

Unit Planning for Student Services
Division/Unit

Multi-cultural Center Unit Plan:

(For 2008-2009 Implementation)

Section 1: Data Elements

	2004-05	2005-06	2006-07
Unit Effectiveness			
<u>Enhances Student Engagement</u>			
<i>Number of service contacts</i>			
Multicultural Center	150/day	>150/day	>150/day
International Student Program*	459	325	8,456*
<i>Number of unduplicated participants</i>			
Rites of Passage	75-85 per summer	75-85 per summer	No program
International Student Program*	459	325	752
<i>Demographics of individuals served:</i>			
Multicultural Center			
International Student Program		See narrative	See narrative
<i>Other evidence of enhancing engagement</i>		See narrative	See narrative
<u>Enhances Student Learning</u>			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)		See narrative	See narrative
Enhanced student persistence			
Other learning enhancement data			
<u>Enhances Student Satisfaction</u>			
ACT student satisfaction data			
CCSSE satisfaction data			
Other evidence of enhancing satisfaction			
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks			
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)			
Total general fund budget	441,791	448,979	331,748#
Budget from other sources (i.e., student fees, grants, etc.)	ICP 54,700	ICP 61,700	ICP 5,000#
	Student fee – 361,950	Student fee – 387,167	
	Grant - NA	Grant - NA	

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	2004-05	2005-06	2006-07
Other evidence of efficient use of resources		See narrative	See narrative
Unit Essentialness			
Essential to completing a business process with students		See narrative	See narrative
Essential to an effective educational experience	Per accreditation standard 3 – see narrative	Per accreditation standard 3 – see narrative	Per accreditation standard 3 – see narrative
Legally mandated			
Other evidence of essential service	Per accreditation standard 3 – see narrative	Per accreditation standard 3 – see narrative	Per accreditation standard 3 – see narrative

**The International Student Program is not a General Fund budget area. In 06-07, the position changed from Activities Coordinator to Immigration/Admissions Advisor.*

This is year 1 of MCC as a stand alone unit (06-07 figures do not include the Student Life and Leadership Development Department).

Comments/Clarifications to Student Services data elements

1. Unit Effectiveness

a. Engagement

- The Multi-cultural Center and its related programs are one of the primary means for students to identify “home bases” in which to feel comfortable, seek help, develop leadership skills and initiate programming to meet their needs.
- **MCC staff infuse cultural competency into learning experiences.**
- **Contribution to Student Success:** Many students come to Lane with no previous college experience, or have been out of the education system for some time, and with limited experiences with peers from other countries, cultures or lifestyles. In addition, International students are faced with a new lifestyle, new town, new teaching styles, new language and no friends or family. Programs and services offered through MCC provide students with the resources to help them hurdle these potential barriers.
- **MCC staff provide opportunities to engage in bicultural leadership development and multi-cultural understandings**

b. Learning

- The department supports learning opportunities for students beyond traditional place and time boundaries. Involvement in Multi-cultural Center programs provides

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students with opportunities to gain life skills in programming, budgeting, leadership and group dynamics and to apply classroom theories and skills to actual situations.

- **MCC staff provide a social justice leadership learning environment.**
- Department staff provide leadership training workshops and courses to students and community groups and serve as advisors to student clubs and organizations.
- **MCC staff are active in being resources on diversity to staff**

2. Unit Efficiency

Department/Programs/Services

Note: 3.0 FTE staff are paid through the general fund budget and the general fund budget for M&S is less than \$52,975 total for the MCC, ROP, and SLLD administration. The 1.0 FTE International Student Advisor is on student fee support.

The Multi-cultural Center includes *Rites of Passage, International Student and Community Program,*. In addition, Student Life and Leadership Development staff also plan and conduct: *Fall Welcome Week, community Martin Luther King Day Celebration, and Graduation. Oregon Diversity Institute, Infórmate, Prepárate, Educate para el colegio/Inform Yourself, Prepare Yourself, Educate Yourself for College, a college awareness enrichment program for Latino middle and high school students and their families in the Springfield Public School district. International Human Rights day Celebration Cesar Chavez Celebration-Springfield*

- **Multicultural Center:** The MCC provides a place for students, staff and community members to meet, connect, network and supports student academic and cultural activities. The Multicultural Center provides hands-on experiences to complement theoretical and philosophical class work in many areas. In addition, the Multicultural Center staff provide **bicultural** leadership and culturally specific training and workshops to college staff and to community groups. The Multicultural Center staff work closely with area organizations, businesses and other educational institutions to provide programs, assist students and provide referrals. The Multicultural Center addresses the needs of students of color and also provides a valuable resource to the entire college community. **Spanish –speaking staff /student workers are available.** All students are welcome in the Center.
- **Rites of Passage:** The Rites of Passage Summer Academy at Lane Community college is a collection of four cultural immersion/leadership programs designed to provide high school and middle school students of color in Lane county with education specific to their ethnic heritage. The four programs include: African American Rites of Passage, Asian/Asian American Rites of Passage, Umista Native American Rites of Passage and Puertas Abiertas Latino/Latina Rites of Passage. These four programs have been developed to provide students of these ethnic groups with the cultural tools necessary for positive self-image and self-esteem.

