on our progress, we ponder: What more can we do to ease the transfer process before, during, and after the conclusion of the Transfer Series? This question drives us to explore innovative approaches to make the transfer journey more accessible and less daunting for our students while looking forward to the feedback from the Program Review process.

[2.4. Skillshops and Study Skills Website](#)

[Skillshops](#) are a Canvas mini course open to all SLCC students who need assistance developing study or college success skills. Students self-enroll in the course, and they are designed to be self-paced. The program provides strategies for soft skills that college students need to use to be successful. The Skillshops website is utilized by faculty and student affairs staff

when working with students struggling with time management, classroom presentations, note-taking, or other related subjects.

Students are highly encouraged to enroll in and participate in Skillshops; however, enrollment is only on a volunteer basis. Skillshops are also used by Bruin Scholars program coordinators at checkpoints during the semester, such as goal meetings, midterm meetings, or end-of-semester meetings. Coordinators use them as a resource to reinforce important college success skills, such as how to study in college. The program is promising as an additional support for students. More information could be collected on face validity and frequency of use. The program's biggest threat is the limited time Student Success staff must devote to the growth and college-wide adoption of Skillshops.

2.5. Peer Mentoring Program

A component of the Summer Bridge and Bruin Scholars Program is employing dedicated peer mentors. Peer mentors are carefully vetted to support students in the program. They provide an excellent example of persistence in their studies, desire to serve other students, and thorough understanding of college resources. All our peer mentors must possess strong communication skills and a deep sense of empathy for working with our diverse targeted populations. Students who apply to become peer mentors undergo an interview process consisting of questions about the programs we manage and the students we serve. The best candidate is then offered a job with our respective program. As part of the hiring process, we comply with our [Campus Internship Program \(CIP\)](#) requirements. The CIP program funds departments to hire student interns for entry-level positions to advance their professional and career competencies. Our department relies heavily on CIP for assistance as a cost-saving strategy to hire student leaders and paraprofessionals.

Upon selection, temporary Summer Bridge peer mentors must complete a two-week training program designed to learn new skills and knowledge in preparation for their critical role. Through this immersive experience, they engage in diverse learning activities, from interactive workshops on crucial communication techniques like active listening and conflict resolution to engaging role-plays that simulate real-life scenarios. By investing in a robust training program, we ensure that our peer mentors are well-equipped and empowered to make a transformative impact on the experience of their mentees as they transition to college. After the Summer Bridge program concludes, we retain several mentors to serve in year-long roles. These permanent mentors collaborate closely with our Bruin Scholars and PACE peer mentors.

Our permanent Bridge and Bruin Scholars peer mentors follow a comprehensive two-month training upon assuming their roles. This training encompasses essential SLCC new employee requirements, including FERPA, Accommodating People with Disabilities, Hazard Communication, Workplace Bullying, and Workplace Violence Prevention. Additionally, they receive program-specific training. For example, Bruin Scholars peer mentors have a timeline training covering the program's mission, tracking systems, student resources, tools for event planning, and an in-depth understanding of various communication platforms used for collaboration. At the same time, Bridge peer mentors receive training in a supplemental instruction setting, where they learn facilitation strategies to help them create effective sessions. They also receive an overview of the vital impact a position like theirs can have on the student experience. After the summer, peer mentors who continue working with our office are trained in event management, which enables them to create and facilitate events with the help of our full-time staff. At the end of the two-month training period, learning is measured through a formal

test on office procedures, content comprehension, and peer mentor expectations. This exam is also used as an evaluation tool for job performance.

Our department's commitment to ongoing learning extends beyond the initial training period. Training also happens through professional development opportunities, such as participating in [NODA](#) and [NASPA](#) regional conferences. Summer Bridge and Bruin Scholars also have individual retreats, which serve as tools to set professional development goals for the upcoming year. This multifaceted approach ensures that our peer mentors are well-equipped and continually evolving to meet the dynamic needs of their roles.

Peer mentors assist Coordinators in ensuring students within our purview are successfully meeting program requirements and progressing toward their degrees. Peer mentors are encouraged to reach out to students to identify their needs and goals while contributing ideas to enhance services. It is common for peer mentors to create and host activities for their mentees and follow up with program participants. Examples of activities include academic and social connections to engage students and guide them in transitioning to college, mastering the college system, and accessing resources to support students' success. All activities are created with specific learning outcomes in mind. These activities vary in modalities to accommodate student's needs, schedules, and goals.

Our Summer Bridge and Bruin Scholars peer mentors are critical to developing first-generation students, new immigrants, and students transitioning from the foster program. Our peer mentors are innovators when it comes to serving our student population. Within the Bruin Scholars program, our peer mentors have created event planning tools, a solid social media presence on Instagram, and fun marketing materials. They are also instrumental in maintaining and updating the Bruin Scholars Canvas site. Our Summer Bridge peer mentors have contributed

to the program by adding an essential element to our Summer Bridge orientation. Instead of simply sitting down, our peer mentors have created a series of activities to help students get to know each other while others register for courses. Additionally, our Bridge peer mentors have devised innovative ways for students to make appointments with their coordinators. They have created “goodie” kits that students can enjoy while a QR code waits for them to scan and make an appointment with their coordinator. This is a great way to welcome students back to school and encourage them to schedule appointments early. We plan to continue this passive event in the coming years, as it has proven to be a successful appointment scheduling method.

Although both programs function well independently, we need to strengthen how peer mentors from Summer Bridge and Bruin Scholars collaborate, especially as Bridge students all transition to Bruin Scholars after their first year in college. Finally, we need to work on how we compensate our peer mentors. Unlike non-CIP peer mentors who receive annual wage increases for outstanding performance, CIP peer mentors have strict compensation requirements that limit our ability to increase their wages beyond the \$15 an hour they receive. This prohibits us from giving out differential pay for being bilingual or for exceptional and sustained performance. Similarly, we can only employ CIP peer mentors for up to 20 hours a week, hindering their compensation packages.

