AR 2011-2012

Humboldt State University
MultiCultural Center
Date: 6/19/2013
1.A.

**Description of Program Services**
Brief description of services/activities provided by department, including department’s mission statement.

**Judgment**
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

**Narrative**

**Mission and Vision Statements:**

- MCC Mission Statement: “The MultiCultural Center (MCC) is a student-centered program that honors and celebrates the diversity of people. It is a dynamic learning community where students, faculty, staff and community members are empowered to cross boundaries, challenge the status quo, break through stereotypes and work for social justice.”
- MCC programs align with the 5 E’s that are the foundation of our mission, goals, and objectives:
  - Explore...identity and history
  - Experience...cultures and traditions
  - Express...feelings and ideas
  - Empower and Educate...to work for social justice
- MCC Vision Statement: “To build, nurture, and sustain an inclusive multicultural community.”

**Description of Program Services**
Team-MCC: The MCC provides the following services and skill building for the student staff:

- Team building
- Leadership development
- Event planning and organizing
- Publicity planning
- Customer service
- Diversity training
- Networking

MCC-affiliated Clubs/Individuals with ideas: The MCC assists student clubs and individuals who want to present programs to the campus with the following:

- Grant writing
- Publicity planning
- Graphic design
- Budget planning and management
- Contacting speakers/performers
- University and AS paperwork

For the campus and community the MCC provides the following programs and activities:

- Community building events and activities
- Social justice programs
- Cultural celebrations
1.B.

**Description of Program Goals for Year Under Review**

**Judgment**
- [ ] Compliant  [x] Non-Compliant  [ ] Not Applicable

**Narrative**

**Goals for 2011 – 12**

- Revise position descriptions and develop curriculum for Social Justice Coordinators and Publications Editor. This curriculum will describe the leadership skills, organizational development skills and communication skills for these leadership positions. Student learning outcomes will be developed from these curricula.
- Revise position descriptions for Community Outreach Coordinators.
- Document what the MCC is about: A Decade in Review.
- Professional development on undocumented students. Resource list is a must!
- Continue to seek external funding for MCC programs and events, especially with shrinking financial support from the university.
- Seek partnerships with academic departments and collaborate on co-curricular events and student learning outcomes.
1.C.

Enrollment/Participant Data
Demographic profile of student enrollment/participants by majors, class level, and enrollment status (part-time vs. full-time). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level.
Brief summary discussing data.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
The MCC Enrollment/Participation data is tracked in two categorie
1) MCC St
2) Event Participat

MultiCultural Center St
The MCC Staff includes two Social Justice Summit Coordinators, five Community Outreach Coordinators (African American, Asian & Pacific Islander, International, Latino, and Native American), Q-Fest Coordinator, Publications Editor, Graphics Designer, office staff, special projects staff, and events staff. The MCC had 34 students on staff in 2011 – 12.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Numbers</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>African Americ</td>
<td>5</td>
<td>14.7%</td>
</tr>
<tr>
<td>Asian &amp; Pacific Island</td>
<td>9</td>
<td>26.5%</td>
</tr>
<tr>
<td>Latin</td>
<td>16</td>
<td>47.1%</td>
</tr>
<tr>
<td>Native Americ</td>
<td>3</td>
<td>8.8%</td>
</tr>
<tr>
<td>Whi</td>
<td>1</td>
<td>2.9%</td>
</tr>
<tr>
<td>Tot</td>
<td>34</td>
<td>100%</td>
</tr>
</tbody>
</table>

Event Participati
The MCC had hoped to have “swiper” in place for 2011 – 12 to track event participants, but unfortunately, this new tool was not ready. We look forward to 2012 – 13 to implement this data tracking tool. The following data was collected from event sign-in sheets. We sent all the students’ names with emails to Institutional Research, but they could not retrieve data with just students’ names. The following data is based on participants who signed in at the MCC events.
2011 Fall Event Attendance

