

2017 / 2018

Departmental Annual Report 2017/2018

Cross-Cultural Leadership Center



TABLE OF CONTENTS

I. DEPARTMENTAL MISSION STATEMENT.....	3
DEPARTMENT PROGRAM GOALS	3
ALIGNMENT OF DIVISION AND UNIVERSITY GOALS.....	3
CONTRIBUTION TO RECRUITMENT, RETENTION AND GRADUATION OF STUDENTS.....	4
STUDENT LEARNING AND DEVELOPMENT OUTCOMES.....	6
II. DEPARTMENT ACCOMPLISHMENTS- A HIGHLIGHT	8
TOP 3 ACCOMPLISHMENTS.....	8
2017-2018 ACCOMPLISHMENTS	9
III. CHANGES IN POLICIES AND PROCEDURES.....	11
IV. RESOURCE SUMMARY.....	11
RESOURCE ALLOCATION	11
HUMAN RESOURCES.....	12
FACILITATES/EQUIPMENT	12
V. PROGRAM ASSESSMENT FOR PAST YEAR.....	12
PROGRAM OBJECTIVES	12
ONGOING ASSESSMENT EFFORTS.....	13
SERVICE USAGE SUMMARY.....	13
DEMOGRAPHIC REPORTING.....	14
ANNUAL CLIMATE SURVEY	14
PRELIMINARY FINDINGS OF CCLC EVALUATION.....	16
.....	17
.....	18
.....	20
.....	21
.....	22
.....	23
STAFF PROGRAM INVOLVEMENT REFLECTION.....	24
.....	29
PIPELINE THROUGH COLLEGE.....	30
MODELS & THEORETICAL FRAMEWORK.....	34
PIPELINE THROUGH COLLEGE THEORETICAL FRAMEWORK.....	35
VII. ANALYSIS: WHAT ACTIONS NEED TO OCCUR TO MOVE THE PROGRAM TO THE “NEXT LEVEL”?	35
VIII. PROGRAM OBJECTIVES FOR NEXT ACADEMIC YEAR	37
IV. 10 YEAR TIMELINE.....	38

I. DEPARTMENTAL MISSION STATEMENT

The Cross-Cultural Leadership Center values and respects the richness and understanding that diversity brings. The Center exists to create an environment in which all students, regardless of their ethnicity, culture, or differences, feel respected, connected and affirmed. Through a holistic approach of leadership development, cultural awareness, community education, and the creation of a constructive social change, we aspire to create transformational opportunities between and for all people that fosters community engagement.

As the CCLC the following six values guide our work:

Interpersonal Relationships

Building intentional, cross-cultural relationships that upholds the value and dignity of all people is foundational to the work that we do.

Community Building

We are committed to building up the relationships and support infrastructure within diverse communities that increases the visibility and representation culturally inclusive communities on campus.

Identity Exploration

Self-awareness is critical to one's empowerment. Through understanding one's story and experiences within a larger social framework is essential in equipping students to lead and create transformation within themselves and others.

Cultural Competency

Cultural awareness, knowledge and empathy are critical to the holistic academic experience of our students.

Transformational Leadership

We believe in the power of using our influence to create change in individuals and social systems. We aspire to create valuable and positive change within others that develops followers into leaders that promote diversity and inclusion.

Advocacy

By embracing our cultural and intellectual heritage, the CCLC supports student leadership in advancing our collective vision for community empowerment and social justice.

DEPARTMENT PROGRAM GOALS

Alignment of Division and university goals

Based on the 2008-2009 Division of Student Affairs university report, the Cross-Cultural Leadership Center reflects value of diversity in which to create opportunities for students to learn, understand, respect and appreciate the differences that exist among all people. The CCLC also is transformational learning environment where students engage in self-exploration and identity development curriculum that stimulates personal growth and reaching their cultural

leadership capacity. This supports both the values of creating opportunities that lead to growth and leadership.

The CCLC has demonstrated its value in supporting the divisions strategic priority to serve as a resource in addressing issues of culture and diversity. This is reflected in initiated the university-wide faculty, staff and leadership diversity summit, being a natural gravitation point for support and processing during times of crisis such as with the removal of DACA, the presidential election and the tragic passing of Zachery Baggins. The CCLC has always been on the forefront of providing solutions and convening key stakeholders to address critical campus issues such as the rising campus tensions around policing in Chico and national incidents surrounding Black Lives Matter and providing a platform and resources for the campus community following the presidential election when there was a rise of bias and racist related incidents.

The CCLC has also supported the divisions goals to provide comprehensive co-curricular, academic and student support programs and services by implementing strategies related reducing barriers to students' success and working collaborating with our academic colleagues. This is reflected through providing late night culturally relevant programs, increasing wellness centered support groups for students of color, and establishing several collaborative one-time and yearlong collaborative initiatives with faculty.

Finally, the CCLC supports the strategic goal of developing an environment for students to clarify their education, career and life goals. This is accomplished by providing educational trainings and intracultural connection opportunities for students to become culturally competent as they enter their work environment. Additionally, by providing diverse experiences that support the recruitment and retention of underrepresented and traditionally marginalized student populations.

Contribution to recruitment, retention and graduation of students

The CCLC supports the academic mission by programmatically focusing on the retention and student success of first generation, low income, students of color. Sense of belonging and connection has been identified as a key predictor concerning college persistence for ethnic minority and 1st generation college students. Due to increased feelings of discrimination, marginalization, and self-doubt on college campuses, minority and 1st generation students are more likely to feel disconnected and withdraw from their academic environment as compared to their Caucasian peers, thereby yielding lower graduation rates, retention, and fostering cycles of educational and economic inequity.

Historically, research has documented the benefits of cultural centers on campus to reduce feelings of isolation. These safe spaces provide college students the opportunity to freely express their cultural identity, foster needed support networks, develop leadership skills, and give back to their local community.

Research indicates that opportunities for civic engagement, intercultural capital, and leadership opportunities further fosters students sense of connection to their local college

The CCLC promotes accomplishes this by promoting the following key principles: **1) Intercultural capital 2) Cultural Leadership and Empowerment 3) Civic engagement/consciousness building**

This is accomplished through the following program goals:

Creating a sense of belonging to the university

- **Interpersonal relationships (staff, students, & faculty):** Provide opportunities for students to establish satisfying interpersonal relationships. Promoting the development and maintenance of satisfying interpersonal relationships that listens and considers others' point of view. Facilitate networking with faculty and staff members to establish mentoring relationships
- **Culturally Embrasive Space:** Providing a culturally relevant and inclusive space that facilitates connection, mentorship and involvement opportunities. Coordinate culturally relevant programs and opportunities that increase visibility, representation and support of diverse groups

Promoting personal growth and the leadership capacity of students engaged in programming

- **Cultural Leadership:** Enhance students' understanding of cultures, heritages, and identities other than their own by offering programs that increase multicultural awareness, knowledge and skills. Increase student's knowledge of their own identity, culture and heritage. Increase ability to understand complex issues related to diverse identities and experiences by providing opportunities for interactions, exchange of ideas and active reflection
- **Leadership Skills:** Provide transformational opportunities for students to increase their self-efficiency and confidence related to their long term professional goals and increase their knowledge to effectively advocate for the needs of cultural communities. Promote making decisions and acts in congruence with personal values. Enhance student's ability to use complex information from a variety of sources including personal experience and observation to form a decision or opinion.
- **Civic Participation:** Promote civic engagement by working towards positive social change on behalf of others in their community.

Increase multicultural awareness, knowledge and skills on campus

- Increasing the understanding of a variety of cultures and historical experiences
- Promoting a personalized understanding of privilege, power, as well as prejudicial and stereotypical assumptions.
- Promoting and enhancing identity development
- Teaching skills on how to combat racism, sexism and other forms of discrimination
- Facilitation learning to understand how culture influences one's own values and scrutinize personal beliefs and values.

Resource for multicultural training, education and development

- Providing weekly workshops, programs and retreats and seminars on relevant diversity and leadership related topics
- Coordinate efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors.
- Advising student organizations that advance the equality and interests of specific cultural groups.
- Assisting in campus-wide planning of multicultural student celebrations

- Collaborate with co-curricular and curricular departments to provide research-based programming and supportive services for first generation and diverse student populations.

The CCLC contributes the **recruitment** of diverse student populations in the following ways:

- Pipeline Through College program working with San Juan and Encina High School in Sacramento
- Partnering with the office of admissions to serve a primary role in student panels and discussions
- Coordinating special meet and greet opportunities for diverse students during Chico Preview & Choose Chico

Programmatic goals are reviewed annually during the spring semester in order to evaluate the current needs of the campus and students we are serving to determine priorities for the upcoming academic year.

STUDENT LEARNING AND DEVELOPMENT OUTCOMES

Through active participation in CCLC events, workshops, student staff positions, internships and certification programs, participants will be able to gain proficiency in one or more developmental outcomes.

1. Meaningful interpersonal relationships

- Applies active listening and considers others' points of view.
- Develops and maintains satisfying interpersonal relationships.
- Take responsibility for one's personal actions and its impact on self and others.
- Describe basic listening and counseling techniques effective in mentoring and empowering students to take ownership of their decisions and ability to move their lives forward. (Staff only)
- Articulate the philosophy the CCLC and the family and mentorship dynamic within the staff and greater student population. (Staff only)

2. Appreciating Diversity

- Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it affects one's work with others; and take responsibility to develop effective interpersonal cultural skills.
- Respectfully engage in critical discussions and thought about diversity, social justice and the various dimensions of identity.
- Describe a basic understanding of diversity, key terminology, inclusive language, power & privilege dynamics, systems of oppression, internalized oppression, through presentations, discussion and self-reflection.

3. Empowerment

- Provide opportunity to connect to and understand one's own identity, culture and heritage.
- Analyze one's culture, heritage and identities and understand the impact of diversity on one's own society and challenges appropriately oppressive structures and mentalities.
- Identify meaningful ways to contribute to success of traditionally marginalized communities.
- Identify one's ability to positively contribute to the success of their cultural community.