3. Review of Resources

3.1. Summer Bridge Program

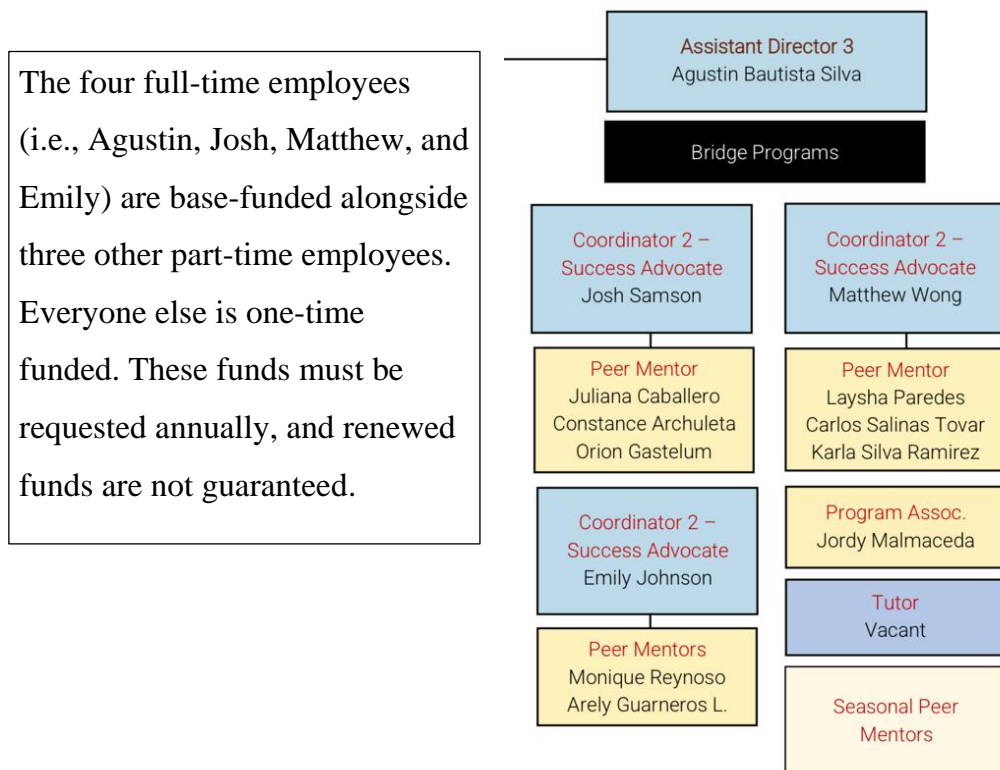
The Bridge Team comprises of four full-time employees and ten part-time employees. The four full-time employees consist of an assistant director who manages the Bridge Program and three coordinators who lead in co-planning the Summer Bridge experience that starts annually in June, case managing students in the program and providing direct services to

students in alignment with the Student Success Framework. The part-time team consists of one program associate and two senior peer mentors who act as team leaders for the remaining five peer mentors. All our part-time staff assist coordinators in event planning, provide outreach to students in the program, support students in navigating SLCC, and sustain consistent office coverage. All Bridge employees are housed in the Taylorsville Redwood Campus. All four full-time employees hold baccalaureate degrees or higher, and all Bridge peer mentors are current degree-seeking SLCC students, with nearly all of them having participated in the Summer Bridge program in previous years. During the summer, Bridge hires about 12 additional peer mentors to support students going through the 8-week program.

The Bridge team has experienced some staff turnover. Starting as a pilot program at the height of the COVID-19 pandemic, full-time employees were hired temporarily, with no guarantee of ongoing funds. During this time, three full-time employees transitioned to different positions in the College. A new coordinator was hired to fill the first vacancy in October 2022. A new assistant director was hired in December 2022. The new assistant director was promoted from the Bridge team, vacating his coordinator position, which was filled by a new employee in June 2023. Today, all full-time employees are base funded, reducing their risk of departure. Part-time peer mentors have relatively high retention in the office, with many employees staying through the completion of their associate degrees. However, the greatest threat to part-time employee retention is the uncertainty of their funding source since most of these are one-time CIP funds. Bridge team members have consistent staff meetings, retreats, and one-on-ones. This team also participates in larger Orientation and Student Success departmental meetings. Professional development opportunities include local institutional training and home-grown

department training. When funding allows, we do our best to send staff to regional or national conferences organized by NODA or NASPA.

Figure 1. Bridge Program Organizational Chart:



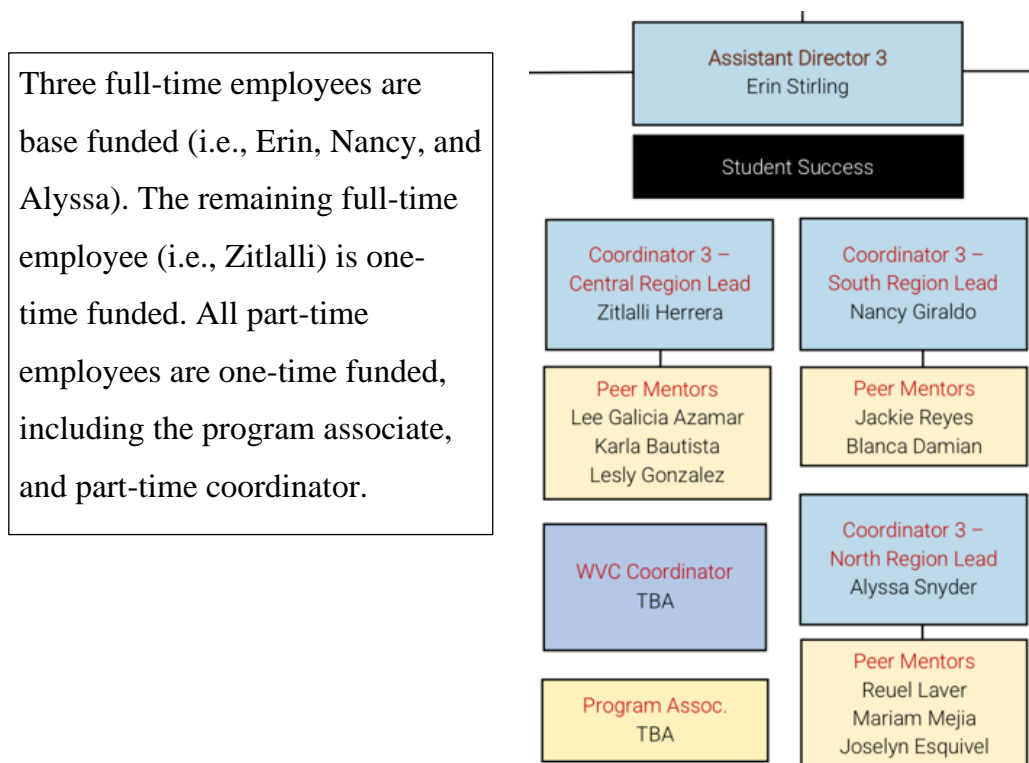
3.2. Students Success/Bruin Scholars

Like our Bridge team, the Student Success Team comprises of four full-time employees and ten part-time employees. The four full-time employees consist of an assistant director who manages our student success initiatives, notably the Bruin Scholars program, and three coordinators across SLCC's three major campuses: Taylorsville Redwood, South City, and Jordan. These coordinators lead our Bruin Scholars program across these three sites, co-plan student success events, and represent the more extensive OSS department at these locations. The part-time team consists of one coordinator who predominantly serves the West Valley Center. Eight peer mentors spread across three campuses, and a program associate who serves as a team

lead and trainer for peer mentors. All part-time employees report to a coordinator and assist their supervisors with event planning and student outreach. Like all student leaders across all our teams, they also help students register for classes and provide office coverage.

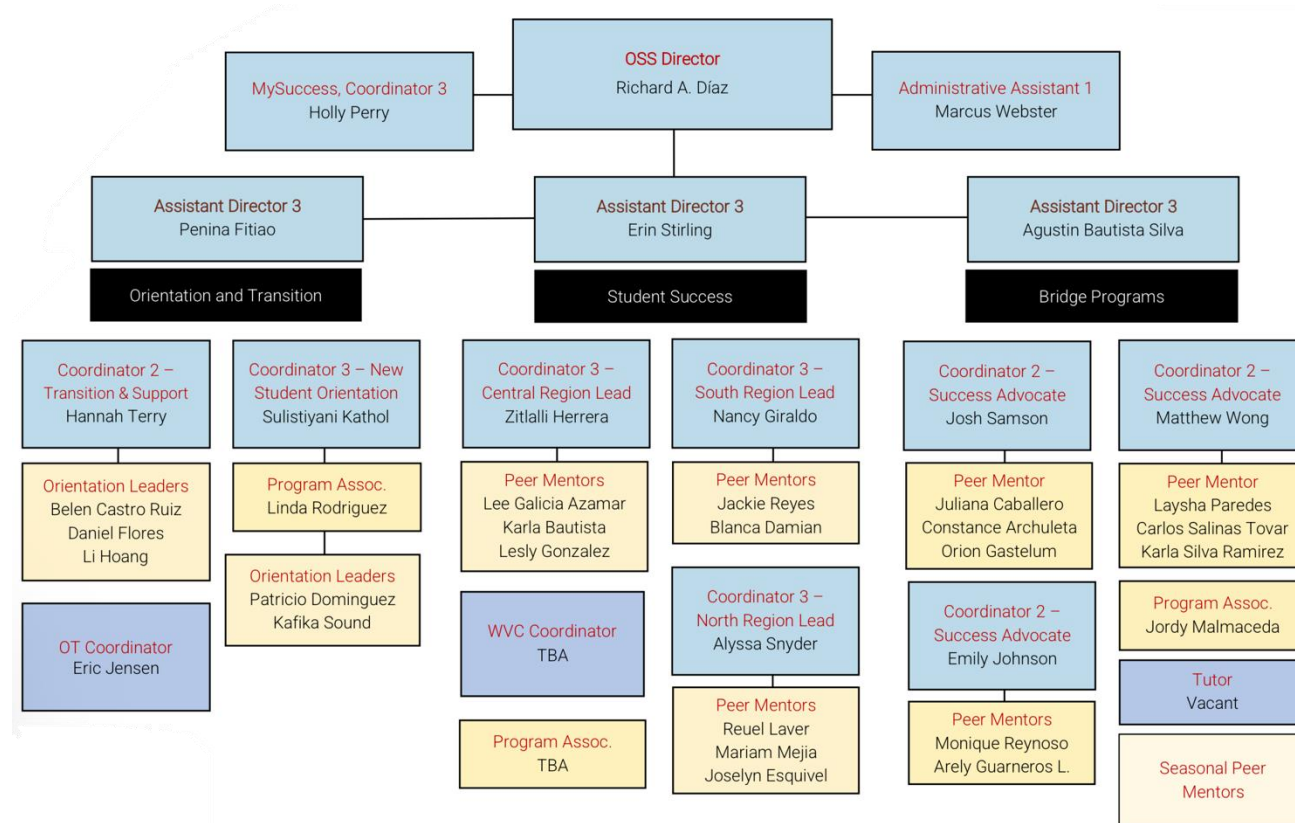
Over the last five years, this area has seen minimal turnover, with the previous year being the first time a professional staff member left the area. All but one full-time position is base funded, which speaks to the support this program has received over the years. The Central Region Coordinator is one-time funded primarily through student fee dollars available through the Student Affairs Division. This position has been one-time funded for about five years now, with a high priority of moving it to base funds this coming fiscal year. Like our Bridge team, part-time staff in this area have a lengthy tenure in our office, with many peer mentors staying with us through graduation. However, it is essential to note that all part-time employees in this area are one-time funded, and their funding fluctuates yearly. Like all OSS staff members, The Student Success team members have consistent staff meetings, retreats, and one-on-ones and participate in various professional development opportunities locally, regionally, or nationally.