<table>
<thead>
<tr>
<th>Event</th>
<th>Students</th>
<th>Staff/faculty</th>
<th>Community</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multicultural Convocation</td>
<td>303</td>
<td>15</td>
<td>15</td>
<td>333</td>
</tr>
<tr>
<td>Latino Creating Community Reception</td>
<td>185</td>
<td>8</td>
<td>4</td>
<td>197</td>
</tr>
<tr>
<td>African American Creating Community Reception</td>
<td>60</td>
<td>10</td>
<td>6</td>
<td>76</td>
</tr>
<tr>
<td>Native American Creating Community Reception</td>
<td>75</td>
<td>10</td>
<td>30</td>
<td>115</td>
</tr>
<tr>
<td>Moon festival/Asian &amp; Pacific Island Reception</td>
<td>97</td>
<td>17</td>
<td></td>
<td>114</td>
</tr>
<tr>
<td>Queer Reception/National Coming Out Day</td>
<td>45</td>
<td>12</td>
<td>10</td>
<td>67</td>
</tr>
<tr>
<td>Latinologues (2 performances)</td>
<td>150</td>
<td>10</td>
<td>20</td>
<td>180</td>
</tr>
<tr>
<td>Q-Fest (3 film screenings)</td>
<td>180</td>
<td>4</td>
<td>6</td>
<td>190</td>
</tr>
<tr>
<td>Chocolate Reception (Q-Fest opening)</td>
<td>50</td>
<td>10</td>
<td>6</td>
<td>66</td>
</tr>
<tr>
<td><strong>Total Participants</strong></td>
<td><strong>1338</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2012 Spring Event Attendance

<table>
<thead>
<tr>
<th>Event</th>
<th>student</th>
<th>Staff/faculty</th>
<th>Community</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Festival/Lunar New Year KBR</td>
<td>306</td>
<td>31</td>
<td>54</td>
<td>391</td>
</tr>
<tr>
<td>Lunar NY community celeb./ JGC</td>
<td>48</td>
<td>16</td>
<td>47</td>
<td>111</td>
</tr>
<tr>
<td>Black History Month/ Ise Lyfe</td>
<td>61</td>
<td>5</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Soul Dinner</td>
<td>48</td>
<td>8</td>
<td>4</td>
<td>60</td>
</tr>
<tr>
<td>Social Justice Summit</td>
<td>286</td>
<td>5</td>
<td>33</td>
<td>324</td>
</tr>
<tr>
<td>*Big Time</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Q-Grad</td>
<td>36</td>
<td>8</td>
<td>6</td>
<td>50</td>
</tr>
<tr>
<td>*All Native Sash Ceremony</td>
<td>15</td>
<td>10</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>*Asian &amp; Pacific Islander Lei Ceremony</td>
<td>30</td>
<td>12</td>
<td>16</td>
<td>58</td>
</tr>
<tr>
<td>*Black Graduation Celebration</td>
<td></td>
<td></td>
<td></td>
<td>260</td>
</tr>
<tr>
<td>*Graduacion Latina</td>
<td></td>
<td></td>
<td></td>
<td>460</td>
</tr>
<tr>
<td><strong>Total Participation</strong></td>
<td><strong>2822</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*no sign-in sheets; estimates &amp; clicker used</td>
<td></td>
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</tbody>
</table>
1.D.

Student Retention & Engagement
(e.g. graduation rates, satisfaction surveys). Data to be disaggregated by ethnicity, gender, abilities, veteran status, remediation, foster youth, first generation, income level).
Briefly summary discussing data.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

<table>
<thead>
<tr>
<th>Row Labels</th>
<th>Count of Student</th>
<th>Count of Staff</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Returning staff</td>
<td>11</td>
<td>32.35%</td>
<td></td>
</tr>
<tr>
<td>New Staff</td>
<td>11</td>
<td>32.35%</td>
<td></td>
</tr>
<tr>
<td>Graduated</td>
<td>8</td>
<td>23.63%</td>
<td></td>
</tr>
<tr>
<td>*Personal</td>
<td>2</td>
<td>5.88%</td>
<td></td>
</tr>
<tr>
<td>*Family</td>
<td>2</td>
<td>5.88%</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.00%</strong></td>
<td></td>
</tr>
</tbody>
</table>

*students who left HSU because of personal or family (illness and loss of job) reasons

Summary:
As a retention program, the MCC is very effective. Creating that sense of place, that home-away-from-home is the heart of the MCC. For example, of the 8 students who graduated in 2012, 7 were returning staff (11) and 1 was new staff (11). If we look just at returning students (retention) this is a graduation rate of 64%!
1.E.

Student Learning Outcomes
Interpretation of outcome results, can include effectiveness of outcome measurement.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
For our 2011 – 12 student learning outcomes, the MCC wanted to assess what kind of deep learning (if any), that takes place for our Social Justice Summit Coordinators as they organize and plan the annual Summit. The focus of the 2012 Summit was undocumented students and the Dream Act.

