

Multicultural Center Unit Plan:
For 2009-10 implementation

**DATA ELEMENTS FOR STUDENT
AFFAIRS/STUDENT LEARNING**

Enhances Student Engagement

05/06

06/07

07/08

Number of service contacts	150/day	> 150 day	>200 day
Number of unduplicated participants			
Rites of Passage	75-85	No program	
Demographics of individuals served			
MCC			See narrative
Other evidence of enhancing engagement			See narrative

Enhances Student Learning

Enhances one of the five CCSSE Benchmarks			
(Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)			See narrative
Enhanced student persistence			See narrative
Other learning enhancement data			

Enhances Student Satisfaction

ACT student satisfaction data			
CCSSE satisfaction data			
Other evidence of enhancing satisfaction			

Narrative:

- **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 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. 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 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.

**DATA ELEMENTS FOR STUDENT
AFFAIRS/STUDENT LEARNING**

	05/06	06/07	07/08
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks			DNA
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)			see narrative
Total general fund budget			
MCC			282,886
Rites of Passage			40,125
Budget from other sources (i.e., student fees, grants, etc.)	\$10,000 Gear-up grant for ROP	\$10,000 Gear-up grant for ROP	\$10,000 Gear-up grant for ROP**
Other evidence of efficient use of resources			See narrative
Narrative	demand for services from exiting staff/programs and for additional programs (e.g. Asian American, LGBT) exceeds ability and resources. ** grant amounts for ROP from GEARUP have been reduce to \$5,000		
Unit Essentialness			
Essential to completing a business process with students			See narrative
Essential to an effective educational experience			Per accreditation standard 3 – see

Legally mandated		narrative
Other evidence of essential service		Per accreditation standard 3 – see narrative

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 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 Multi-cultural Center includes *Rites of Passage*, and *Latino/a Student Union*, *Native American Student Association*

and the Black Student Union student organizations., In addition, Student Life and Leadership Development staff also plan, participate and/or deliver: *Fall Welcome Week, community Martin Luther King Day Celebration, Lane Community College Graduation, Oregon Diversity Institute, Infórmate, Prepárate, Edúcate 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.
- **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.

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..... Repeated surveys have indicated that *student engagement has 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: Unit Planning Goals /Initiatives (by Division)

List 08/09 and 09/10 goals for the division as needed. Please note that you already have 08/09 planning goals/ data from last year, so bring forward as appropriate. Use data elements to inform goals.

Complete this table with faculty/staff input by October 31, 2008 to Anna Kate with a copy to your Executive Dean.

LIST GOAL-----	ACTIVITIES-----	TIMELINE-----	BUDGET IMPACT----
1. Continue to refine/revise ROP to include year-round activities in all 4 program areas.	Coordinate schedules where possible to take advantage of marketing and purchasing efficiencies. Finalize staffing and complete paperwork prior to the end of spring term 09. Work with summer academies to list classes in schedule.	Planning – Winter 09 Staffing – Spring 09 Implementation – Summer 09	More efficient use of existing budget, Possible increase in FTE.
2. Work with Women’s Program to develop Transciones Pathways for men and women.	On going conversations and planning – Jim Garcia lead.	Planning complete by end of Fall 09 – proposal for implementation to be including in next planning cycle.	TBD
3. Continue conversations with local criminal justice	On going conversations and planning – Greg Evans.	Planning complete by end of Fall 09 – proposal for	TBD

partners to develop re-entry programs for African American students.		implementation to be including in next planning cycle.	
4. Continue to work with Longhouse committee to finalize funding for longhouse..	Work with ASLCC to extend and/or increase current student funding for LH. Continue to identify other funding sources.	Completed by spring 09. On-going.	Increased enrollment and FTE from additional credit and non credit classes. Staff resources could be redirected to other activities.
5. Develop programs and activities for longhouse..	Block out times for credit/non credit classes, student use, and for community access.	Preliminary schedules will be developed no later than the end of spring term.	Increased enrollment and FTE from additional credit and non credit classes.
6. OBTAIN “CHUNK CODE” SO THAT MCC FACULTY CAN OFFER CLASSES THROUGH THE MCC.	Work with ASA to obtain necessary authorizations to offer classes through department (similar to how classes are currently offered through the Women’s Program).	Work to be completed no later than Spring 09 for implementation for Fall 09, or sooner.	Would more accurately reflect direct FTE generated by MCC faculty. Would reduce management time involved and eliminate issues of scheduling, supervision and evaluation that exist under the current system.

Section IV: Initiatives - targeted use of the three available funding sources for 2009-10.

How could you use Carl Perkins, Student Technology Fee, Curriculum Development dollars towards initiatives that complete your planning goals (where appropriate). Prioritize by division.

This is a web-based submission and should be completed by January 30th, 2009. Anna Kate will supply instructions.

Timelines:

- ASA (Office of Academic and Student Affairs) will review the requests and provide feedback for the Perkins, Tech Fee and Curriculum Development Committees during the first two weeks in February 2009.
- The Perkins, Tech Fee and Curriculum Development Committees will complete their work between February 16th ad March 16th 2009.