Figure 2. Organizational Chart for the Student Success Team:



As part of the larger Orientation and Student Success Department, both the Bridge and the Student Success teams benefit from a network of colleagues in the Orientation and Student Success department who assist them during peak times and share the work by volunteering to lead or co-lead elements of their signature programs.

Figure 3. Orientation and Student Success Organizational Chart:



3.3. Fiscal Resources

As newer institutional initiatives, the work led by the Bridge and the Student Success Teams has been threatened by the availability of ongoing funds. As these programs continue to demonstrate a high caliber of success and alignment with the goals of the College (see Section 4 for more information), we anticipate a future where all staff positions move to base funds. This trend is evident as nearly all full-time positions are base-funded. This achievement amid tough budget years speaks volumes to the institution's trust in these programs. We will work to stabilize the part-time funds and secure ongoing funds for more of these positions in the future. A similar threat is that our programming budget for both programs mainly comprises of one-time funds, especially the Summer Bridge program.

The annual Student Success programming budget consists of \$30,000. Half these funds were base funded and awarded to the department approximately five years ago as the Bruin Scholars program sought to expand to multiple locations. Historically, the remainder of funds have come from student fee dollars distributed by the Student Affairs Vice President's Office through the "Servicing" process. This is the first fiscal year we have not received these funds as the college recommended using Bridge funds to support Bruin Scholar's expenses. Bruin Scholars also receive ten tuition waivers that are only open to Bruin Scholars in good standing with the program. This waiver assists us in incentivizing enrollment and completion efforts.

Table 1. Overview of Student Success Programming Budget:

Service/Program	Fund	Allocation	Notes
Bruin Scholars	75% Base	\$20,000	Divided amongst all campuses.
Parent/Family	One-time	\$1,000	
Peer Mentors	One-time	\$2,000	Uniforms, retreats, etc.
Skillshops/Study Skills	One-time	\$1,500	
Transfer Series	One-time	\$4,000	
Other/Miscellaneous	One-time	\$1,500	Helps fund pilot improvements.
Total		\$30,000	\$15k base funded and \$15k from Bridge one-time funds in FY 24

Scholarships	Fund	Allocation	Notes
Tuition waivers	Ongoing	≈ \$37,776	10 full year FT waivers

Table 2. Overview of Student Success Personnel Budget:

Personnel	Allocation	Notes
Full-time staff (base)	\$264,205	Includes benefits
Full-time staff (one-time)	\$92,349	Includes benefits

Part-time staff (one-time)	\$130,664	Includes benefits. These funds come from Bridge.
Total	\$487,218	

The Bridge Budget is still being defined, given its complexity and infancy. This current version of the Summer Bridge program was made possible by an influx of COVID-19 relief funds SLCC received in 2021. These funds allowed the institution to commit significantly to youth impacted by the global pandemic. As COVID funds ran out, our program reduced the incentives students receive to sustain the Bridge past its pilot year. The year 2023 marked the first time Bridge received base funds from the College, prioritizing staff salaries over programmatic elements. That year, we switched from scholarship dollars awarded to students (made possible by relief funds) to tuition waivers. As of today, all the programmatic elements and incentives offered by the Bridge are one-time funded.

Table 3. Overview of Summer Bridge Programming Budget:

Service/Program	Fund	Allocation	Notes
Laptops	One-time	\$50,000	
Marketing	One-time	\$5,000	
Bridge orientations	One-time	\$4,000	
Summer activities	One-time	\$15,000	
Summer lunches	One-time	\$70,000	
Summer stipends	One-time	\$100,000	
Completion ceremony	One-time	\$3,000	
Adjunct faculty	One-time	\$20,000	Trainings and stipends for leads
Other/Miscellaneous	One-time	\$8,000	
Total		\$267,000	100% on one-time funds

Bridge Scholarships	Fund	Allocation	Notes
Tuition waivers for Summer	Ongoing	≈\$249,438	250 waivers (6 credits)
Student Fees	One-time	≈\$51,253	Summer only
Total		≈\$300,691	

Table 4. Post-Summer Bridge Budget (1st year of Bruin Scholars for Bridge Graduates):

Service/Program	Fund	Allocation	Notes
Fall and Spring Programming	One-time	\$10,000	
Student Supplies/Materials	One-time	\$15,000	
Peer Mentors	One-time	\$4,000	Uniforms, trainings, etc.
Other/Miscellaneous	One-time	\$10,000	
Transfer to Bruin Scholars	One-time	\$15,000	
Total		\$50,000	100% on one-time funds.