Student Learning Outcomes:
1) The Social Justice Summit Coordinators will learn basic organizing skills to plan and implement a comprehensi
2-day conference.
2) The Social Justice Summit Coordinators will develop strategies to reach out to undocumented stude

Statement of purpose for assessment activity
The MCC plans and organizes many events on campus. We are always very excited and proud of the end product and the number of people who attend our events. But we realized that so much of the learning for our student leaders happens in the planning and organizing of these events. So we wanted to see if our goals, mission, objectives and values were aligned with the experiences and learning that the Summit Coordinators were having in this process.

Assessment design
We utilized the assessment tool of diary entry/journal writing. We asked the Coordinators to write a letter (to the MCC Director) about their experience coordinating the Summit and provided the following guiding questions:

- What were the highlights of organizing the 2011 Social Justice Summit?
- What were the challenges?
- Do you feel that you grew as a leader? If yes, in what way?
- How will this experience enhance the career you hope to have some day?
- How has this experience enhanced your personal growth?
- If possible please describe what you learned in the process of organizing. Also, describe what you learned at the Summit.
- What recommendations and advice would you like to pass on to future Social Justice Summit Coordinators?
- What strategies did you learn and develop to reach out to undocumented students at HSU and in the community?

Professional Skills:
- Strong communication Skills
- Teamwork
- Networking
- Delegation of responsibilities

Personal Growth: (Habits of the mind):
- Self-Confidence
- Self- Actualization

As we read the Coordinators’ letters, we highlighted the common themes as they related to skills and personal growth.

Summary:
From the data gathered, the Coordinators did learn the basic organizing skills, and they also learned more, such as identifying a support system, creating good working relationships and research skills. Although the students didn’t feel that they completely succeeded in some areas, it’s this awareness of what they could have improved on, that says they did learn the importance of these skills. Organizing the Summit also had an impact and influence on career goals and skills that the Coordinators will take with them into the future.

In developing strategies to reach out to undocumented students, the Coordinators saw wisdom in working with organizations such as Educators for Fair Consideration and bringing them to campus for the Summit. The visibility of these organizations and the resources they represented was in itself a very good strategy. Coordinators were also aware of the limitations on a campus such as HSU, where there are very few resources.

Professional skills:
- Outreach & Networking
"I think some areas of improvement were the outreach to community members and on outreach for workshops."

"An area for improvement is community outreach; this was an event that would have had a bunch of information for families and students who reside here, unfortunately we didn’t do as well on community outreach."

"...networking had a huge part in this process. I learned how to approach professionals who we wanted to collaborate with."

"I still keep in contact with a couple of our presenters and they continue inspire me and enlighten me."

Communication:

"Communication is critical with everyone involved with the planning of the event."

"I also learned that as a student organizer I have to ask for help when I need it"

"I would suggest weekly check-ins with presenters"

"I learned how to communicate with people in a professional setting to get tasks done, that I will use in my future career"

"Public speaking is another skill that I acquired during this process. We had to communicate when we hosted meetings, to talk about ideas. We had to come up with a staff retreat and introduce the main events."

Suggestions for future coordinators “following through with presenters, making sure that you keep in constant contact to make sure that there is no misunderstandings"

Time-Management:

"A big suggestion is learning time management. The summit is amazing but you will have to put a good amount of time into it, even during break to make sure it goes well."

"Another skill that I acquired but I admit still need to work on would be self-management. Being able to prioritize and establish goals are a necessary skill that I still have room for improvement in."

"Make sure to keep on top of due dates because they are very important for a reason!"

Develop support system:

"As an organizer for the summit, I learned that I have a great support system at the MCC. I learned that without the support of the MCC staff, none of this would be possible. I also learned that the CRGS Department (Critical Race Gender & Sexuality Studies) is also a great asset to the Summit

Develop good working relationships:

"For future coordinators I would suggest talking to MCC staff and being friendly to everyone there because they play a big role in the success of the event. I would also keep a good relationship with the CRGS Department because they are so knowledgeable about different issues."

"Remember you are not alone, you have the help of all of the MCC staff when comes to publicity and helping get the word out."

Research Is Essential:

"There were literally times when I wouldn’t be able to fall asleep just because I would spend hours on the web reading articles that had to do with undocumented students."