4. Leadership

- **Effective Communication:** Opportunity to write and speak after reflection and able to influence others through writing, speaking and artistic expression. Ability to work in teams in multicultural settings and make presentations.
- **Enhanced Self-Esteem:** Initiate action toward achievement of goals and takes reasonable risks. Functions without need for constant reassurance from others.
- **Realistic Self-Appraisal:** Makes decisions and acts in congruence with personal values. Identify one's strengths and weaknesses as a leader and identify opportunities to develop one's leadership skills.
- **Clarified Values:** Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices. Articulates personal values. Demonstrates willingness to scrutinize personal beliefs and values. Understand how culture influences one's own values.
- **Student Staff Specific:** Identify various forms of communication and how to effectively communicate within a team environment and effectively navigate interpersonal conflict.
 - Identity strengths and abilities within team members and how to effectively collaborate within a team environment.
 - Describes effective practices that develop strong cohesive teams.
 - Learn to manages time effectively, generate ideas, and uses creativity while gaining experience to navigate balancing work, academics and personal responsibilities.
 - Develop an in depth understanding of cultural leadership and the foundations for building cross-cultural relationships and connections amongst diverse populations.
 - Articulate an understanding that wellness is a broad concept comprised of emotional, physical, social, environmental, relational, spiritual, and intellectual elements and an understanding of personal application.
 - Gain proficiency in the day to day operations of Microsoft Outlook, BOX, gmail calendar, google forms and including the management of one's personal calendar, email etiquette and time management.
 - **Programming Skills:** Demonstrate effective public speaking, facilitation and debriefing strategies in both informal and formal environments and activities.
 1. Develop a comprehensive program outline and articulate steps and processes of implementing a small and large-scale program and events.
 2. Describe the 7 programming steps to effective design to implementation of CCLC philosophically based programs.
 3. Gain proficiency in the use of equipment, technology and online resources frequently used with the CCLC for programs and daily operations.
 4. Define professional writing strategies and expectations.

5. Civic Engagement & Social Responsibility

- Understands, abides by, and participates in the development, maintenance or orderly change of community, social norms.
- Actively contribute to the betterment of one's cultural community.
- Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups.
- Seeks the involvement of others. Contributes to the achievement of a group goal.
- **Intellectual Growth:** Uses complex information from a variety of sources including personal experience and observation to form a decision or opinion.
- Describe the intersectionality of power, privilege and identity
- Identify key sociological terms and definition as it relates to diversity and identity.

II. DEPARTMENT ACCOMPLISHMENTS- A HIGHLIGHT

Top 3 Accomplishments

1. **Faculty, Staff and Leadership Diversity Summit:** Coordinated a campus-wide faculty, staff and leadership diversity summit to provide an opportunity for individuals engaged in diversity work to develop collaborative relationships as well as revisit strategic priorities for the university around diversity. This was the first one of its kind in 10 years and was done in partnership with the Office of Diversity and Multicultural Gender Studies. Continued effort is taking place to analyze collected data and identify action items.
2. **IRB Approved Research:** Partnered with the Dr. Mariah Kornbluh a Community Psychologist and Assistant Professor from the psychology department in fully assessing all CCLC programs to develop a social change agency theory focused on what civic engagement looks like within communities of color. Research included focus groups (9 focus groups), pre and post surveys (142 surveys), ethnographic field notes (15 observations), and reflective strategic planning exercises (5 sessions). Research has been co-presented with CCLC students at regional and international conferences. Research will be presented to the University in Fall of 2018, through an interactive arts exhibit. Currently, manuscripts are being developed to submit to journals in higher education, and diversity.
3. **10 Year Anniversary:** Coordinated a three-day, 10 - Year anniversary for the Cross-Cultural Leadership Center highlighting the impact of the CCLC on diversity work in the past, present and future for current students, alumni and university leadership. 189 attendees were present for the Saturday gala.
 - Who We Are Anniversary Video: <http://www.csuchico.edu/cclc/who-we-are/who-we-are.shtml>
 - Still I rise Video: <http://www.csuchico.edu/cclc/>

2017-2018 Accomplishments

Meaningful interpersonal relationships

Increasing intercultural & intracultural capital

- Provided bi-weekly diversity and leadership development opportunities during Beyond Obstacles Leadership Development (B.O.L.D.) that builds interpersonal relationships while teaching cultural leadership skills in a diverse, experiential-based learning environment.
- Provide weekly intentional interactions that encourages relationship building in a multicultural environment while participating in social and cultural activities.
- Provided monthly educational and social programs highlighting the Black/African American, Latinx, Asian Pacific Islander and Hmong cultural communities.
- Coordinated community-specific (Black/African American, Latinx) retreats that aim to support personal identity development, deepen cultural connections and address community-based challenges and obstacles.
- Maintain CCLC house standards to guide discussion and environment.
- Dinner and a Story series focusing on relationship building inter and intra-culturally.
- Prioritizing relationship building during cultural programs and retreats and placing groups into family groups for personal sharing.
- Comprehensive facilitator training for cultural retreats and Pipeline Through College Mentors
- Networking opportunities with faculty and staff members

Appreciating Diversity

Civic Engagement/Consciousness Building

- Implement the Exposed: Unpacking the Controversy program designed to engage the campus community in educational conversations on controversial topics related to diversity. Topics included: Sexism, Feminism vs womanism, homophobia within communities of color, the biracial/multiracial student experience, men of color in leadership, microaggressions, colorism within communities of color.
- Facilitated educational panels on the current needs of diverse student populations for new faculty orientation, and faculty professional development opportunities
- Implemented contracted diversity related workshops for departments, organizations and classroom focused on inclusive language, micro-aggressions, power and privilege, strengths-finder and women of color in academia.
- Facilitate weekly, formal and informal conversations on current events and issues impacting communities of color.

Leadership/Empowerment

- Implement an intensive three-week student staff training and on-site summer training focusing on the following five areas: Diversity Education, Programming, Helping Skills, Team Development, Leadership Development.
- Implement 4-day winter staff training focused on career and professional skill development
- Provided bi-weekly diversity and leadership development opportunities during Beyond Obstacles Leadership Development (B.O.L.D.) that builds interpersonal relationships

while teaching cultural leadership skills in a diverse, experiential-based learning environment.

- Coordinated Pipeline Diversity Summit that aims to deepen cross-cultural connections and mentorship with Title I youth and promote civic engagement amongst first generation, low income students of color.
- Coordinated a year-long long program to provide college students the opportunity to give to low income first generation high school students who attend title I schools in Sacramento.

Effective Communication

- Student staff worked in a cross-cultural environment and collaborated with student leaders to provide multiple presentations and discussion focused on diversity and leadership.
- Weekly staff meetings required active reflection and sharing
- Post programs included active reflection exercises and opportunity to group share reflections. A variety of methodologies were provided for self-expression.
- Coordinated bi-monthly student-envisioned activism programs in spring semester which used personal expression and reflection to voice issues and concerns.
- Coordinated photography project for 10 year anniversary "still I rise" using photography to communicate stories of challenge and resilience.

Realistic Self-Appraisal

- Individual mentorship meetings with students and student leaders to provide interpersonal support, active reflection and constructive feedback.
- Mid-semester evaluations of student staff.
- Student staff participate in active post program evaluation, assessment and reflection

Clarified Values

- Approached workshops by focusing on experiential-based learning and active reflection. Workshops include: intentional interactions, weekly discussions on controversial topics, Exposed: Unpacking the Controversy, Carter Scholars Black Excellence Academy, cultural retreats, pipeline through college program

Social Responsibility

- 10 Pipeline Through College students mentored 51 high school students from title I schools in Sacramento and worked towards improving the self-efficacy and support infrastructure of participants.
- Recruitment of students participation in panel discussions and diversity workshop trainings.
- Coordinating Intracultural programs to provide opportunities for discussion on barriers currently being faced by the community and how to work together to create change.
- Facilitation training and leadership mentorship programs.
- Mentorship and involvement of CCLC intern
- Student facilitated educational workshops and programs.

Intellectual Growth

- Facilitating monthly discussion and researched based workshops on controversial topics related to diversity and inclusion. Topics this year included: Colorism within communities

of color, feminism vs. womanism, microaggressions, homophobia in communities of color, bi-racial and multi-racial student experience, men in leadership, sexism. Workshop included a diverse cross-section of students, many whom were encourage to attend by faculty and size ranged from 8-50 participants.

- Community-specific retreats incorporated active opportunity to discuss and reflect on personal experiences and hear from others in order to engage in critical thinking regarding personal decision making.
- Coordinating educational workshops for classrooms, departments and student affairs programs.
- Collaborating with academic offices and departments to provide services as resources for students. Departments include academic advising, the counseling and wellness center, WREC and associated students.

III. CHANGES IN POLICIES AND PROCEDURES

- We transitioned to using an on-line registration system for all limited space programs and applications required programs through Wildcat Sync. This has greatly improved logistic efforts regarding programming.
- We transitioned from mid-year evaluations to mid-semester evaluations to provide more timely feedback and support for student staff. This also improved our touch point in providing academic accountability.
- We transitioned to storing all data and documents from BAY to BOX
- We transitioned to using an online room reservation google form for securing the use of MLIB 172.

State Operational Budget	
State Grant	\$40,000
Pipeline Through College- One Time	\$15,000
Carter Scholars- One Time	\$2,000
Work-Study	\$44,982
Foundation Programming Budget	
Fall Semester	\$40,000
Spring Semester	\$40,000

IV. RESOURCE SUMMARY

Resource Allocation

The CCLC's operational budget is supported through the CSU state budget and programmatically supported through the Associated Students. Funding for the CCLC by the Associated Students is reviewed annually. The \$40,000 supports are student employees and basic operational expenses. A summary is provided below.

Human Resources

This last year we had SPSS I staff member responsible for the Pipeline Through College program moved on from their role in June 2017. Krystle Tonga was promoted from an SPSS I to an SPSS III position and assumed the operational and programmatic responsibilities of the Pipeline through College program for the academic year.

In December, the CCLC director Charles "CC" Carter retired from his position and the position continues to be vacant. We hired a staff member, Shawnya Abrams, in January to assume an ASC II role in replacement of the SPSS I position.

Facilitates/Equipment

In the summer of 2017 new carpet was installed in the Center. However, the carpet is defective and has peeled up in several areas in the space. It is in need of immediate replacement and should be covered under warranty.

The CCLC hosts a variety of events and trainings and we are finding ourselves in a shortage of private programming space that can be used during hours and concurrently with our main space after hours. It limits our ability to provide programming and space to meet the needs of all the cultural groups we serve.

