I. ANALYSIS AND IDENTIFICATION OF STRATEGIC PROGRAM ISSUES

1) Summary of Analysis

The Cultural Awareness Center (CAC) contributes to the student experience and the learning community at Sacramento City College. Over the past three years the Center has gained more credibility by partnering more with faculty and student groups who are committed to promoting intercultural education and diversity. The more students participate in programs sponsored by the CAC, the more opportunity there is to expose our campus community to the rich diversity in which we live and work. The CAC promotes traditional cultural experiences that are a part of a collective history that belongs to everyone. The CAC guest speakers/lectures series validates and/or brings into question the classroom experience. SCC students have an opportunity to meet people whose life experiences are rooted in a painful history but who have survived; this is a bonus to the learning experience of those who sit and listen.

2) Strategic Program/Unit Issues

The community college should have the same experiences as the university. The key issues for the CAC will be funding of speakers and/or performers; especially those speakers that are from other countries with green cards or an international visa. To address this issue, the program and its advisory group will need to explore funding for programs/international speakers that do not fall under our present funding guidelines, and will explore ways to obtain funds for light healthy refreshments that often adds to a cultural exchange.

The CAC will continue to build partnerships and collaborate with faculty and student groups in the area of programming. Further, the program will work on reaching more students through focus groups to see what their recommendations would be as the CAC moves forward, and to provide more programs at different times of the day by working with faculty around their class time. The program will continue to bring in outside speakers (local, national and international) to our campus so that SCC students will learn and understand that this is what the College experience is about – information, exploration and inquiry. It is here that the real learning takes place.

Lastly, the program needs to enhance the learning environment through certain technological (smart classroom) and other facility improvements.
II. DATA COLLECTION, ANALYSIS & SUMMARY

1) Provision and Delivery of Program Services

a) Program Mission/Purpose & Service Provision: The Cultural Awareness Center’s (CAC) mission is to promote intercultural understanding and education through programs and activities that reflect the diversity of Sacramento City College and the community. The CAC was established to support traditionally under-represented American Asian, African, Mexican/Latino, Native Americans and Women. Students who participate in the Cultural Awareness Center activities are exposed to a wide range of programs, opinions, ideas and experiences. The CAC encourages critical thinking, inquiry and the appreciation of people whose life experiences may differ.

b) Past Performance & Accomplishments: In its conception the Cultural Awareness Center focused on traditional cultural celebrations, social, political and historical events. Over the past three years the CAC has worked closely with International Studies, co-sponsoring programs that have a global perspective. The growth of the CAC can be contributed to joining forces with faculty to bring a greater variety of programs to campus.

The CAC has worked with faculty across disciplines to collaborate on programs that enhance classroom instruction and reflect the diversity of our campus. The academic areas include international studies, anthropology, psychology, sociology, philosophy, reading, ethnic theater, human career development, world music, political science, communication, LRC and Staff Resources. Working together in partnership produced creative outcomes, i.e. Hot Topics (the debate team), International Film Series (International Studies/Peace and Justice Club), Theatrical Thursday (Ethnic Theater Club X!), LRC photo exhibit and the SCC World Music Festival.

SCC student clubs have worked in cooperation with the CAC, and have taken the lead in the planning and delivery of programs. On campus the CAC has co-sponsored programs with non-instructional departments, i.e. Campus Security, MESA, EOP&S, SL&D, RISE Women’s Alliance, African Scholars and Puente. In the community we have worked with Peace Action, WEAVE, Susan G. Komen, Talkin Drum Kaiser Breast Cancer Center, Change Your Fear to Anger and the ethnic Chambers of Commerce.

c) Data Analysis and Summary: The Cultural Awareness Center has sponsored an estimated 225 programs over the pass three years; hosting from 65-80 programs during the school Fall and Spring semesters. The number of student participants is estimated to be 6,000. This number includes a rough estimate for outdoor events. It appears that many of the students have attended on average 3 to 4 programs from September to May. Students of color attend events at a greater number and on a more regular basis than white students. White students are more likely to participate when it is required by the instructor. International students tend to be visible at cultural events when it is in collaboration with the Peace and Justice Club, International Studies, or when speaker presentations have a global perspective.