Bridge Scholarships	Fund	Allocation	Notes
Tuition Waivers	Ongoing	≈ \$944,375	250 FT waivers for Fall and Spring
Tuition dollars for undocumented students	One-time	≈\$188,875	Not all undocumented students in the Bridge are eligible for tuition waivers
Total		≈\$1.13 million	

Table 5. Overview of Bridge Personnel Budget:

Personnel	Allocation	Notes
Full-time staff (base)	\$271,370	Includes benefits
Part-time staff (base)	\$75,000	Includes benefits
Part-time staff (one-time)	\$61,281	Includes funds for seasonal peer mentors and to carry over CIPs during breaks
Transfer to Bruin Scholars	\$130,664	Pays for Bruin Scholars PT staff
Total	\$538,315	

Over the past five years, the most significant disruption to our operations has been the creation of the Summer Bridge Program. This initiative brought many new challenges to our area, but more importantly, it brought tremendous opportunities to students. OSS had to quickly pivot to support new staff members hired to lead the program and integrate them into our culture. As we look to the future, we aim to fully incorporate the Summer Bridge program into the department's core function, as reflected in the organizational structure and funding. We have started this process by exploring how Summer Bridge students feed into the Bruin Scholars Program to expand the continuum of support students receive past the initial summer intervention. Our next steps are to dive into the budgets of these programs and find ways to integrate them better. For example, Bridge funds pay for Bruin Scholar peer mentors. Using these funds reduces the budget available for the summer program. Likewise, Bridge staff don't have a dedicated budget to purchase supplies, travel, and staff development, so we are looking to increase the funds in OSS 'central account to align with the increase in staff members. However, our top priority moving forward is to sustain the excellent work Bridge has accomplished over these past three years by continuing to provide this team with the fiscal resources necessary to conduct a high-impact summer program.

4. Metrics and Data

Continual assessment of our programs is a mandated practice by the Student Affairs Division and a critical aspect of the Summer Bridge and Student Success Initiatives area. Historically, the Bruin Scholars program in the Student Success Initiatives area has a long history of assessment. In 2020, our institution conducted a [study](#) to assess the impact of Bruin Scholars on SLCC students. It determined a strong correlation between participating in the program and completing gateway English and Math courses and, ultimately, graduation. This

study led to Bruin Scholars expanding to other SLCC campuses and subsequent funding. Similarly, our Bridge program, being a new and highly profiled institutional initiative, has been thoroughly assessed to ensure the effectiveness of the intervention and to justify the funds diverted to the initiative.

4.1. Summer Bridge Metrics and Data

The benefits of the Summer Bridge program have been well documented. The program has worked well to re-engage students with education during a time of massive disengagement, especially for minoritized youth, given the impact of COVID-19 on our historically underrepresented students. On average, approximately 88% of all students in the Bridge identify as a member of an underrepresented ethnic group. Overlapping identities represented in the programs include a high number of students from low-income households, English language learners, students who have experienced homelessness or have been in foster care, and students who have experienced the death of a parent or guardian. To assess the effectiveness of our interventions, our Data Science and Analytics Division matched our Bridge students with similar students from SLCC who did not participate in our program. Preliminary data analysis suggests that all three of our Bridge cohorts have outperformed their peers in metrics that strongly correlate to successful graduation from college.

Overall, students participating in the Summer Bridge accumulate college credits faster and have a higher retention rate than their peers. Bridge students outpace their peers in these four metrics:

1. Fall-to-spring semester retention. On average, Summer Bridge students have an 18% higher retention than their peers who didn't participate in the program.

2. Fall-to-fall semester retention. On average, Summer Bridge students have 25% higher retention after one year of enrollment than their peers who didn't participate in the program.
 3. Number of requirements completed towards their chosen degree. On average, Summer Bridge students are 52% done with their degrees after their first three semesters at SLCC. That is 17% closer to graduation than their peers who didn't participate in the program.
 4. Number of credits completed after three semesters. On average, Summer Bridge students who started in the Summer of 2021 and Summer of 2022 have completed 30 credit hours. That is 13 credits hours more than their peers who didn't participate in the program.
- Effectively jumpstarting them toward graduation!

Our team also measures the progress of Summer Bridge students through qualitative markers. We conduct a pre-and post-survey every summer to gauge each participant's growth indirectly through participation in the program.

Table 6. Overview Survey Results for Initial Bridge Cohort:

Bridge Learning Outcome	Before Summer Bridge	After Bridge Conclusion
Understanding SLCC degree requirements.	55% of students demonstrated adept competency.	79% of students demonstrated adept competency.
Identifying key college resources	68% of students demonstrated adept competency.	87% of students demonstrated adept competency.
Understanding the value of social support networks with peer mentors, staff, and faculty.	52% of students demonstrated adept competency.	90% of students demonstrated adept competency.

The [qualitative feedback](#) we receive from Bridge students is also overwhelmingly positive. Summer Bridge students reported feeling welcomed by everyone. They stated that the program was very effective in helping them transition from high school to college. Their

feedback revolved around four themes. First, the diverse makeup of the program and its impact on the 8-week experience:

“We were all from so many different backgrounds, but we could relate, and we were very open with each other, and I enjoyed that.”

Second, the quality of the academic experience:

“[My] English class was a better learning experience, compared to my classes in high school, which was self-taught since it was just online.”

Credit goes to our English partners, who have done a great deal of [assessment](#) into the experience Bridge students have in the program and used it to strengthen the quality of instruction over time. Third, Bridge students stated multiple times how they developed a sense of belonging and community through the program:

“I feel like there were a lot of people that started alone; I was one of them because I didn’t really know anyone. But later, through the group activities, we built friendships and bonds.”

Lastly, students in the program commented on the valuable role peer mentors had in the program:

“Something meaningful from the summer bridge program were the connections I made with the new friends I met, how everyone else has like a reason for going to college.”

As we look to the future, we hope to continue to sustain the assessment culture Summer Bridge was built on. As a high-profile institutional initiative, this program received significant resources and support in its pilot years. Now, going into its fourth year of existence, we hope to maintain this momentum moving forward. Our emerging partnership with Data Science and Analytics is critical to this work. They have committed to building a more interactive and comprehensive dashboard for program leaders to make formative and summative conclusions and better operationalize the data collected.

