

Cross-Cultural Leadership Center



Departmental Annual Report 2018 - 2019

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I. DEPARTMENTAL MISSION STATEMENT

The Cross-Cultural Leadership Center (CCLC) was founded in 2007 and as the program has grown in its 12 years of existence, so has the mission statement and the students the CCLC serves.

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.

To help accomplish the mission and vision of the CCLC, there are six values that guide the different diversity efforts. Here are the six values:

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 Goals

The CCLC is designed to provide a space and environment that fosters student success by exploring, understanding and embracing diversity and promoting social and cultural support through a cross-cultural lens.

Building an understanding of diversity through identity exploration.

- Providing education and experiential learning opportunities to explore personal, cultural, and societal values and its impact on personal identity.

- Enhance identity by exploring components of personal identity through the lens of cultural competency.
- Engage in programs, projects, or day-to-day CCLC space experiences that help to positively reinforce representation, visibility and support for cultural communities.

Creating an inclusive environment that fosters ownership and belonging to the University.

- Providing a space that fosters an inclusive space that promotes visibility, representation and support for culture, leadership, and diverse student populations.
- Provide a platform for students to develop interpersonal relationships and to foster a sense of community.
- Engage with faculty and staff involvement with students by involving them in programs or co-sponsoring collaborative initiatives to increase the CCLC's capacity to reach and serve students.
- Develop opportunities for students to engage in developing, planning, and implementing culturally relevant programs for diverse populations.

Increase visibility, support, and understanding of historically under-served populations including low-income, communities of color and first-generation students.

- Provide workshops, programs, and projects focused on the history and challenges of underserved populations.
- Develop workshops for campus departments and student leaders on cultural competency and diversity at the local, state and national level.
- Engage in collaborative projects with faculty and staff, culturally relevant faculty and staff associations and student organizations to co-sponsor events that promotes diversity and inclusion.
- Host dialogue across campus on critical issues that impact student life both on and off campus.
- Provide opportunities for students, faculty and staff to engage in dialogue or seek resources for obstacles that may come up in regards to identity, culture, race, etc.

Provide educational opportunities, workshops, and training across campus.

- Develop and implement trainings for student leaders on diversity, identity, community building and interpersonal relationships.
- Engage with faculty and staff to develop and provide workshops for classrooms on diversity as it relates to the field/area of study.
- Provide student panels, student perspective, and student leadership to help enhance others' knowledge of experiences of diverse student populations at Chico State.

Promoting growth: personal, social and professional.

- Provide student leadership experience that enhances competence amongst diverse student leaders.
- Promote a sense of ownership of leadership skills and the confidence needed to feel a sense of belonging inside and outside of the CCLC.
- Increase awareness of diversity in leadership across the campus.
- Enhance students' understanding of cultures, heritages, and identities other than their own.
- Provide opportunities to lead in cultural and professional setting to enhance personal growth.
- Promote civic engagement through mentorship and leadership through the cultural identity development model.

Student learning and development outcomes

1. Appreciating Diversity

Understands one's own identity, culture and heritage. Enhance students' understanding of cultures,

heritages, and identities other than their own and seeks involvement with people different from oneself while making an effort to understand other cultures.

Accomplished By

1. Hosted annual diversity summit to help develop an understanding of diversity as it pertains to personal identity, building a community of support, and understanding the impact diversity has on the micro and macro levels.
2. Hosted cultural programs that focused and highlighted API, Latinx, African American/Black, Native American, and First-Generation communities.
3. Hosted student forums around safety, racism, and sexual assault as a result of incidences that occurred on campus to help foster student voice, unity, and representation.
4. Provided workshops on understanding diversity using experiential learning for academic departments, student leaders, classroom audiences, and campus partners.
5. Engaged in a workshop series that was designed to deconstruct challenging aspects of diversity that create division with the primary focus of debunking myths and engaging in perspective sharing that promotes empathic responses.
6. Promoting educational opportunities within the CCLC's common area space to enhance and understand diversity and inclusion.
7. Collaborating with campus partners to co-sponsor projects like Hmong Legacy and Women's Circle with the intention of promoting the understanding of the intersectionality of identities.
8. Engaging in campus wide initiatives that support and promote diversity.

2. Leadership/Empowerment

Promote personal growth of student by enhancing students' understanding of culture, heritage and identities other than their own by offering programs that increase multicultural awareness, knowledge and skills. Identify meaningful ways to contribute to success of traditionally marginalized communities. Understands the impact of diversity on one's own society and challenges appropriately the abusive use of stereotypes. Articulates leadership philosophy or style. Exhibits ability to visualize a group purpose and desired outcomes. Serve in a leadership position.