The CCLC is a heavy traffic area with students using the space nearly 7 days a week and after hours. Recently, a card swipe access was installed in the building and it has posed a challenge to making the space available to students. The building is not unlocked like the rest of the library on the weekends and we have not been able to get this adjusted.

V. PROGRAM ASSESSMENT FOR PAST YEAR

Program Objectives

1. Create CCLC alumni base with University Advancement and work towards Endowing the Stone of Hope Scholarship.
 - a. Alumni base is created
 - b. Endowment is in progress
2. Implement a comprehensive assessment project in collaboration with Dr. Mariah Kornbluh on developing a change agent theory related to civic engagement amongst communities of color.
 - a. Academic year assessment complete. Results currently being compiled, transcribed and analyzed for CCLC Open House in fall 2018.
 - b. Assessment and research continuing for 2018-2019 academic year
3. Conclude a 2 year planning process for the CCLC 10 Year Anniversary celebration bringing together ten years of history, alumni and stories and casting the vision for the next ten years.
 - a. Complete
4. Revamp Pipeline Through College program by instituting interview and acceptance process at the high school level, transiting the timing and expectations of the initial program retreat and integrating program assessment.

a. Met. Assessment results located below.

Ongoing Assessment Efforts

Assessment of student learning outcomes has traditionally been conducted for both our paid student staff and participants who attended CCLC programs. Student staff and participants within our closed-structured programs completed pre and post program evaluation. Additionally, during all CCLC programs evaluations were distributed and collected after the program and a comprehensive 360 degree post program analysis for every program. An annual climate survey is also disseminated in the spring semester. Outcomes are analyzed annually and used for program review of effectiveness and determine goals for the following year.

This year, the CCLC collaborated with Dr. Mariah Kornbluh from the Psychology department who received a grant to conduct research on developing a change agent theory within communities of color. As a result an IRB approved research has been implemented within the CCLC and replaced many of our traditional surveys in order to avoid assessment fatigue. Participants within various CCLC programs were given pre and post assessments (142 total) as well as invited to participate in structured focus groups (9 total). The programs and initiatives in which research which conducted to assess specific learning outcomes included: 9 CCLC staff, 6 Carter Scholars Black Excellence Academy leadership team and 30 participants, 54 Latinx Summit, 49 Black/African American Summit, 8 regular participants of Beyond Obstacles Leadership Development (B.O.L.D.) and 10 Pipeline Through College Mentors.

This research is being compiled and analyzed during the summer and the research will be presented during the Fall 2018 Open House. Some preliminary research has been provided below as well additional assessments of program effectiveness that were conducted.

Service Usage Summary

Program Participation #'s

Pipeline Through College: 51
Latinx Summit: 88
African American/Black Summit: 73
F.S.L. Diversity Summit: 98
Carter Scholars Black Excellence Academy: 30
B.O.L.D.: 5-15 per program
Exposed: Unpacking the Controversy: 6-40 per program
Cultural Programming: 20-300 per program
Special Workshops: 15-50 per program

Number of CCLC Programs: 58

Monthly Average of Programs: 6
Average daily foot traffic: 105 people

Average GPA of Student Staff

Prior to working in CCLC: 3.04
Post working in CCLC: 3.22

of Program Type

Social Cultural: 12
Cultural Community Empowerment: 22
Educational: 12
Advocacy: 5

Professional Staff: 3
Paid Student Staff: 9
Interns: 1 (Spring Semester)
Pipeline Through College Mentors:

Demographic Reporting

Annual Climate Survey

Class Standing

1 st Year	2 nd Year	3 rd Year	4 th Year/Senior	Graduate	No Response
15.4%	26.9%	7.7%	46.2%	3.8%	3.8%

Racial Background

African American/Black	Latinx/Chicanx	API	Caucasian	Bi-racial
42.3%	30.8%	11.5%	11.1%	7.7%

Transfer Student

Yes	No	No Response
11.5%	88.5%	3.8%

Major

Psych	Exercise Phis	Anthropology	Pol. Sci	Comm	Bio	Sociology	Spanish	Child Dev el.	English	Mus ic	CIN S	M at h	Crimin al Justice	Publi c Adm in	Two Or More	No Respo nse
7.7 %	3.8%	3.8%	3.8 %	11.5 %	7.7 %	3.8%	7.7 %	3.8 %	3.8 %	3.8 %	3.8 %	3.8 %	7.7%	3.8 %	15.4%	3.8%

Question 1. I feel comfortable when I am in the CCLC.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	No Response
61.5%	30.8%	3.8%	0%	0%	3.8%

Question 2. I feel challenged to grow when interacting with CCLC Staff

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
69.2%	15.4%	15.4%	0%	0%

Question 3. I feel that the CCLC staff is approachable.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
76.9%	19.2%	3.8%	0%	0%

Question 4. I feel that the CCLC staff is supportive.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
80.8%	11.5%	7.7%	0%	0%

Question 5. The CCLC staff is welcoming.

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
88.5%	7.7%	3.8%	%0	%0

Question 6: I feel that CCLC programs and activities are beneficial to Chico State students

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
76.9%	19.2%	3.8%	0%	0%

Question 7: I feel that programs sponsored and co-sponsored by the CCLC promote inclusivity on campus

Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree
84.6%	11.5%	3.8%	0%	0%

Preliminary Findings of CCLC Evaluation

Evaluating the Cross-Cultural Leadership Center Preliminary Evaluation Findings

Mariah Kornbluh, Ph.D., & Sherry Bell, B.A.

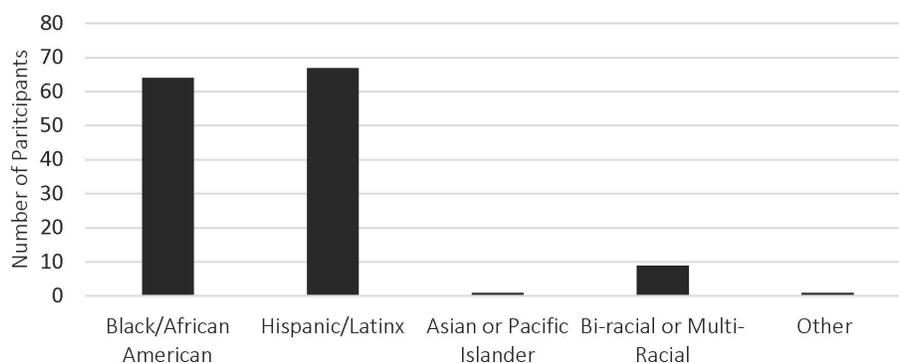
Introduction: Ethnic minority students often struggle to form connections on their college campuses (Jones, Castellanos, Cole, 2002), and exhibit high rates of college incompleteness as compared to their Caucasian peers (Walton & Cohen, 2007). Sense of belonging, connection, and community have been identified as significant predictors of college persistence, especially for ethnic minority college students (Hausmann, Schofield, Woods, 2007). Ethnic minority students, who are often subject to doubt and discrimination, are more likely to feel disconnected from their college community and withdraw (Hurtado, Milem, Clayton-Pedersen, Allen, 1998). Research emphasizes the importance of culturally reflective and embraceive community centers for ethnic minority students in order to help reduce feelings of isolation (Hurtado et al., 1998; Jones, Castellanos, Cole, 2002). These safe spaces on campus provide opportunities for students to navigate the college experience in a supportive setting, express their cultural identities, and form connections with others (Museus & Quaye, 2009).

Literature Identified: Best Practices. Leadership experience and service to one’s community were found to be key positive academic predictors for ethnic minority college students (Ting, 2003). These leadership programs are most effective when they examine one’s social location in relation to the intersections of systemic inequities (Harper & Quaye, 2007). Likewise, social capital, or the diverse connections and resources to which individuals have access, has been identified as a critical factor to college adjustment for ethnic minority college students (Dennis, Phinney, Chuateco, 2005).

Study Design: There is a need for research that furthers our understanding of practices that facilitate ethnic minority students’ sense of community within their college campuses. Our mixed-method evaluation (142 surveys and 9 focus groups) aimed to examine the influence of leadership experience, social capital, and civic engagement on ethnic minority students’ sense of community within California State University, Chico’s Cross-Cultural Leadership Center (CCLC programming).