"I honestly feel like I’ve devoted more time researching this topic than any other project I’ve had to do for schoolwork, and that’s something seriously unnerving to me"

"Got an opportunity to do extensive research about a topic that I’m genuinely fully interested in."

Social Justice Summit and the Future:

"Being part of this summit has already opened up doors that I dreamed of reaching. I write this from my DREAM SUMMER internship."

"As I was writing this I was on a plane to Portland for a conference on immigration, and meeting people who are critical to the social justice movements at a national level."

"I came to realize how important this topic was and how engulfed in it I became, that I know that my future career goals will deal with helping students who need assistance whether they be undocumented or for any other reason that they might need a helping hand."

Personal Growth:

Empowerment:

"I came out as an Undocumented student to strangers and I will not be afraid anymore"

Self-confidence:

"The Summit has further fostered my courage and confidence that will help me succeed in life."
"I was always aware that there was a population of undocumented students, because several of my close friends were in this category, however, I never realized how much of a physical and emotional toll this takes from undocumented students."

Enlightenment:

"The way I feel about the summit itself is that it opened my mind to a great deal of ideas and has honestly had a profound effect in my way of thinking and my thoughts to what I want to dedicate my future profession on."

Gratitude:

"Thank you Marylyn for opening up the opportunity for someone like me to show case some of my skills that are driven by my love to help others out, and along the way help myself out. You have done more for me in a day than what the administration at Humboldt State had done for me in two years. You cannot imagine what you have done for me but you will see in the future, I promise."

Outreach to Undocumented Students:

- We had spaces where we would meet up with students and community members to talk about who and what we should bring for the summit and here we found out about two amazing groups: Dreamer’s Adrift and Educators for Fair Consideration (E4FC)
- Having people that can relate with their personal experiences is also a strong point because it's showing the students that it is possible to succeed, since there is someone who has the same kind of life they do and they are succeeding
- I read a lot on the Dream Act, and found certain sites that provided a lot of valuable information. What I found even more amazing where how many stories where online of undocumented students who shared their experiences, it was amazing! It was a real inside look and change from perspective because these are actual students who are living these day to day struggles.
- Reaching out to this particular group here at Humboldt County is a bit difficult since we don't see much of the community, which is why I believe we could actively reach out to the local schools to inform the students that we have these resources available for them.
- "The communication infrastructure to promote these events (like the Summit) outside of campus is not there, especially since this tends to be mostly a Latina/o and Asian issue, you cannot use radio to advertise.
- We tried to use community members or organizations already in the community like, Upward bound and Latino Net, but we assumed they advertised our event in good faith.
- Humboldt State University is not an undocumented friendly campus. An immigration status is much more, it is at times a life style that affects every aspect of your life including academics.
2.A.

Staff Engagement in Institutional Efforts and Activities
(e.g., committee participation, club advisor, collaboration with another department)

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Mona Mazzotti (Coordinator of Outreach & Social Justice Programming)
Student Engagement And Leadership Support Collective (SEALS)
Goud’ni Native American Arts Gallery Board Member
American Indian Chapter/HSUAA, Secretary
Beta Sigma Epsilon Multicultural Fraternity Advisor
Campus Dialogue on Race Committee Member
Big Time Planning Committee, Outreach & Publicity
Council of American Indian Faculty & Staff (CAIFS)
Native American Living Stakeholder
Bias Response Team Responder/Advocate

Amanda Staack (Office Manager)
Student Affairs Administrative Support (SAAS)
Campus Dialogue on Race, Budget Manager
HSU California Big Time & Social Gathering, Budget Manager
Associated Students Event Funding Board
Healing Circle, Adviser

Marylyn Paik-Nicely (Director)
Diversity & Inclusion Student Support Collective (DISSCO)
Campus Dialogue on Race Planning Committee
Student Engagement And Leadership Support Collective (SEALS)
HSU California Big Time Planning Team, Fundraising
Vice President Student Affairs Council
Bias Response Team
Associated Students Event Funding Board
3.A.

**Investments**

Staff FTES by classification type, ethnicity and gender. Include budget expenditures distinguishing between temporary staff, student staff, permanent staff, and Operating Expense. (Budgets to include State General Fund, Trust Funds, Grants and Contracts, etc.)

**Judgment**

- ☑ Compliant
- ☐ Non-Compliant
- ☐ Not Applicable

**Narrative**

**Sources**

- 11-12 D40032 MCC Funding
- 11-12 D40032 MCC Funding from AS
- 11-12 D40032 MCC Staffing
3.B.