4.2. Student Success Initiatives Metrics and Data

The Student Success Team has created metrics for our Bruin Scholar program to help guide our work and programming. Every semester, we collect data on the students in the program to assess our progress toward our stated goals. Over the years, how we gather our data has varied from a qualitative to a more quantitative approach. At first, we focused more on the students' experience than their progression. In 2018, we moved to a quantitative module focusing specifically on the following four completion metrics:

1. Participation in Bruin Scholars. Currently defined as having 60% of all Bruin Scholars active in the program. An active student meets with their coordinator and attends at least one Bruin Scholar activity.
2. Math and English completion within three semesters of joining Bruin Scholars. We currently set a benchmark of 60% of Bruin Scholars completing their English general education sequence in three semesters, 40% completing their general education math sequence, and 80% of ESL students finishing the requirements of the ESL program.
3. Bruin Scholar's satisfaction with the program. Defined as 80% of students in the program satisfied with their experience in the program. This is measured through a survey administered at the end of the Spring semester and subjectively through how students interact with their Bruin Scholars Coordinators.
4. Bruin Scholar's graduation and transfer rate. Currently set at 50% of Bruin Scholars graduating or transferring to a different school.

Historically, we have consistently been able to meet or be above our metrics. In the 2021-2022 Academic Year, we saw a dip in our English metric; however, we could attribute this to the number of ESL students enrolling in our newly occupied West Valley cohort and rollover from

the Bridge program. Because of the influx of ESL students, we added a new metric to include them better as they move through their ESL requirements. Historically, we have also tracked students' semester-to-semester retention and GPAs. However, we do not have metrics specific to these areas as our Data Science and Analytics Division is building a dashboard to track these markers better.

In the Spring semester of 2023, discussions were started with Data Science and Analytics to help create a new, more data-consistent module. It was determined that we should define our cohorts more strictly, binding them by semesters. We changed our enrollment process to match this, doing away with the fluid enrollment periods Bruin Scholars used to have. This was our first step towards refining and improving our data-gathering and reporting process.

To assist Data Science and Analytics in creating the dashboards and helping us collect our data, we added Bruin Scholar attributes to our students in Banner. However, our work with Data Science and Analytics has stalled due to turnover in both areas. As we continue to move forward and implement the changes required, we have yet to create a dashboard to help us track our students. For this purpose, our coordinators continue to follow their students manually. We hope to have these dashboards in the future to assist us in tracking our students.

Generally, we are consistently trying to find ways to improve and assess our success. We are brainstorming better ways to measure the program's satisfaction by increasing survey response rates. We have built a strong foundation for using data to inform our decisions; however, we need a better way of gathering the data to help us make informed decisions more quickly. We also need to consider assessment plans for the other initiatives in our Student Success area to track and better inform our work outside the Bruin Scholars realm, mainly for our Skillshops and Parent and Family programming.

5. Relationship with Other Functional Units in SLCC

Our programs have fostered cross-departmental collaborations with various departments across campus, facilitating programming, easing financial constraints, and increasing overall support for our programs. These collaborative efforts have proven beneficial for each department's programs. This section outlines the shared relationships that both Summer Bridge and Bruin Scholars have cultivated before going through unique partnerships for each program.

5.1. Shared Relationships for both Bruin Scholars and Bridge

PACE (Partnerships for Accessing College Education): We have worked with the PACE program team through various collaborative activities. We share similar requirements for the program and have established a timeline for completing necessary meetings and activities. Additionally, we collaborate on essential events such as the Transfer Series with Bruin Scholars, Welcome Week Activities, and FAFSA Workshops. We have also started a peer mentor retreat with all three teams to facilitate cross-collaboration events and allow them to get to know each other better. We want to strengthen our partnership as we collaborate to create events for our students. Although the collaboration is new, we are still figuring out who takes the lead on each activity and how the activities are distributed among all three teams. The willingness to assist students is present, but we are still working out the logistics, and we usually don't know what these are until we encounter them during our planning or execution phase.

Orientation: As internal partners in the Orientation and Student Success department, the Orientation team is one of our most active partners. We vigorously collaborate during [SLCC Days](#) and new student orientations, where our joint efforts are dedicated to recruiting students for enrollment in the Bridge and Bruin Scholars program. In addition to our recruitment efforts, our collaboration extends to supporting each other during signature events, including Bridge

orientations held at the Taylorsville Redwood campus and the culminating Celebration of Learning at the conclusion of the Bridge program. Moreover, Bridge and Bruin Scholars team members contribute by co-leading orientations year-round and during rush periods, where we help with efforts to register students for classes. This is a strong partnership, and we wish to sustain it over time.

Career Services: We recognize that for our Bridge and Bruin Scholars, career preparation is one of the most important tasks during their college time. As such, each semester, we hold at least one collaborative event with Career Services. For example, this Fall semester, we had a workshop where students received help building their resumes, interview tips, and job fair advice. Career Services is also the department that offers our CIP positions to our peer mentors to stay employed within our programs. We have strengthened this partnership over time and wish to continue developing it as the CIP program undergoes changes or requirements.

Financial Aid: Like any other students, Bridge and Bruin Scholars also have many questions about financial aid. For the last three semesters, we have established a collaboration with Financial Aid to support students with ways to pay for college. For example, the Bruin Scholars team collects student questions on scholarship applications, FAFSA, and transfer-related concerns at the Jordan campus. These questions are collected via email from participants and then given to the Jordan Assistant Director and financial aid advisor(s) to be answered in a hybrid “Q/A Session.” This partnership at the Jordan site has created ongoing assistance and familiarity with financial aid advisors. In addition, our other Bruin Scholars sites have partnered with Financial Aid through FAFSA nights and scholarship workshops. The Financial Aid office also handles the Summer Bridge tuition waivers and stipends awarded after completing their

requirements. This partnership is crucial to maintain and enhance over time as our students rely on their financial assistance.

STEM Learning Center: To assist our students in STEM-related courses, we have collaborated with the STEM Learning Center. One of those collaborations invited our students to a “lunch with your tutor” event. The purpose of this activity was to introduce students and STEM tutors. In return, a hands-on activity led by the tutors resulted in a better understanding of their services and an opportunity to break the ice and get to know their staff members personally. Furthermore, our Bridge and Bruin Scholars team share a math tutor focusing only on tutoring those two student populations. The tutor is trained in best practices by the STEM Learning Center. We would like to continue working closely with this partnership as it has proven effective in getting our students acquainted with the STEM Learning Center spaces and feeling less intimidated when taking STEM courses.