Students are asked to complete a short evaluation form after each program. The feedback indicates that the majority of the students find that the speakers were prepared, the content was good and the presentations were favorable. Student participation appears to be based on three things: interest, class requirement and extra credit. Student organizations/clubs help to promote programs when they feel vested. Campus climate varies from year to year; there are semesters when students are more engaged in student programs and will take the lead with the CAC to sponsor programs, i.e. Peace and Justice Coalition. We also find new students to our campus who are engaged in activism in the community are more likely to reach out to the CAC regardless of ethnicity.
The participation of faculty across disciplines continues to add value to CAC programming and broadens our outreach to the campus. This partnership gives the CAC more exposure and credibility among students and faculty who are not as supportive or believe there is a need for a cultural center. The student demographics of CAC participants have been consistent over the years. Special emphasis programs will often bring students out for specific programs, however many will not return. Also many students who have jobs and families do not take time to participate in cultural events because it is not on the top of their priority list.

The measures of merit that have been indentified for the CAC include exploring students’ understanding of today’s issues that have historically impacted people of color at a deeper level; the CAC programs reflect the importance of ones culture and validates the contribution of the various ethnic groups in the US; and the CAC supports conversations on diversity that helps all students understand their own cultural connections. Focus groups will help to answer many of these questions as we look at student outcomes.
2) **Advisory Board Recommendations (DSPS, EOPS, & Transfer Center).**

The Cultural Awareness Center has an advisory board that meets once a year. The members are from a cross-section of the campus, i.e. International Studies, Counseling, Staff Resources, Assessment, Psychology, Puente, Reading, LRC, Ethnic Theater and students. The board provides input into the CAC infrastructure, policies that impact programs and funding for programs. Along with our previous president the Advisory Board supported the need for technical equipment to enhance the delivery of programs, i.e. LCD projector and media center with computer access. The future direction for the advisory group will be to explore funding for programs/international speakers that do not fall under our present funding guidelines, and to explore ways to obtain funds for light healthy refreshments that often adds to a cultural exchange.
3) Student Learning Outcomes

The underlying purpose of student learning outcomes is to improve teaching and learning, the heart of the community college. Accreditation standards require evidence that the institution “demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning.”

Program/Unit-Level Learning Outcomes: As a result of interacting with this program students will be able to (1) understand that many cultural groups exist in the US and have deeply held norms; values, beliefs and traditions, (2) understand that culture is something that one can create and therefore belong to many different cultural groups, i.e. women, work, club etc., (3) understand how learning to have a dialogue with people who are different will begin to breakdown the stereotypes and dispel the myths that have a historical base, (4) understand the importance of their commitment to a level of civic engagement, social responsibility and leadership, and (5) understand that a world view offers different perspectives which may not be in agreement with the US, however it does not mean its’ wrong.

Program-to-Division Learning Outcomes - Student Services Program Learning Outcomes

<table>
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<tr>
<th>Life Skills</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Cultural Comp.</th>
<th>Understand/Ethics</th>
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Note: CAC SLO’s. See 1-5 for narrative.

Future Directions: The Student Learner Outcome that is important to access over the next three years would be to measure, as seen in #4 above, how well students understand their need to commit to a level of civil engagement, social responsibility and leadership. Civil engagement, social responsibility and leadership embraces what it takes to be a good productive citizen; someone who treats people fairly and understands the US is a country of many different people, opinions and ideas. The College’s support will be to assist with an instrument to gather and assess the data.
4) Curriculum

Not applicable to the Cultural Awareness Center programs.
5) **Program Resource Utilization**

**Staffing Trends:** The CAC has a full-time faculty coordinator and a full-time Student Personnel Assistant (SPA). Both have worked in the CAC for 10 to 12 years respectively. Seven years ago the SPA (CAC clerk at the time) submitted a request to have the clerk position re-evaluated to a SPA position, it was approved. However the clerk position was not replaced. Therefore, the SPA position continues to be responsible for clerical, budgets and program logistics.