Efficiency
Staff/student ratio (SSR) within the unit, scope and type of service, number of program participants by discrete service (distinguish between group presentations and one-on-one work with individual students), number of contact hours, and comparisons to benchmarks based on similar size campus and demographic data for student populations.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
Staff/Student Ratio (SSR): 1/13
4.A.

General Conclusions about Past Year Performance

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative
As the MCC professional staff reflect on 2011-12, we once again feel very fortunate to have had an incredible student staff (Go Team-MCC!). The leadership development and personal growth in almost all of our students is phenomenal, especially seen in the students who started working at the MCC in their freshman year. Team-MCC is the foundation of the MCC, and the #1 reason for our success.

Participation in MCC programs, events and activities continues to grow – 20% each year. This increase in participation was seen at the Welcome Home to the MCC/Multicultural Convocation, Creating Community Receptions, Moon Festival, Lunar New Year Celebration, Social Justice Summit and the HSU California Big Time & Social Gathering.

The MCC collaborated with the College of Professional Studies in hosting the first Welcome Home to Humboldt Blo Party with David Hernandez and Street Sounds. Over 500 students, faculty and staff participated in this event held on Laurel Street in front of the MCC. The MCC also collaborated with the Office of Diversity and Inclusion in hosting Welcome Home to Arcata at the Bank of America, Arcata Branch. Over 200 students attended this welcome and learned more about Arcata’s friendly businesses.

This year the MCC add “Posole & Loteria” and “Asian & Pacific Islander Cultural Sharing” to our community building efforts. Students were appreciative of the opportunity to just get together, eat, play games, and check in. Next year we hope to add more activities like these after the Creating Community Receptions.

In 2011-12, the MCC collaborated with the Queer Community and hosted the 2nd Annual Q-Grad Celebration, where we celebrated the success and accomplishments of HSU’s Queer grads. In addition, the MCC collaborated with the Native Community and presented the first All Native Sash Ceremony. The goal of this graduation celebration was to bring ALL native graduates together and celebrate their resilience, accomplishments, and success.

Community, a sense of place, a sense of home is essential for retention, student success and graduation. The MCC continue to devote time, creativity, funding and energy to community building for our students, with a focus on underrepresented students.

The MCC Program Review has been an invaluable guide for the MCC. We are aware of strengths and areas that need work. We will begin each year reviewing the checklist from the Program Review, and we will end each year reflecting on accomplishments and what items need to be moved forward to the next year.
5.A.

Recommendations, Goals and Student Learning Outcomes for Next Year

Goals should be established utilizing CAS Standards for the program as well as the university vision and HSU Student Outcomes. Goals must include objectives for a specific or focused area of student support (ex. admissions, financial aid, housing and residential life, learning support services, student conduct, etc.), a combination of support elements for a specific target population, state or federally mandated activities or other activities directed at providing support to students.

Judgment
☐ Compliant  ☐ Non-Compliant  ☐ Not Applicable

Narrative

Recommendations

- Reinstate the Office Manager position to full-time (currently half-time). The growth and analysis of MCC programs is impacted by not having a full-time Office Manager.
- University assistance with seeking external funding.

Goals for 2012 – 13

The MCC Program Review has been an invaluable tool in developing our goals for next year. In addition we a incorporating the Enrollment Management Plan, aspects of the Campus Quality Survey, retention efforts, CAS standards, and goals of Student Affairs and Humboldt State University.

- Solicit feedback from campus and write the 3-year and 5-year Strategic Plan for the HSU MultiCultural Center by the end of the academic year (May 2013)
- Documentation: History of the MCC (fall of 2013 marks the MCC’s 20-year anniversary)
- Develop curriculum for Community Outreach Coordinators
- With input from students, develop academic support programs to assist students, such as study groups, skill-sharing workshops. (Possible name of this program: Cup of Knowledge)
- Complete the data collection on MCC staff since 2007, disaggregating data on retention and graduation by ethnicity.
- Register MCC staff through Clubs Office
- Utilize the swiper for most of MCC events. Explore ways to receive feedback from participants. Develop a tracking system for end of year data.
- Create teams for special projects and community building activities

Student Learning Outcomes

1. The Community Outreach Coordinators will learn organizing skills and develop outreach strategies in planning community building activities.
2. Coordinators will develop an assessment tool to receive feedback from participants about the events that they organized and presented.