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- **Native American Student Program:** the Native American Student Program has increased the enrollment of Native American students to almost 300 per term and has established contacts with various tribal representatives that will have long-term impacts in a variety of training and education programs at the college. For example, the Native American Student Program has worked closely with the Drug and Alcohol Prevention Counselor Training program to establish a support group for Native American students on campus. This group is a vital recruitment and retention tool and also may soon receive financial support from Tribal education representatives to further expand services.
- **International Student Immigration/Admissions Advising Program:** In 06-07, the International Student and Community Program became the International Student Immigration/Admissions Advising Program. The advisor supports International Students in succeeding at the college through admission and academic advising support. In addition, the advisor provides numerous opportunities for inquiring international students and their families to get their questions answered about attending Lane. The program also contributes significantly to the overall diversity of the student body. **(funded through the Mandatory Student Activity Fee and the International Student fee)**

3. Unit Essentialness

The characteristics of Multi-cultural Center programs at Lane support the core values of learning, diversity, innovation, collaboration and partnership, integrity, and accessibility.

- The objectives of the programs and services offered through the Multi-cultural Center are to provide educational and cultural programs that enhance the quality of life for members of the academic community.

Student development theory, research and work done in the areas of student persistence, completion and retention all illustrate the link between students who can identify a “home base”, social networks, a sense of belonging or identity and their ability to overcome obstacles and stay in school. Multi-cultural Center programs often become a primary source of referral to students who need assistance and provide a way for students to implement skills learned in the classroom.

Other evidence of essential service:

“Students who participate in collaborative learning and educational activities outside the classroom and who interact more with faculty members get better grades, are more satisfied with their education, and are more likely to remain in college. But the gains from those practices are even greater for students from underrepresented racial and ethnic backgrounds, or who come to college less prepared than their peers..... Last year's survey found that *student engagement had a "compensatory effect" on grades and students' likelihood of returning for a second year of college, particularly among underserved minority populations and students entering college with lower levels of achievement.* Data indicated that activities such as collaborating with peers on projects inside and outside the classroom helped students overcome previous educational disadvantages.” (Wasley, Chronicle of Higher Education, November 17, 2006)

Section III: Planning for Efficiencies, Productivity and Revenue Enhancements:

(For 2008-2009 Implementation)

1. Efficiencies and Productivity:

2. Revenue Enhancements: (Include impact, consequences, and comments)

- **Rites of Passage:** The four programs within ROP are African American; Puertas Abiertas; Native American; and Pan-Asian American. ROP is in the midst of a major revision to curriculum and program. Staff are currently meeting to redesign the program, and in the process are planning to enhance revenue by:
 - Setting up non-credit classes for summer ROP programs for students 16 and older.
 - Establishing the dates and basic format for a shorter summer component for ROP to become cost effective and operate within allocated budget.
 - Developing bridge programs for High School juniors and seniors for students entering college in fall as part of ROP.
 - All 4 ROP program components are moving to a year round format. This format should provide a bridge for students and their families to establish entry points to Lane.
 - The Native American Program Coordinator is working with Tom Ball at the University of Oregon to develop program that bridges from HS to Lane to UO
 - The African-American Program Coordinator is working with the University of Oregon and with local black churches to develop similar recruitment/retention strategies.
 - The Latino/Chicano Student Program Coordinator is working with the Oregon Leadership Institute to develop a program for students and their parents.
 - There are no current Lane staff assigned to the Pan-Asian American ROP program. Outreach continues with Part-time hiring of community members (Misa Joo, Anselmo Villanueva) who continue to be involved in developing and supporting this part of ROP.
 - Work through the curriculum review process to establish credit classes for students in ROP. These classes could be in a 1 to 3 credit seminar format.

Native American Program

Proposed FY09 classes

- **Native Circles, It's Your Life**
- Intertribal Native American Dance
- **Examining ethnicity through Small Metals (Jewelry)**
- **Story telling- An examination of the Native American oral tradition.**
- **Native Circles, It's Your Life**

Other efforts

James is also working with Social Science/Ethnic Studies to develop a Native American Studies Program. In addition to the classes already offered at Lane, James is writing curriculum proposals to include Native American Dance, Storytelling and Small Metals (Jewelry). Each of these classes could

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be offered through Ethnic Studies or Performing Arts. James is also currently teaching the Native Circles class and taught a non-credit class last fall for students to develop regalia, learn dance, and other aspects of attending a Pow Wow.

African American Program

Proposed FY09 classes

- Black Leadership: History, Theory, and Practice 3-credit
- Contemporary Issues in African American Culture: Post Civil Rights Movement
3-credit
- Hip Hop America: History and Culture 3-credit

Other efforts: Rites of Passage

- Winter and Spring, one-day seminars for 2008 cohort and their families focusing on college preparation, access and leadership skills.
- Recruitment for 2009 cohort-goal 25-30 students for a 3 week summer program, which will include Fall, Winter and Spring seminar sessions.

Puertas Abiertas Program

Proposed FY09 classes and ROP

Through the Puertas Abiertas Summer Academy, four classes will be offered for approximately 40-60 students, through Continuing Education:

- ¿Quién Soy? ¿Quiénes Somos? Non-credit
- Vocies/Voces in the Borderlands Non-credit
- La Causa: Leadership Opportunities Non-credit
- El Orgullo y El Balance Non-credit

Through Puertas Abiertas new year round format, the following classes will be offered throughout the year. Utilizing the Expanded Options Program at Lane, which allows at-risk high school students to take Lane credit classes during the school year, school districts pay for tuition/fees and books. This allows Puertas students to take the following classes for credit and other ethnic studies classes; or other classes not offered by high school. Students receive high school credit for graduation and college credit:

- Chicano/Latino Leadership III Drinking Cultura 1-credit
- ¿Quién Soy? ¿Quiénes Somos? 1-credit