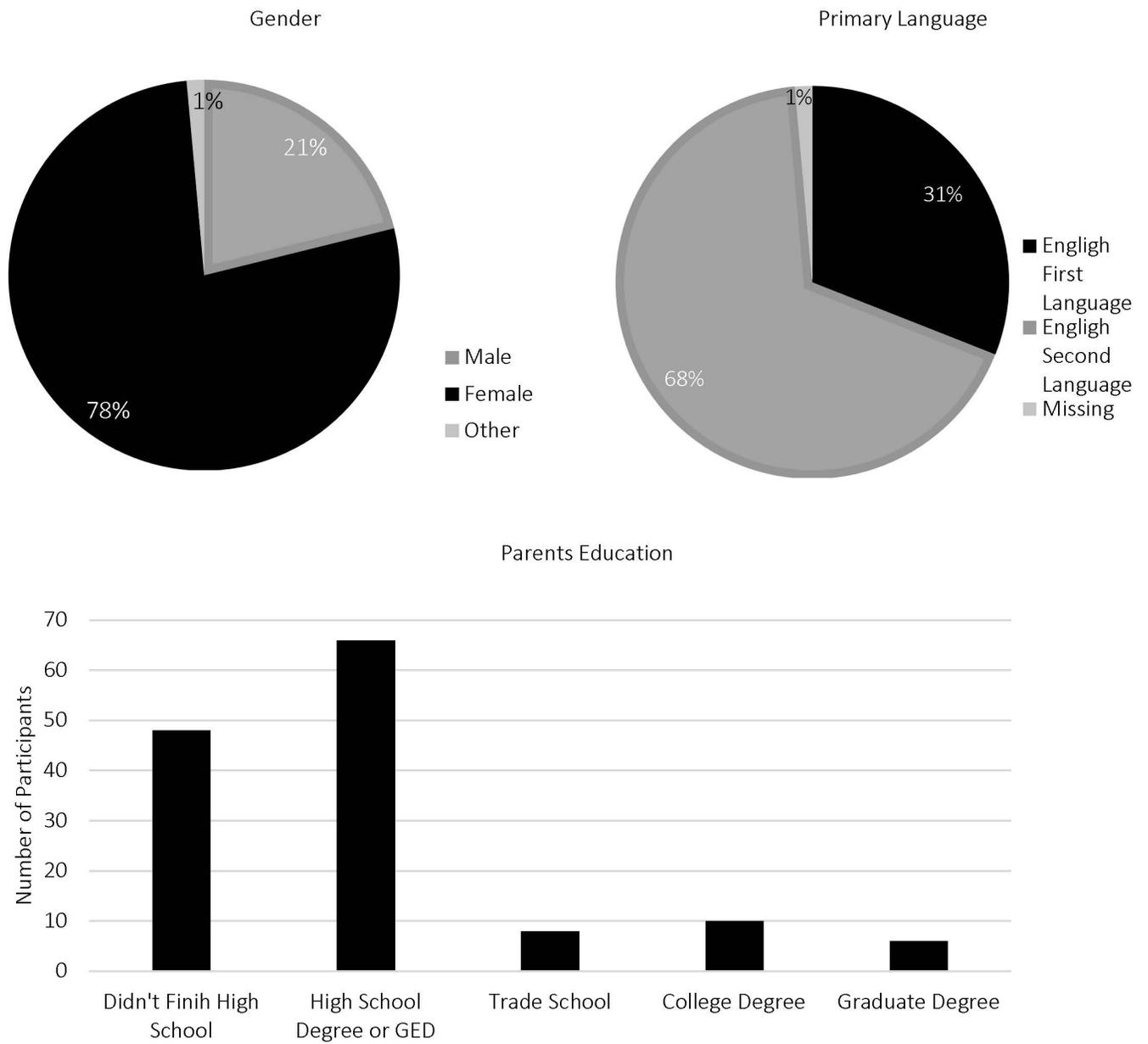
Sample & Participant Demographics: Participants consisted of students engaged in CCLC programming (Latinx Weekend Summit, Black/African American Weekend Summit, Pipeline High School Mentoring Program, Carter Scholars, and Bold) and students staff/interns. Notably, participants did overlap as staff attended multiple summit events, and many participants in the Black/African American Summit were also a part of the Carter Scholar Program. The majority of participants identified as either Black/African American (45%), or Hispanic/Latinx (47%) (see Figure 1).

Figure 1. Demographics



Additionally, the majority of participants were female 78% (N = 110), spoke English as their second language, and were first generation college students (see Figure 2).

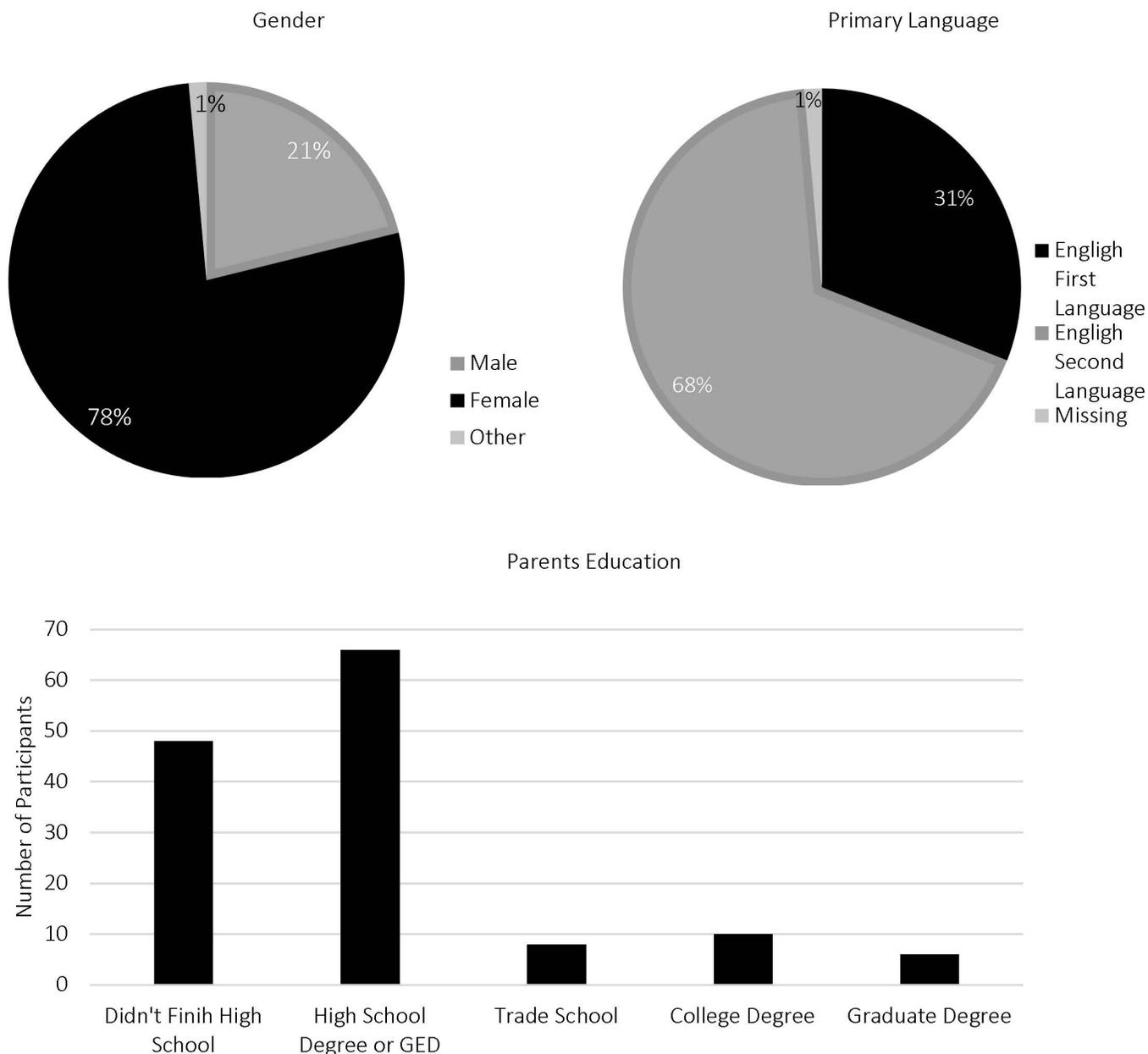
Figure 2. Demographics Continued



Data Collection Measures: Students completed self-report surveys before and after the program. Quantitative analyses (i.e. independent sample t-tests) were used to examine differences over time (pre- and post-program), comparing scores before and after the program. Focus groups were conducted with students after program completion, exploring the impact of CCLC programming on students' perceptions of themselves (academic agency, leadership, social support), their peers, and the school environment.

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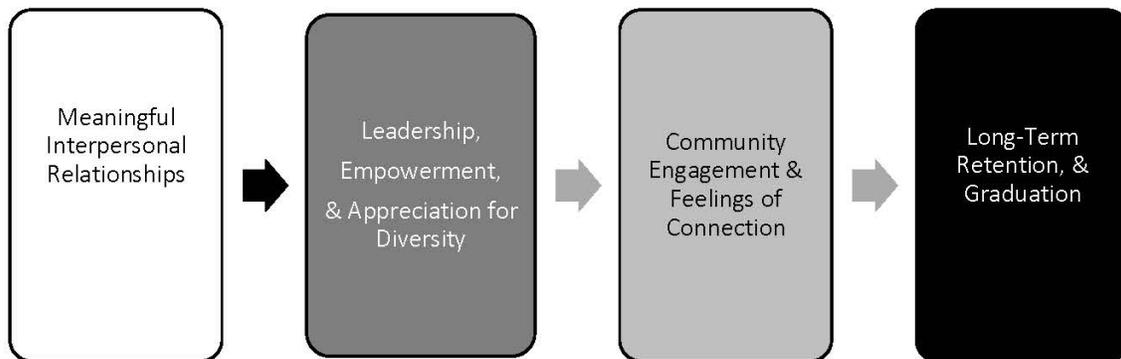
Figure 2. Demographics Continued



Data Collection Measures: Students completed self-report surveys before and after the program. Quantitative analyses (i.e. independent sample t-tests) were used to examine differences over time (pre- and post-program), comparing scores before and after the program. Focus groups were conducted with students after program completion, exploring the impact of CCLC programming on students' perceptions of themselves (academic agency, leadership, social support), their peers, and the school environment.

Preliminary Findings: Student Learning Development Outcomes

The CCLC provides activities, services, programs and supports as well as a setting that fosters meaningful interpersonal relationships, community building, and opportunities for students to share their voice and perspective. These key experiences build a strong foundation in leadership development (effective communication, intellectual growth, social responsibility, clarified values, and realistic self-appraisal), as well as feelings of empowerment and agency to navigate both academic and personal obstacles, thereby fostering a strong sense of connection and belonging to the CCLC. These experiences are needed in order to facilitate long-term minority student retention, and graduation.



Meaningful Interpersonal Relationships: Comparing pre and post test scores (i.e. before, and after the program) students scored notably higher in the domains of social bonding (defined as *developing supportive and reciprocal relationships* with others) (pre-program = 3.56, post-program = 3.76) as well as perceived peer support (pre-program = 4.14, post-program = 4.26).

This trend is further illustrated through qualitative focus group interviews. For instance, students noted the importance of having families (assigned student groups) at the summit in order to explore complex and unspoken challenges at Chico State, and within their own community.

I don't usually open myself to a lot of people. I'm very selective on who I open up to, and it's just who I am. I felt very comfortable with that group who that I was with, my family. And I kinda like, it was alleviating to like, let it out, and like talk to someone else. - Latinx Summit Participant

Notably, one student stressed the importance of being validated by a peer who recognized their personal fears.

All these people that I made connections with are going through problems too...I like the fact that in the 'Cross the Line' you actually told everybody what is wrong with you without saying it...I remember I crossed the line, and it was like, 'Cross the line if, um, somebody told you that you won't live past 21, or something like that'...I crossed the line and somebody I did not even know wrote me one of those notes and said 'You will live past 21'. I didn't even know that one person was paying attention to me because I didn't even know that person. That's what I love about the affirmations. - Black/African American Summit Participant

However, social bridging (defined as *developing relationships with distinct groups in regards to race, class, social location, or role within the university*) decreased slightly over time (pre-program = 4.27, post-program = 4.17). The CCLC is addressing this trend in two unique ways: 1) strategically reaching out to faculty allies and faculty of color by co-leading the Faculty/Staff Diversity Summit, and 2) planning a multicultural diversity summit for next year.