**Staff Participation:** CAC faculty coordinator meets with International Studies Coordinator, Staff Resources coordinators, participated in and consulted on Beyond Diversity workshops. Participates on accreditation standard 2B, is a member of the California Council Cultural Centers in Higher Education (CaCCCHE) and is on EOP&S advisory board. The SPA is involved in campus Classified Senate, Accreditation Standard 4 Committee, Honor’s and Award’s Standing Committee, LRCCD Classified Leadership Academy (Workshops), indirectly related to the following CCLC groups…Board meetings, Chancellor’s Consultation Council meetings, annual convention, Legislative Convention and 4CS Board meetings, Classified Leadership Institute (CLI) and 4CS presentations and other activities.

**Staff Professional Development:** The CaCCCHE has two retreats during the year and a conference on Race and Ethnicity in Higher Education that is attended by the coordinator. SPA attends classified conferences, local and state association conferences. There are always conferences that would be good for the CAC staff to attend. Funding is a problem because registration, travel and housing are costly.

**Facilities & Equipment:** The CAC is a wonderful facility for programs and films. The equipment we have needs to be upgraded to a **Smart Classroom**. This gives faculty members more access to equipment when they reserve the space. This was the recommendation of the media services supervisor. It was placed in our last budget request. Presently, the CAC staff has to provide the remotes for the equipment and the light switch is located in the Coordinators’ office storage room. This does present challenges, when no one is available to accommodate the person reserving the space. A request has been made to move the light on/off switch into the Center. There will also be a request to make sure that there are remotes that media services is able to make available.

**Finances & Budget:** The major area of concern is the use of **carry-over monies**. These funds were used in the past during the year for speakers and programming that met the needs of goals, however were not funded under the traditional underrepresented groups. Therefore when we have had international speakers, white men or gay/lesbian speakers frequently, we have utilized carry-over for this purpose. As we continue to build partnerships we will need more funds to reach more people when the opportunity is present. A major problem is the present service agreement process that can negatively impact access to speakers because of time constraints.

**Future Directions:** Over the next three years it would be helpful for us to have additional funds for special speakers and projects; to have funding process policies amended to accommodate the uniqueness of our program in identifying and paying speakers. It is important for management to understand the opportunities the College will miss (in bringing in speakers) by having a cookie cutter policy and pre-approval from the Business Office. It would appear that the Dean and VPSS of the program should be able to approve funding/payment of speakers for the CAC. Staffing for the CAC is often strained when there are multiple programs; a clerk I position should be considered to give the SPA relief to do more jobs in line with her job responsibilities/title.

Equipment requests would consist of a Smart Room set-up and a new television mounted on each side of the room. The present television is outdated and difficult to move and often has to be relocated because it interferes with the program.
6) Collaboration Across Our Communities

**Current Partnerships:** Over the years we have continued to build partnerships with faculty in various departments. The collaboration in programming has helped to supplement what their students are learning in the classroom. Faculty members have assigned their students projects that focus on equity and equality, and those presentations are held in the CAC and open to others to participate. The film series has been in collaboration with International Studies, Ethnic Theater and Staff Resources. Faculty members have partnered with the CAC and facilitated discussions on race relations, and gay and lesbian issues. MESA has started to hold its awards program in the CAC. These efforts will continue and new faculty have been invited to join in the partnership. There are campus departments, EOP&S, and RISE that we have also worked with. There are several organizations in the community that have embraced the CAC since its beginning and frequently join us on campus.

**Future Directions:** To continue to build partnerships and collaborate with faculty and student groups in the area of programming. Also to reach more students through focus groups to see what their recommendations would be as the CAC moves forward. To explore with faculty, programs at different times of the day by working with faculty around their class time. To continue to bring in outside speakers (local, national and international) to our campus so that SCC students will learn and understand that this is what the college experience is about — information, exploration and inquiry.
7) Other Program Issues

Other Issue: The Business Office policies lack consistency in communicating changes or of re-instatement of processes and/or policies after the semester has started, or paperwork has been turned in for process, allowing for flexibility for programs that don’t fit the norm. The other area is the need for a food/refreshment budget for the CAC that is adequate. Food brings people in to participate in cultural events; it opens the door for people to be engaged. The CAC at one time served light lunches at most of the events; student participation was higher. The students would stay and listen to the speaker, students response…they learned something.

Future Directions: The Business Office should regularly update business practices and procedures. The Dean of Matriculation and the VPSS will need to advocate on behalf of the CAC when it comes to how we work with the Business Office; the CAC is unique to the District.