Accomplished By

1. Coordinating training on mentorship, leadership, and empowerment for Pipeline mentors to engage in a year-long high school mentorship program designed to help students who are not in college tracked courses build a vision of success beyond high school.
2. Provide leadership training using Strengths Finder and Enneagram as foundational leadership assessment tools both among student staff and for campus partners as well.
3. Implemented a Spring semester Internship Program that brought in 10 additional students to help develop and implement programs or experiences that enhance leadership.
4. Provided student staff the opportunity to lead staff meetings, collaborative department meetings, and leadership trainings inside and outside of the CCLC.
5. Provide an intensive 2 week training that focuses on leadership, identity, diversity, mentorship, conflict management, and using their power of influence to increase support, visibility, and access to resources for others.

3. Effective Communication

Write and speak after reflection and able to influence others through writing, speaking and artistic expression. Can work in teams in multicultural settings and makes presentations.

Accomplished By

1. Students created program vision, and developed projects from idea to implementation using the skills, knowledge and resources on campus that promotes diversity and inclusion.
2. Provide cultural communication workshops for classroom audiences and training within diversity.
3. Provide ally training to enhance the ability to communicate effectively with others who may not share the same values through cultural communication workshops, diversity and ally training, and TONE training.
4. Engage in cross-campus conversations around support, moving diversity initiatives forward, and supporting other areas that promote and enhance diversity within their sphere of influence.

4. Enhanced Self-Esteem

Accomplished By

1. Providing programs, activities, and experiences that help to build confidence and to embrace their personal identity as an asset.
2. Develop trainings for student staff, pipeline mentors, and CCLC interns that focus on building self-efficacy by embracing personal identity.
3. Engage in mentorship programs that promote building self-esteem peer to peer and embracing affirmations, recognition, and acknowledgement as tools to help promote self-efficacy.
4. Provide interpersonal relationship building in experiences that the CCLC provides to help enhance community building and a sense of belonging to CSU, Chico.

5. 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.

Accomplished By

1. Pipeline Through College program in which college mentors are paired with youth from Title I schools to provide support and personal growth in their pursuit of success beyond high school.
2. Promoting healthy relationships and accountability in social settings on and off campus.
3. Cultivate a culture of support in the CCLC common area space, programs, and workshops provided to help promote the message of social responsibility and accountability to success and habits or behaviors that promote success.
4. Embrace informal mentorship opportunities through everyday interactions in the CCLC that engages students in dialogue around building community, trust, and support for others.
5. Provide students tools that can be used to embrace obstacles that may hinder communication, community building, interpersonal relationships, and the promotion of diversity and inclusion.

Student Staff and Additional Outcomes

Through employment with the CCLC students gain a deeper level of understanding to the learning outcomes mentioned above and able to gain the following additional outcomes through specific training workshops, summer training, leadership opportunities inherent within their role and weekly professional development opportunities that occur during staff meetings.

1. Team Development

- a. Identify various forms of communication and how to effectively communicate within a team environment and effectively navigate interpersonal conflict.
- b. Identify strengths and abilities within team members and how to effectively collaborate within a team environment
- c. Demonstrate an understanding of the role of beliefs and values in personal integrity and professional ethical practices.
- d. Take responsibility for one's personal actions and its impact on self and others.
- e. Provide opportunity for networking with student leaders within Associated Students, Student Life and Leadership and student leaders of color on campus.
- f. Define Cross Cultural Leadership Center's job performance expectations as it relates to CCLC staff positions.
- g. Describe 3 experiences/activities in which they felt they were able to build a positive working relationships

2. Programming

- a. Demonstrate effective public speaking, facilitation and debriefing strategies in both informal and formal environments and activities.
- b. Develop a comprehensive program outline and articulate steps and processes of implementing a small and large-scale program and events.
- c. Describe the 7 programming steps to effective design to implementation of CCLC philosophically based programs.
- d. Gain proficiency in the use of equipment, technology and online resources frequently used with the CCLC for programs and daily operations.
- e. Define professional writing strategies and expectations.

3. Helping Skills

- a. Describe basic listening and counseling technics effective in mentoring and empowering students to take ownership of their decisions and ability to move their lives forward.
- b. Articulate the philosophy the CCLC and the family and mentorship dynamic within the staff and greater student population.
- c. Identify one's ability to positively contribute to the success of their cultural community.
- d. Seeks the involvement of others. Contributes to the achievement of a group goal. Exhibits effective listening skills.