Lastly, a comparison of pre and post test scores indicated statistically significant changes in regards to students reporting equitable and supportive partnership with staff (pre-program = 3.98, post-program = 4.41), $t(-5.49) = .00$. Relationships between students and students staff are pivotal to students returning to the CCLC, engaging in future programming, and forming a key connection and positive associations with campus.

Appreciating Diversity: Comparing pre and post test scores (i.e. before, and after the program), students scored significantly higher in perceived connection and appreciation towards the diversity, climate, and culture cultivated within the CCLC (pre-program = 3.94, post-program = 4.39), $t(-5.27) = .00$.

The above findings were corroborated across focus groups, during which students voiced the importance of embracing and recognizing culture and diversity within their college environment.

There's nobody who like, who understands where you are coming from or what you are going through than the people of your own skin color...Somebody who is Caucasian, they don't understand like, what it, what it feels like to go into a room and be the only black person in your class...The CCLC is a place where we can all come and you know, like, be one. But also, like, you know, go out and like, also have like, that same community aspect as well as outside the center. – Black/African American Summit Retreat Participant

Students also noted the importance of diversity in retaining students of color on campus.

You know, Chico State talks about how it values diversity and we can see over the years that part of why the students, the students of color population has increased is because of the Pipeline students. When you walk around Chico State you see a lot of Pipeline students because that's part of what it does with Chico State. It helps Chico State achieve that diversity that we preach so much... A lot of students of color here at Chico State go back home and drop out. It's because we feel like we don't belong, right? It's that imposter syndrome because there is not a lot of people that look like us... And for many of us at this table, Pipeline is part of why we are here. It's part of why we're still in school...Imagine if this program was to be invested in, if the school can build on what this program has achieved, how many students of color can this school really retain? How many students of color will be coming into Chico State as a result of this one program, right? Because the numbers are there. – Pipeline Participant (Student Mentor)

Leadership/Empowerment: Survey findings indicated significant growth in student perceived voice and agency within the CCLC (pre-program = 3.87, post-program = 4.27), $t(-5.32) = .00$, increased leadership skills (pre-program = 4.11, post-program = 4.28), $t(-3.17) = .00$, and feelings of empowerment (pre-program = 3.92, post-program = 4.17), $t(-3.53) = .00$.

Across focus groups students expressed increased feelings of agency and confidence as a result of taking part in CCLC programming.

I walk into school knowing, like, my voice matters, I'm here for a reason. Like, I feel really, like, empowered. Like, people heard me. Like, I, I do matter. Like, my life is worthy. Like, "You're here for a reason, girl!" Like, you know what I mean? So, and it just, like, makes you feel like you can do anything. You know. Like, all the trials and tribulations that you go through in life and the challenges, like, they're there for a purpose. And, like, they're there to push you in life. – Latinx Summit Participant

After the retreat I've been like hella empowered to be like 'I'm Chicax, I'm Brown. This is where I'm from.' Like, it's been really cool and then especially I work at a historically a white-dominated space so going in there and, um, feeling more able to like, say what I actually feel about certain things and really stand up for like, um, queer and trans people of color like, um more vocally and I don't know. It's definitely a change—the way I view my activism and want to continue my activism and um like, more inclusively and intentionally to cater towards like QTPOC community. – Latinx Summit Participant

Social Responsibility: Quantitative findings indicated significant growth in student-reported civic behaviors and engagement (pre-program = 2.42, post-program = 2.69), $t(-5.32) = .00$. Thus, students become more engaged in their local campus community.

Across focus groups, students expressed a desire to provide support to students of color on campus (in particular students currently not connected to the CCLC).

The retreat made me way more attentive to the people who didn't go on the retreat. It made me more attentive to like, you know, what they were possibly going through...When I come back here though, I see some of my friends and I'm like, you know, they are clearly going through some things, but like, how do I get them, you know, to kind of acknowledge that without having [CCLC Leader] by my side...so [the retreat] kind of made me more aware that a lot of people in our community are still going through stuff. -Black/African American Summit Participant

Additionally, students articulated their desire for and active engagement in efforts geared toward social action.

I'm definitely trying to go above and beyond right now, so I'm trying to go to, like, each meeting now. I'm talking with the Administrator Chair. I'm discussing with her if she could do a PowerPoint or...talk to organizations about how they could get funded, because a lot of students don't go there because they don't know. – Latinx Summit Participant

Intellectual Growth: Survey findings indicated growth in students' ability to strategically promote social change (pre-program = 3.86, post-program = 3.94). Additionally, findings highlighted statistically significant growth concerning students' awareness of social economic and political inequities (pre-program = 3.86, post-program = 4.05), $t(-3.46) = .00$. CCLC programming fosters consciousness-building, allowing students to explore and apply frameworks to better understand systems of oppression and social change. These particular frameworks are beneficial in helping students articulate the systemic injustice they have experienced across their lifetime and identify leverage points for social change.

Across focus groups, students indicated raised awareness of historic injustice and strategies towards social change. For instance, students noted the growing percentage of minority students on campus and the need for the administration to address those barriers faced by minority students.

Something that was brought to my attention was that the Latinx community represents 30 percent of our school. If you combine that with the rest of the percentages of minorities here, that's probably about 50 percent of the school. Why would you not want to help at least 50 percent of student body feel like they have somewhere to go? - Latinx Summit Participant

We went from being 2% of the black community to now 3%. And I feel like with them having this and then being able to outreach to others students or other high school students, it would bring in more people into this college as well...I feel like without the retreat I would have, I would have never known the people that I know now, the relationships and the connections that I've created, as well as having deeper and closer connections with the students and the people... — Black/ African American Summit Participant

Barriers & Future Suggestions: Survey findings did not indicate significant growth within the domains of feelings of connection to Chico state (pre-program = 3.83, post-program = 3.87), school engagement (pre-program = 4.23, post-program = 4.29), and enjoyment in being at school (pre-program = 3.76, post-program = 3.67). However, qualitative findings highlighted the impact of CCLC programming on students' engagement and retention within school.

Pipeline has just been, it's had a huge impact on me and my college experience as a whole because um, when I was a freshman I didn't really see myself being able to finish, finish college and graduate, only because I suffered from like, self-doubt and a lot of confidence issues. But I feel like Pipeline has really been that, that motivating factor in my life. They were really my support system throughout all four years because I wasn't involved in any clubs. I wasn't involved in any sorority. Um, I didn't have that support from my family, so, um, Pipeline was really that support system for me and now I'm graduating in two weeks. — Pipeline Participant

For me like, personally I had a freak out moment last semester...maybe Chico isn't the place for me. But like, since I have been going to BOLD I actually felt more rooted in the community and so like, in Chico itself. BOLD is definitely a part of Chico that I enjoy doing. It's not work. It's something that I come here for because I feel better after and I feel like I learned something. — Bold Participant

Future research is needed to examine the impact of CCLC programming on academic resiliency and long-term longitudinal student retention. Building on our initial pilot study, we hope to further develop survey questions and interview protocol that tease apart the role of CCLC programming in relation to academic resiliency and student retention. Furthermore, we will continue to expand our analysis and examine connections between these constructs.

Program Suggestions:

- Students of color noted feelings of marginalization and discrimination within their dorms, workspaces, and in the classroom. Further outreach and training is needed for students, faculty, and staff surrounding cultural competency, examples of microaggressions, power and privilege, and consciousness-building. Student leaders suggested creating video training modules that would be required on a yearly basis for students, staff, and faculty concerning racial microaggressions and highlighting the experiences of students of color on campus.
- Programmatically CCLC training needs to push beyond relationship building to achieve the organization's long-term objectives. Notably, relationships are a key foundation to building connections and helping students identify needed resources and supports. Further program training in campaign organizing, evaluation/research, and programming could provide participants with the needed resources to promote social action. These outreach efforts could further expand student networks and the presence of the CCLC on campus. Partnering with faculty and local organizations in specific content areas (i.e. Black History, Latinx Culture, Social Change and Movements) could increase the content and knowledge necessary to spur social action and foster positive academic outcomes.

- Graduate students are an untapped resource on campus in providing students with additional support, social contacts, and resources in furthering their education efforts. Graduate students invested in diversity work ought to partner with the CCLC to design research projects, services, and supports to meet the needs of our diverse student body.
- Lastly, program activities and retreats can foster feelings of vulnerability or re-ignite the needs of students to seek out mental health supports. The CCLC is working towards having counselors available during retreats. Continuing these efforts could bridge connections in referrals between CCLC staff and the Health Center.

Institutional & Administrative Recommendations:

- Additional funding is needed to fund student staff overtime (working during the summit and retreats), and to hire additional permanent staff to support and implement CCLC programming. Student staff and permanent staff are often overworked and at times experience the emotional burnout that can be associated with diversity work. Thus, having additional supports and placements will allow CCLC efforts to be more sustainable.
- Coordination with mental health services and supports is critical for building bridges and breaking down stigmas associated with students accessing social supports and mental health services. Notably, having center staff provide counseling and drop in hours within the center could further increase access and decrease stigma for students that are accessing services.
- The CCLC is limited in physical space, this made it challenging to run multiple programs, and conduct ongoing evaluation activities.