5.2. Summer Bridge Relationships

English: The English Department has been an integral part of our program since the beginning of the Summer Bridge in 2021. We included the introductory English course in our program to prepare students for the fall semester and fill any learning gaps caused by the pandemic. Since then, the English Department has consistently offered English 1010 and English 2010 as part of our Summer Bridge program. This partnership is crucial to our program as it is one of the classes that students take during the eight-week summer semester every year. This is a solid and established partnership with a highly developed and worked-on curriculum that can be used year after year. We aim to continue strengthening this partnership in the following years and build on the work to date.

Science, Mathematics, and Engineering (SME) department: Our Summer Bridge program has identified that many students struggle with math. To address this issue, we have included a math study skills component in our student success course, Math 2900, which our STEM partners manage. This is the second class all Bridge students take in the summer. Additionally, we have noticed that many of our applicants are interested in pursuing STEM-related fields. To support these students, we have created a STEM Bridge track, where our partners help connect students with relevant resources to help them succeed in their STEM degrees. This partnership is new and is in a place where we want to invest time and resources to grow it over time.

ESL department: As a part of our Summer Bridge Program, we offer an ESL bridge track in collaboration with our ESL department. The department provides ESL 1010 to the participants of our ESL track. This partnership also helps us to identify eligible students for the program and ensures proper class placement. The department helps us enroll students in the ESL courses designed for our program. This partnership is where we need to put most of our investment in. The ESL department has gone through leadership changes, causing many classes that our students registered for the Fall 2023 semester to be canceled. We want to strengthen this partnership and improve our ESL students' experience.

Office of the Registrar and Academic Records (ORAR): If students face any registration issues while enrolling in their Summer Bridge classes, ORAR manually adds these students to their respective classes. They also train our staff members on adding a Summer Bridge attribute in Banner, which automatically updates in MySuccess and serves as an effective tool for case managing students as a cohort. Our partnership with ORAR is the newest, and we

are still determining what it could look like since they process many back-end tasks. We want to continue exploring and strengthening it over time.

Admissions Office: Applying to SLCC can be confusing for new students. To join our Summer Bridge program, students must apply for the summer term. However, some new students may miss this step. If this happens, we have a process in place to manually move students to their correct entry term with the help of this office. If students have questions about their residency status and are listed as out-of-state, we can refer them to the Admissions office for assistance. Correcting our students' residency status is essential because tuition fees are based on it. The partnership we have developed with Admissions is strong. Admissions is always ready and willing to assist us when students need their last-minute applications updated to the correct term. However, we should implement a system to minimize the number of students requiring application updates altogether.

5.3. Bruin Scholars Relationships

TRIO: Bruin Scholars has initiated a recent collaboration with our SLCC TRIO partners. In the Fall of 2023, we jointly organized a Film & Learn event in partnership with TRIO STEM. This informative session gave our students insights into the TRIO STEM program and its various resources. Our primary objective for our Bruin Scholars participants attending the event was to enable them to discover at least three resources that TRIO STEM provides to support first-generation college students pursuing careers in the STEM field. Continuing a partnership with TRIO will be beneficial for our students who identify as first-generation college students as they can increase their support system on campus.

University Transfer: In recent years, Bruin Scholars has solidified the Transfer Series workshops, and the University Transfer office has become an important partner. They play a

vital role in our Transfer Series by presenting information about their services to our students. They have also been able to provide contact information from neighboring colleges to help us plan our field trips to different institutions; this usually happens in the spring semester. Bruin Scholars and the University Transfer office help each other promote both the Transfer Series and Transfer Fairs events to increase participation. We will continue this partnership as it is a crucial steppingstone to our student's educational journey at SLCC and beyond.

Academic Advising: We have collaborated with Academic Advising through our class registration campaigns initiative, especially our Fall Registration Workshop. The workshop is held at a computer lab, providing easy access to our Banner registration system. Academic advisors are present to aid our students and answer any general academic questions. Aside from encouraging our students to register for courses, we want them to be familiar with the services Academic Advising offers for their academic goals and ensure every Bruin Scholar has a connection with their academic advisor.

Student Writing & Reading Center (SWRC): We regularly collaborate with the Student Writing and Reading Center at each campus to support our students' writing and reading skills and familiarize them with the resource. The SWRC consultants have also helped our Bruin Scholars with scholarship essay prompts and letters of intent. By continuing our partnership with SWRC, we hope our students understand the value of using their resources to improve their writing and reading skills, and we aim to continue investing in the partnership moving forward.

Gender and Sexuality Student Resource Center (GSSRC): The Gender and Sexuality Student Resource Center, housed at the South City campus, remains a strong partner to us. We regularly hold collaborative events in the GSSRC space to lessen students' hesitation in accessing their services. A recent example was our Pride Bracelet-making event in June 2023,

where students learned about the GSSRC resources and were welcomed into the center. Additionally, staff at the GSSRC will often refer students to Bruin Scholars and vice versa, ensuring LGBTQ students are amply supported.

Dream Center: We have maintained a close partnership with the Dream Center. One such collaboration is our Scholarship Workshop event, where a Writing and Rhetoric Fellow guides participants in crafting compelling scholarship essays. These workshops provide valuable information on external scholarships tailored to our undocumented students. Our Bruin Scholar program is designed to embrace undocumented and mixed-status families, so a strong partnership with the Dream Center is essential.

