

Unit Planning: Student Services
For 2010

Section I: Data Elements

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

	06/07	07/08	08/09
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	285,590	282,262
Rites of Passage	40,125	42,108	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**	Grant amounts for ROP from GEARUP and other services in summer 09 exceeded \$27,000
Other evidence of efficient use of resources		See narrative	
Narrative	The demand for services from existing staff/programs and for additional programs (e.g. Asian American, LGBT) exceeds ability and resources of current staff/programs.		
Unit Essentialness			
Essential to completing a business process with students			See narrative
Essential to an effective educational experience			Per accreditation standard 3 – see narrative
Legally mandated			

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, 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.
- **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)