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Appendix A. Independent Sample T-Tests

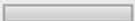
Variable	Pre-Program (Time 1)			Post Program (Time 2)			df	t	P (two-tailed)
	N	Mean Score	SD	N	Mean Score	SD			
Student Learning Development Outcomes: Meaningful Interpersonal Relationships									
Social Capital: Bonding	78	3.56	.43	78	3.73	.59	77	-1.93	.06
Social Capital: Bridging	73	4.27	.59	73	4.17	.43	72	1.42	1.59
Peer Support	80	4.14	.78	80	4.26	.72	79	-1.32	1.92
Student & Staff Partnerships at the CCLC	77	3.98	.69	77	4.41	.64	76	-5.49	.00**
Student Learning Development Outcomes: Appreciation for Diversity									
Feeling of Connection to the CCLC	78	3.94	.68	80	4.39	.67	79	-5.27	.00**
Student Learning Development Outcomes: Leadership/Empowerment									
Student Voice at the CCLC	76	3.87	.63	76	4.27	.63	75	-5.32	.00**
Leadership Skills	81	4.11	.44	81	4.28	.40	80	-3.17	.00**
Empowerment	73	3.92	.46	73	4.17	.66	72	-3.53	.00**
Student Learning Development Outcomes: Social Responsibility									
Civic Behaviors & Community Involvement	76	2.42	.86	76	2.69	.87	75	-3.57	.00**
Student Learning Development Outcomes: Intellectual Growth									
Theory of Social Change	71	3.86	.33	71	3.94	.34	70	-1.78	.08
Sociopolitical Awareness	80	3.86	.52	80	4.05	.54	79	-3.46	.00**
Feelings of Belonging & Connection at Chico State									
Feelings of Connection to Chico State	80	3.83	.81	80	3.87	.77	79	-.44	.66
School Engagement at Chico State	79	4.23	.57	79	4.29	.54	78	-.90	.37
Enjoying Being at Chico State	79	3.76	.96	79	3.67	.90	78	.84	.40

Note: p < .05*, p < .01**, p < .00*

Staff Program Involvement Reflection

Compiled by Associated Students

Q3. In which program are you currently participating?

Count	Percent		
0	0.00%		ASCDL
0	0.00%		AS Productions
0	0.00%		CAVE
0	0.00%		CLIC
9	100.00%		CCLC
0	0.00%		FLO
0	0.00%		Government Affairs
0	0.00%		GSEC
0	0.00%		KCSC
0	0.00%		Sustainability
0	0.00%		WLI
9 Respondents			

Q4. Which best describes you?

Count	Percent		
0	0.00%		Freshman
1	11.11%		Sophomore
2	22.22%		Junior
5	55.56%		Senior
1	11.11%		Graduate Student
9 Respondents			

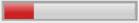
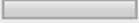
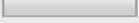
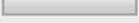
Q5. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Oral communication - I can better present information verbally in one-on-one and small group settings.

Count	Percent		
4	44.44%		A great deal
2	22.22%		Considerably
2	22.22%		Moderately
1	11.11%		Slightly
0	0.00%		Not at all
9 Respondents			

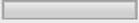
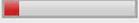
Q6. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Problem solving - I can better identify, prioritize, and solve a problem.

Count	Percent		
5	55.56%		A great deal
4	44.44%		Considerably
0	0.00%		Moderately
0	0.00%		Slightly
0	0.00%		Not at all
9 Respondents			

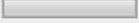
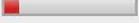
Q7. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Plan and organize - I can determine an action plan in order to achieve a goal or outcome.

Count	Percent		
7	77.78%		A great deal
2	22.22%		Considerably
0	0.00%		Moderately
0	0.00%		Slightly
0	0.00%		Not at all
9 Respondents			

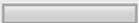
Q8. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Time management - I can better utilize time management skills that will help me prioritize tasks and responsibilities in a timely manner.

Count	Percent		
3	33.33%		A great deal
5	55.56%		Considerably
0	0.00%		Moderately
1	11.11%		Slightly
0	0.00%		Not at all
9 Respondents			

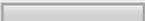
Q9. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Collaboration - I can better work with others toward a clear and common goal.

Count	Percent		
7	77.78%		A great deal
1	11.11%		Considerably
0	0.00%		Moderately
0	0.00%		Slightly
1	11.11%		Not at all
9 Respondents			

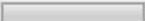
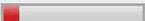
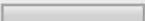
Q10. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Understand and appreciate human difference - I can better appreciate that others may have unique, diverse experiences that differ from my own.

Count	Percent		
8	88.89%		A great deal
1	11.11%		Considerably
0	0.00%		Moderately
0	0.00%		Slightly
0	0.00%		Not at all
9 Respondents			

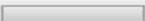
Q15. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Effective leadership - I can take more initiative and determine strategies to motivate myself and others towards a common goal.

Count	Percent		
4	44.44%		A great deal
4	44.44%		Considerably
1	11.11%		Moderately
0	0.00%		Slightly
0	0.00%		Not at all
9 Respondents			

Q16. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Facilitation skills - I can more effectively facilitate group discussions about difficult topics amongst my peers.

Count	Percent		
3	33.33%		A great deal
5	55.56%		Considerably
0	0.00%		Moderately
1	11.11%		Slightly
0	0.00%		Not at all
9 Respondents			

Q17. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Social justice - I can better recognize how my personal decisions, comments, or actions can promote or hinder inclusiveness and equity in my community.

Count	Percent		
5	55.56%		A great deal
3	33.33%		Considerably
1	11.11%		Moderately
0	0.00%		Slightly
0	0.00%		Not at all
9 Respondents			

Q18. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - Pride and connection to Chico State - I feel more connected to the Chico State campus community.

Count	Percent		
4	44.44%		A great deal
3	33.33%		Considerably
1	11.11%		Moderately
0	0.00%		Slightly
1	11.11%		Not at all
9 Respondents			

Q19. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - I have gained skills related to my chosen career path.

Count	Percent		
2	22.22%		A great deal
3	33.33%		Considerably
2	22.22%		Moderately
2	22.22%		Slightly
0	0.00%		Not at all
9 Respondents			

Q20. Through your student involvement experience and training in your current program position, to what extent have you enhanced the following skills? - I have gained skills related to enhancing my academic achievement.

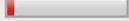
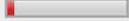
Count	Percent		
3	33.33%		A great deal
3	33.33%		Considerably
3	33.33%		Moderately
0	0.00%		Slightly
0	0.00%		Not at all
9 Respondents			

Q21. Has your Associated Students experience influenced your career plans?

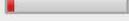
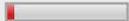
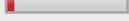
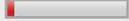
Count	Percent																						
4	50.00%		Yes (how?)																				
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8 Respondents																							

Q22. What has been the most valuable part of your program experience in your current position?

Count	Percent																										
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1	14.29%		This space has sparked a fire in me that was always there but needed validation. As always the CCLC through its workshops, programs, events, and retreats has given me a sense of community as well as justification for my feelings. It has allowed me the platform to put action to my words and a solid template for how to create events around my passions. This space has redefined what leadership and community means to me and has showed me that my voice is important and the value of speaking for those who haven't gotten to a point where they can speak for themselves. Because of this space I have also learned real world work experience and politics and how to get my seat at the table and have it heard.
1	14.29%		Working with students
7 Respondents			

Q23. How has your program experience helped to prepare you for your plans after graduation?

Count	Percent		
7	100.00%		
Count	Percent		
1	14.29%		Better networking skills
1	14.29%		I plan on still being involved in community groups where I can mentor college students of color or apply on a space on another campus where I can direct a space like the CCLC & GSEC
1	14.29%		it helped me be a little more organized
1	14.29%		It made me recognize my passion for higher education and working with college students!
1	14.29%		Its help me evaluate different situations and better communication with other individuals
1	14.29%		The program connected me with professional staff on campus that greatly opened my knowledge of professional careers on a University campus. In addition I have been able to program and support programs logistically which is great experience that I can bring to other positions.
1	14.29%		This work has challenged me to push myself beyond anything I would have imagined. Because of the CCLC I am now confidently double majoring in Psychology and Women's studies; I have also come to meet an amazing group of pro-staff, admin, professors, and advisors here who have really made an impact on my goals and helped guide me through it all. I am now looking into Grad School and groups that can help me. If it weren't for the women I met through the CCLC i would have never thought myself capable of a graduate education.
7 Respondents			

Pipeline Through College



Pipeline Through College Program
Annual Report
2017 - 2018 Academic Year

Pipeline Through College is a program that is designed to provide college students the opportunity to give back to low income first generation high school students who attend Title I schools in Sacramento. By building relationships, increasing self-efficacy and creating a genuine community of support, both college students and high school participants are able to create a path to success.

Demographic Information

Total number of students: 51

Total number of high school juniors: 31

Total number of high school seniors: 20

Total number of mentors: 10

School Break Down:

Program BEGAN with:
Encina Juniors: 17
San Juan Juniors: 14
Encina Seniors: 11
San Juan Seniors: 9

School Break Down:

Program ENDED with:
Encina Juniors: 13
San Juan Juniors: 14
Encina Seniors: 11
San Juan Seniors: 3

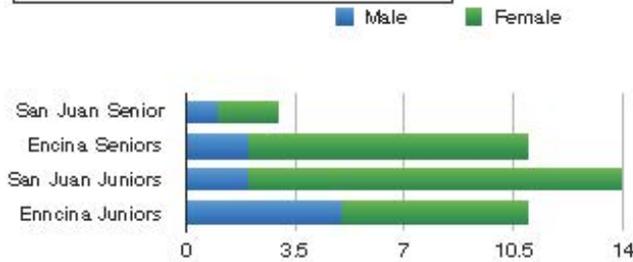


Figure 1.1 This chart shows the gender demographic breakdown of male to female participation.

San Juan High School Seniors: 1 Male, 2 Females
Encina High School Seniors: 2 Males, 9 Females

San Juan High School Juniors: 2 Males, 12 females
Encina High School Juniors: 5 Males, 8 Females

College Demographic Information 2017-2018

Total number of mentors: 10
Total Hours of Training: 84
Program hours: 28 Hours
Informal Hours: 64 Hours (2 weeks out of program and training a week to connect with students)

Total number of volunteer hours per person: 176 hours
Total number of volunteer hours for the entire program: 1,760 hours



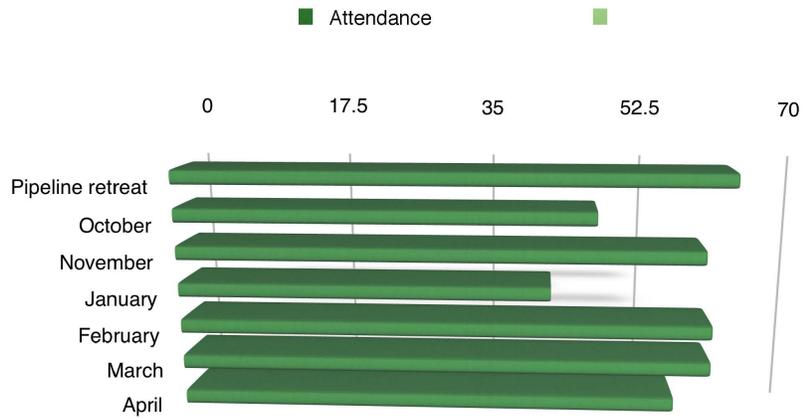


Figure 1.2 Attendance: Student participation and attendance have increased this year. With 62 total participants including students, mentors, teachers and coordinators, there was a significant increase in participation for this academic school year.