Thayne Center: Bruin Scholars and the Thayne Center have collaborated through services such as Basic Needs, Bruin Pantry, and the Community Engagement program. More specifically, a collaboration between the Basic Needs program and the Jordan Campus Bruin Scholars is in place at the beginning and towards the end of the semester to expand students' financial resources and give an in-depth presentation on the services they offer. We have also connected our students experiencing homelessness or other living situations to their Basic Needs Coordinator, who provides resources for housing, food, medical assistance, and food pantries across SLCC campuses. Thayne Center has provided our Bruin Scholars and peer mentors community engagement opportunities through alternative spring breaks and volunteer hours. Holding a solid partnership with the Thayne Center is important because we want to provide different ways for our students to get involved in the community.

6. Peer and Best Practices Comparison

Our peer institutions were selected by the Utah System of Higher Education (USHE) based on our enrollment size, the number of associate degrees and certificates offered, and

student demographics. The information below will compare our programs with similar ones across the nation. The following were the colleges USHE felt we were closer to in scope:

- Broward College
- Central New Mexico Community College
- Central Piedmont Community College
- Portland Community College
- Sacramento City College
- Sinclair Community College
- Pima Community College
- Austin Community College District

6.1. Summer Bridge

Our program provides a variety of exceptional financial incentives to students who enroll, which, according to our research, are not offered in similar programs at other colleges. These incentives include laptops and stipends, with the latter being based on the student's academic performance, as determined by their GPA. Once students complete our Summer Bridge program, they are allowed to keep the laptop they were provided, which can assist them in achieving academic success. However, we might need to do better in extending our program's availability across multiple campuses. Central Piedmont Community College offers its program on numerous campuses. Although we have done this in the past, we have seen a low interest from students to attend other campuses, resulting in our Taylorsville campus being the preferred choice and, recently, the only choice for the Summer Bridge program.

While we prioritize integration within the Community College, we are always looking for ways to improve financial support for our students. Central New Mexico Community College offers scholarships for students who plan to transfer to four-year institutions, as they focus on facilitating student transfers. In addition to financial support, we aim to help students become more financially savvy and have partnered with Young Money University. This might be a unique opportunity that other programs may not have access to nationally. Young Money

University educates students on money management, strategies for saving, and basic investing principles they can use after our program.

6.2. Bruin Scholars

Upon examining our peer institutions, we have observed how many of the services provided by Bruin Scholars align with their program missions and services. For instance, Sacramento City College's First Year Experience Program offers students access to student success coaches and peer mentors. This program also supports graduation and transfer through tailored programming, a concept we have begun implementing in our Bruin Scholars program, specifically geared toward our second-year students. Similarly, Pima Community College's Student Support Services organizes university campus visits, a component mirrored in our spring semester programming as part of our Transfer Series. Through this initiative, we have strengthened partnerships with the University of Utah, Weber State University, and Utah Valley University departments.

One notable feature across our peer institutions is access to bookstore assistance programs, such as Sacramento City College's RISE program and Portland Community College's College Assistance Migrant Program. Considering this, incorporating bookstore vouchers into our marketing materials could attract more students. However, the allocation of bookstore vouchers varies across our Bruin Scholar sites due to budget constraints each fiscal year.

While many of the peer institutions have rigorous program entry requirements, we take pride in the open-enrollment nature of Bruin Scholars. Any SLCC student can join and receive support from coordinators and peer mentors. Moreover, peer mentoring and one-on-one connections with coordinators are critical elements present across multiple campuses, which we aim to promote in alignment with our peer institutions' marketing strategies for their programs.

Lastly, we saw programs with stringent requirements often provide more substantial financial aid assistance to their students, including stipends, scholarships, bookstore vouchers, and college credits, something our program can only offer to some of our students due to budget limits but recognize the importance of continuing to build this resource in the long term.

7. Conclusion

This document served as a comprehensive self-study report for two key areas of the Orientation and Student Success department: the Summer Bridge Program and the Student Success Initiatives area, which includes the Bruin Scholars Program. Through this self-study, we identified five themes that we must address as we look to strengthen our programs:

1. **Partnering with parents and family members of our college students.**
2. **Strengthening our partnership with faculty and Academic Affairs.**
3. **Expanding and securing funding for Bruin Scholars and Bridge.**
4. **Finding ways to expand our presence in other SLCC campuses.**
5. **Strengthening our on-campus partnerships and refining our organizational structure.**

Section two, the Description of Programs and Services, provides an in-depth look at the objectives, components, benefits, and challenges of the Summer Bridge Program and the Student Success Initiatives area. It explained how these programs align with the Student Success Framework and provided detailed outlines of their strengths and growth areas. Overall, we believe that our programs have strong foundations and are ready for improvements, which might be facilitated through organizational restructures.

Section three, the Organizational Structure and Staffing, presents the organizational charts, staffing levels, roles and responsibilities, and professional development opportunities of

the Summer Bridge and Student Success teams. It also discusses the challenges and opportunities related to staff retention, workload distribution, and cross-campus collaboration. Evidently, these programs have received support from SLCC over time but are threatened by the sheer amount of one-time funds they depend on to function.

The fourth section, the Assessment and Evaluation section, reports the data and metrics used to measure the effectiveness and impact of the Summer Bridge and Student Success programs on student retention, completion, satisfaction, and transfer. It also discusses the challenges and opportunities related to data collection, analysis, and reporting. Both programs have a strong assessment history but could benefit from more support from Data Science and Analytics, and greater attention needs to be given to emerging initiatives such as Skillshops and Parent and Family Programming. Finally, the last section, Relationship with Other Functional Units, describes the partnerships and collaborations the Summer Bridge and Student Success teams have established with other academic and student affairs units at SLCC. It also discusses the challenges and opportunities for enhancing and expanding these partnerships. We aim to continue evolving our partnerships and establishing new ones based on your recommendations.

As a team, we are excited about the on-campus visit and look forward to making changes that will assist us in better serving our students. Thank you for taking the time to read through this document, and we hope it has served you well in understanding the Summer Bridge and Student Success Initiatives areas in depth.