Seniors: Path to success beyond high school

- Community College
- 4-year university
- Military
- Trade School
- Work Force

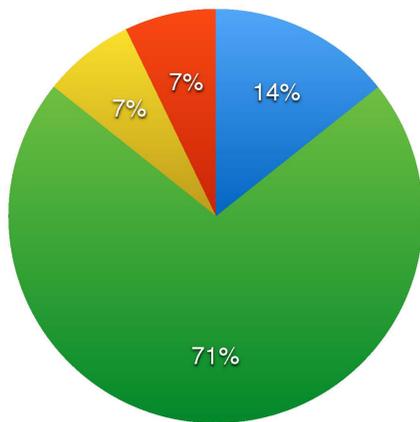


Figure 1.3 This figure represents the percentage of students who self-identified their path to success beyond high school.

Juniors: Success Markers

A-G eligibility *This will be updated once all grades are inputted. The update will include current senior courses enrolled in for the Fall of 2018 and their current A-G eligibility status prior to the beginning of their senior year.

Percentage of re-enrollment for Senior Year in Pipeline: 100 %

For the first time in the program, we have 100 percent of students involved in the junior program re-enrolling to be a part of Pipeline in their Senior year.

Mentorship and participation: Data provided in the following section will demonstrate that we were able to establish relationships, build rapport, and increase a sense of self and support amongst the students.

Learning Outcomes and Testimonials:

Data collected from post interviews conducted after the final program concluded. Each of the students were asked a series of questions and were asked to engage in a self-reflection exercise. From these interviews, a series of themes emerged. Here are the results.

Self-confidence: Students expressed an increase in their confidence in themselves when talking about their success beyond high school. Amongst participants from both San Juan and Encina High School, students shared that they see themselves in a more positive light than before their participation.

To demonstrate this, one student talks about his first impression of Pipeline and how that impression changed after his experience at the Pipeline Through College Retreat.

“I thought it was going to be about stuff I already know like getting good grades or going to college or something like that at first. I didn’t think that the mentors would like us. I thought that the mentors wouldn’t really care. I really loved the retreat because that really gave me a chance to know everybody and trust everyone. The way the weekend retreat impacted me was amazing and I learned that I’m stronger person than I thought and its thanks to Pipeline. I can see myself better in the mirror than I used to.”

Research has demonstrated that discourses of low expectations may seep into consciousness of low income communities and as an unintentional consequence create barriers to building self-esteem and to the ability for a students to see themselves in a positive light (Davidson, 2008).

When I first joined Pipeline, I thought it was going to be just another program I signed up for. It changed over the first field trip at the retreat when I was pushed to give trust and talk to these people I did not know. Now I feel like it change my whole mindset from just getting by to actually making it and wanting to succeed and be happy overall.

Trust: Students expressed that the most challenging aspect of the Pipeline program was building trust with peers that they were not connected to or did not know well. In overcoming their fears of trusting, and being able to engage in activities that challenged them to trust others, students expressed an increased ability to trust that other people will be there to listen and support them.

One student shared that her ability to trust others was regained through this process, even though she was hesitant and scared to trust in others.



I've been burned by many people in my past. I use to trust everyone and I gave it away freely. Everyone got my trust, but then I had people betray me and I realized not everyone is there to see me succeed and that people wanted to hurt me and they did so when Pipeline wanted me to trust, I did not want to at all but my mentors opened up, and everyone in my group opened up, so I did too. It was the best thing that I ever did because that is when they earned my trust, and we became Pipeline family.

Another student expressed the fear of being vulnerable and that they learned that it is okay to show your authentic self. This was her statement in reflecting on the weekend retreat, which was their first interaction with the Pipeline program.

The way the weekend retreat impacted me was that it helped me open up a bit more and to be able to be vulnerable an emotional and let others see what I've gone through because this ability to expand and let people see things about me that I don't let others see. I saw that it was okay to be this way or be that way and it helped be a stepping stone to other things in my life.

Trust plays a significant in how a student experiences school. The more a student can trust in the faculty and the students in a school, the more likely they are to have a positive experience (Kochanek, 2005).

Sense of Community: Students expressed feeling support by mentors, peers, and teachers. In reflection amongst the junior class specifically, students expressed the positive impact of developing deeper connection with one another.

In talking about building deeper connection, one student shares her views on building a friendship deeper than she thought could have happened.

I was friends with (pipeline student), we use to live on the same street. I would go over to her house and hang out, but we were not super close or anything, i mean, we weren't best friends or anything. But in the two days we had the retreat, i learned more about her than I ever thought I could, and now she is my B, one of my best friends, and honestly that would have never happened if it wasn't for pipeline.

Another student emphasized this and shared that having classmates as a support system changed their high school experience.

I know that I now had a whole support system in school of my classmates and that was nothing I had ever really had before. Calling ourselves a pipeline family was the most accurate name that anyone could have come up with. When we see each other, we always yell out to make sure we see each other. We are bonded. The retreat really helped me bond with my family and learn more about them.

Models & Theoretical Framework

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Pipeline Through College Theoretical Framework

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VII. Analysis: What actions need to occur to move the program to the “next level”?

Currently the CCLC is under review regarding its future infrastructure as a result of our Director's retirement. Difficult decisions are needing to be determined and outlined below are recommendations for moving the CCLC forward and taking the program to the next level.

Since fall of 2013 the number of students of color who have been admitted to Chico State has steadily increased. In fact, in 2017 a total of 65% of all students admitted identified as being a student of color. Additionally, based on institutional research, more students identified as being first generation college students than those who had parents graduate from a 4-year university.

This shift in demographic has resulted in an increased demand for culturally relevant student support spaces and the CCLC is in a prime position to expand its services in

order to meet this need. In order for the CCLC to move to the next level it will be important to begin to provide a touch point for wrap around services on a revolving door bases. Meaning students do not need to 'apply' to be a part of any particular program within the Center, but rather have access to a variety resources, mentorship and/or guidance using culturally centered methodologies. Research has shown that first generation college students who are able to access multiple resources through the guidance of one central location are more likely to succeed as a result.

Nationally we are seeing a rise in mental health issues amongst college students. We have observed the impact of this trend in the CCLC in recent years. It has been particularly impacted by the current national political climate which is placing high visibility on the safety threat, oppression and marginalization of diverse identities. In order for the CCLC to move to the next level, we must incorporate additional culturally-centered mentoring and support groups in order to support the social and emotional barriers that first generation college students experience.

Additionally, we will need to provide an increase in identity development and self-efficacy focused programming and involvement opportunities for our Latinx, Black/African American and API communities. Increasing the capacity of the CCLC to provide intercultural opportunities while maintaining our intracultural centered programs are critical to providing a wholistic approach to retention services for students of color. This approach increases intercultural capital, captures a broader audience of identities, supports intercultural understanding and civic engagement. Partnering with campus faculty, staff and departments to increase our capacity will be critical in light of our current budget. Our cultural organizations also play an important role in providing programming and cultural resources to the campus community, while they shouldn't be the primary entity providing cultural programming, the CCLC is positioned to increase its capacity to provide additional mentorship and programmatic support as it relates to their overall success.

The last area that the CCLC is positioned to take to the next level is in the area of diversity education and ally development. The CCLC has a far greater demand to provide experiential-based, diversity-focused, learning experiences for the broader campus community than it currently has capacity to do. Considering the shift in student demographics, being able to better educate and equip the campus to meet those needs is critical.

Finally, in order for the CCLC to move to the next level it needs to be separated from the Student Life and Leadership umbrella and a Director should be reinstated within the Center as it previously had prior to 2012. It is recommended that the Director report directly to the Associate Vice President of Student Affairs. It would also be critical as the Director of the CCLC to consider a consistent funding source. Currently the programming capabilities of the CCLC is contingent on the leadership within the AS. From this position, the CCLC can begin to expand the scope of its retention and support services for first generation and students of color.

VIII. Program Objectives for Next Academic Year

- Expand the current CCLC assessment infrastructure by identifying key performance indicators and integrating it into individual program assessments, a card swipe data collection process and connecting it to long-term graduation/retention predictors.
- Increase collaboration with campus partners to provide increased access and approachability to supportive services. Specifically mentorship programs, community engagement, psychology, academic advising, counseling and wellness.
- Providing large-scale, campus-wide student leader diversity training to increase understanding around inclusive language, microaggressions and power and privilege.
- Leading a 3-day diversity summit retreat for all University Housing Resident Advisors to provide diversity education and relationship building.
- Increase opportunities to actively engage in conversations and active reflection around complex issues within the area of diversity that is welcoming of all experiences.
- Increase intentional programming for the Latinx community based on identified needs
- Implement two certification programs. Focused on cultural leadership and advocacy.
- Launch a volunteer-based, semester long intern program to fulfill major required internship experiences.
- Expand the Pipeline Through College program to reach high school sophomores and increase the number college-level mentors and providing personal and leadership development

IV. 10 Year Timeline

ANNUAL PROGRAMS GRILLIN ON THE GRASS - DIVERSITY 4U - LEAD - DIVERSITY SUMMIT

ACTION RALLY

The rally was huge, yielded thousands of people to rally against budget cuts in higher education. The press covered the event. It was organized by the CCLC and supported by the AS and student orgs across campus.

DIVERSITY SUMMIT FACULTY & STAFF

The first and only summit within ten years to focus specifically on bringing faculty, staff, and administrators together to discuss the current campus climate around diversity and build pathways forward.



2010

DIVERSITY 4U

LATINO(A) RETREAT EMPOWERMENT

The Latino(a) Empowerment Retreat was designed to help Latino(a) students and staff come together for the bi-monthly weekend to strengthen and unite the Latino(a) community.

I-LEAD

Initially, I-lead was a partnership with the College of Business providing leadership development opportunities for students across campus and eventually evolved into a more cross-cultural focus on leadership.

DIVERSITY SUMMIT AIN'T NO MOUNTAIN HIGH ENOUGH

To provide students an opportunity to connect to the multicultural organizations on campus, meet new students, welcome new and returning students back to campus. A pivotal event that has seen thousands of over 400 students in the last years.

GRILLIN ON THE GRASS

To provide students an opportunity to connect to the multicultural organizations on campus, meet new students, welcome new and returning students back to campus. A pivotal event that has seen thousands of over 400 students in the last years.



2009

DIVERSITY 4U

Occurring monthly until 2010, Diversity 4U is an informal brain bag lunch opportunity to bring together faculty, staff and students to discuss topics of diversity in a safe and open environment.

BLUEPRINT FOR SUCCESS

Aimed at increasing the self and hard skills of student leaders within organizations.

ASIAN PACIFIC ISLANDER EXCELLENCE RETREAT

Asian Pacific Islander Excellence Retreat was designed to bridge the gap between Asian Pacific communities to work towards building a more collective and collaborative API community at Chico State.

AFRICAN AMERICAN RETREAT EXCELLENCE AND SUCCESS

The African American Excellence and Success retreat was designed to help inspire and empower African American students to embrace culture and community to build unity.

DIVERSITY SUMMIT

GRAND OPENING/GALA

Our official celebration for the campus and community.



2008

DIVERSITY SUMMIT

This event really put the CCLC on the map for students, staff, and faculty alike. We continued to host a version of the Diversity Summit every year by popular demand.

CCLC CONFERENCE

The CCLC was still very intertwined with JFR (Jackie Fare-Rose) Leadership Programs, and the program was an example of how JFR started to interconnect also into cross-cultural programming.

CCLC OPEN HOUSE

The campus debut of the CCLC in its new space and recent renovations. Spotlight on current initiatives and student success stories.

JFR WOMEN'S CONFERENCE

Jackie Fare-Rose inspired the women's conference, a program bringing together women within the Chico community and linking them to students to serve as mentors.



2007

CROSS-CULTURAL LEADERSHIP CENTER

TEN YEARS OF TRANSFORMING LIVES AND BUILDING COMMUNITIES.

ANNUAL PROGRAMS GRILLIN ON THE GRASS - DIVERSITY 4U - LEAD - DIVERSITY SUMMIT

ASSOCIATED STUDENT CONVERGENCE

Now called, AS Starling Point, Associated Students Convergence brought together all leaders from Associated Student Programs in this one day event, designed to build the bridge between AS leaders across campus programs.



2011

AFRICAN AMERICAN SUMMIT

A summit that leads to self-exploration and trust amongst diverse peer group members, who also articulate awareness and understanding of one's values and beliefs.

EOP SUMMER BRIDGE

A transition program and the start of an annual collaboration, to build a bridge from high school to a successful college experience for first-year students.

BLUEPRINT FOR SUCCESS

ANNUAL PROGRAMS GRILLIN ON THE GRASS - DIVERSITY 4U - LEAD - DIVERSITY SUMMIT

GLOBAL VOICES AFRICAN DIASPORA & BRAZIL

A collaboration with the Study Abroad office, Global Voices demonstrates the application of traditional customs, regional art forms, and engaging in intellectual dialogues between international students and our domestic students of color.

CAMPUS CALL TO ACTION

Coordinated a campus and city wide dialogue on the alcohol culture of Chico State and developed tangible solutions to shift culture in light of the death of a Cal Poly Student during a Labor Day fest.



2012

DINNER AND A STORY WOMEN'S HISTORY MONTH - LGBTQ+ EDITION

Created to bring together women to share stories and empower one another with support, mentoring and encouragement. Since its inception, multiple versions have been created to focus on the API, Black/African American, LGBTQ+, and Latinx communities of women. The program reached over 100 to community specific conversations amongst women.

WILDCAT N OUT

Wildcat version of Wild N Out, an MTV show, where teams battle performing audience based improv comedy challenges.

ANNUAL PROGRAMS GRILLIN ON THE GRASS - DIVERSITY 4U - LEAD - DIVERSITY SUMMIT - GLOBAL VOICES

TURN IT UP THE WILDCAT WAY CONNECT - INVEST - GET INVOLVED

Legendary the CCLC coordinated the first booked, large-scale student organization fair to occur during welcome week. Well over 1,000 students attended.

HIGHER ED. SERIES ANITA BAKER - DEWEY CALDERON - CHRIS MALONE - DR. WENSUO LEE

Legendary leaders within the Chico State community share their personal stories and experiences leading others during their life time.

LATE NIGHT LOUNGE DE LOS NOCHES

A late night student program series to provide culturally relevant entertainment and space to connect. This program has continued over the years reaching an attendance of over 300 students in 2016.

B.O.L.D. BEYOND OBSTACLES LEADERSHIP DEVELOPMENT

A weekly opportunity to build relationships with fellow students. Provides an opportunity to engage in meaningful experiences that cater to leadership development and gain exposure to critical issues that affect diversity. B.O.L.D. has been an ongoing program each semester since 2014.



2013

AFRICAN AMERICAN SUMMIT

API EMPOWERMENT

A summit that leads to self-exploration and trust amongst diverse peer group members, who also articulate awareness and understanding of one's values and beliefs.

DEPT. & CLASSROOM DIVERSITY ED.

The CCLC provided 12 different specialized workshops focusing on diversity for the campus community. Workshops included University Housing, College of Communication & Education, and Associated Students.

PASSION PROJECTS

The start of an annual series, and led by each professional on staff that focus on areas of interest. Topics that are included awareness around sexual violence, open houses of the civil rights movement and inclusive language.

HIGHER ED. SERIES DAVID MCKELLY - LUIS CARABALLO - KIM DUFOUR - BRADLEY DOOSON PAT PETERSON - CHARLES CARTER

ANNUAL PROGRAMS GRILLIN ON THE GRASS - DIVERSITY 4U - LEAD - GLOBAL VOICES LATE NIGHT LOUNGE - DINNER AND A STORY - B.O.L.D.

INTENTIONAL INTERACTIONS

Weekly opportunities for students in the CCLC to connect. Activities range from cooking traditional every dishes, four square competitions, census taking and gender equality.



2014

CULTURAL SUMMITS
LATINX · BLACK/AFRICAN-AMERICAN · API

CARTER SCHOLARS
BLACK EXCELLENCE ACADEMY

A retention program for African American students who would like to strive for excellence on and off campus. The program provides resources such as workshops, community building and networking opportunities, paid positions, and monitoring academic progress in order to establish connections, accountability, diligence, and intelligence amongst our Black Students.

PIPELINE RETREAT

Weekend retreat with high school students from San Juan and Oroville High Schools, in Sacramento, to provide mentorship and support to help them re-imagine the possibilities for their life and launch a year long mentoring relationship within the pipeline program.

ANNUAL PROGRAMS
LATE NIGHT LOUNGE · PIPELINE THROUGH COLLEGE · PASSION PROJECTS
B.O.L.D. · OPEN DIALOGUE & HEALING SPACES

WILDCAT VIBE

A large scale, late night, cultural music, welcome week event that has been hosted by the CCLC for three years up to this point. Starting this year, the CCLC incorporated their traditional Grillin On The Grass event to spotlight cultural organizations into the experience.

DIVERSITY ADVOCACY TRAINING

A bi-weekly certification training program that has to certify allies to effectively advocate with and support communities of color.

ACTIVISM 411

A collaboration with the first year experience program and Chico City Council members to provide a community opportunity for specific workshops to empower the larger community on how to effectively advocate for change within a democratic system.

EMPOWER & IGNITE



2017

OPEN DIALOGUE & HEALING SPACES

Impromptu community dialogue needed as a result of the 2017 presidential election and its impact on national and campus climate.

EMPOWER

A weekly meeting of 30 cultural leaders who identify with the Latinx, Black/African American, and Asian Pacific Islander community that focused on leadership development, support and empowerment of cultural communities on Chico State campus. New campuswide programs were created and implemented by five Empower cohorts during the academic year.

IGNITE

Weekly opportunity for 30 first-generation students providing a family support system while building the confidence, self efficacy, and leadership skills of emerging leaders. Programs that came out of Ignite were the Groove Around the Globe, Sync or Swim, and Social Justice Open Mic.

CCLC SUMMIT

A cross-cultural empowerment retreat for the Ignite and Empower participants.

ANNUAL PROGRAMS
GRILLIN ON THE GRASS · DIVERSITY 411 · LATE NIGHT LOUNGE
PIPELINE THROUGH COLLEGE · PASSION PROJECTS · B.O.L.D.

DIVERSITY ADVOCACY TRAINING

A seven weekly certification training program that has to certify allies to effectively advocate with and support communities of color.

CHISME Y COMIDA

LATIN@ CHICAN@ EMPOWERMENT RETREAT

BLACK LIVES MATTER RALLY

Coordinated campus wide rally with nearly 200 participants to show support and solidarity with the Black community who currently experienced several nationally recognized deaths by police enforcement.



2016

MULTICULTURAL ORG RETREAT

A retreat to bring the leadership within the Multicultural Greek Council, Panhellenic and Interfraternal Council together to better increase the collaboration, support within the greater greek community.

CHISME Y COMIDA

A fun, large scale, program series focused on bringing the Latinx community together to celebrate culture, build community and feel a sense of pride and solidarity.

PIPELINE THROUGH COLLEGE

The program focuses on re-directing youth from the Pipeline to Prison to a Pipeline of Possibility by providing a positive support system, resources, guidance, and advocacy between college mentors and Title I high school students in Sacramento. Includes weekly trainings with college age mentors and monthly programs with high school students.

ANNUAL PROGRAMS
GRILLIN ON THE GRASS · DIVERSITY 411 · LATE NIGHT LOUNGE
LATE NIGHT LOUNGE · DINNER AND A STORY

INTERNSHIP PROGRAM

Launched official internship program within the CCLC that developed and facilitated weekly B.O.L.D. Programs, CCLC programs and personal passion projects.

HIGHER ED. SERIES
DAVID STREIBER · JAM MADON · JOE WELLS · TOM SAUGHTER · KATHY KAISER

ILEAD RETREAT

Three day retreat to provide empowerment within communities of color to create systematic change and ignite activism within the community.



2015