4. Diversity Education

- a. 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 personal cultural skills by participating in activities that challenge one's beliefs.
- b. Respectfully engage in critical discussions and thought about diversity, social justice and the various dimensions of identity.

- c. Articulate a basic understanding of diversity, key terminology, power & privilege dynamics, systems of oppression and internalized oppression through discussion, self-reflection & self-exploration.

5. Leadership Development

- a. Learns to manages time effectively, generates ideas, and uses creativity. Gain necessary experience to better navigate balancing work, academic and personal responsibilities.
- b. Develop an in depth understanding of cultural leadership and the foundations for building cross-cultural relationships and connections amongst diverse populations
- c. Describe basic effective time management strategies
- d. 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.
- e. Identify one's strengths and weaknesses as a leader and identify opportunities to develop one's leadership skills.
- f. 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.

II. DEPARTMENT ACCOMPLISHMENTS- A HIGHLIGHT

1. Implemented 4 retreats focused on community building, relationship building, identity exploration, cultural competency, and promoting a sense of belonging on campus. The three retreats include the Pipeline Through College Retreat, Diversity Summit, and the Asian Pacific Islander Summit.
 - a. The Pipeline Through College Retreat hosted 55 high school students with 4 teachers who accompanied the students. We were able to bring on 10 Chico State CCLC mentors who trained for 3 weeks prior to this retreat to engage in dialogue about defining and creating a plan for success beyond high school. Out of 55 students, 20 were high school seniors. Out of 20 high school seniors 17 students participated as juniors in the Pipeline program. 66 percent were missing 2 or more A-G requirements for eligibility in their junior year. Out of the 17 who participated in both junior and senior year, 16 of the students are attending a 4-year university (including 2 at Chico State), 1 enrolled in community college.
2. The CCLC developed and implemented an Internship Program designed to increase the CCLC's capacity to serve diverse populations and increase our ability to enhance student leadership opportunities through leadership involvement.
 - a. The internship brought in 10 student interns who supported programs, engaged in leadership development training each week, and developed a personal project designed to use their personal passion for diversity and use it as a platform to engage with others. These projects included designing a CCLC T-shirt, creating marketing material for the CCLC, developing programs that provide opportunities to share narratives and engage in self-care, and create discussions on controversial topics to build bridges amongst differing opinions. Using mentorship, leadership, cultural competency, relationship building, and community building, students were able to engage in this peer-to-peer model of mentorship to help promote diversity and inclusion.
3. The CCLC Welcome Series was designed and implemented in the Fall of 2018 to promote visibility, support, and community in the August and September.
 - a. This welcome series is kicked off with our Wildcat Welcome Event called Wildcat Vibe. Wildcat Vibe is a collaboration event that brings out all cultural student

organizations and resources that serve under-served populations to promote visibility in the beginning week. Using music, food, interactive activities and student involvement, this event provides an opportunity to for students who are coming from diverse backgrounds to see and feel a sense of community and belonging to Chico State. This programs reaches about 300-450 student including organizations, and collaborative partners.

- b. The follow up series is called Dinner and a Story and is focused on providing community specific opportunities to engage in dialogue around cultural identity through a 3-course meal. We hosted 5 different events in this series that focused on Black/African American community, Latinx community, Asian Pacific Islander community, Queer and Trans people of color community, Native American community and First-Generation students. This series is a collaboration between upper class students, and faculty and staff with the intent to focus primarily on first-time freshman and transfer students. This program was successfully able to serve over 150/200 participants in total.

III. CHANGES IN POLICIES AND PROCEDURES

In the Spring of 2018, infrastructure was shifted within the department of Student Life and Leadership. The Cross-Cultural Leadership Center was combined in a multi-program department within Student Life and Leadership. In the Spring of 2018, the Cross-Cultural Leadership Center was separated from Student Life and Leadership and is currently on its own reporting directly to the Associate Vice President of Student Life.

IV. RESOURCE SUMMARY

Resource Allocation

Budget Allocation for 2018-2019	\$204,196
Associated Students funding	\$80,000
Additional VPSA funding	\$40,000
Other one-time funding (Pipeline)	\$15,000
Work Study allocation for 2018-2019	\$27,772
Additional Work Study	\$25,543
Total allocation	\$392,511
Annual Salary Expense	(\$214,301)
Annual Operational Expense (includes student salaries)	(\$127,051)
Unused Work Study	(\$0)
Balance	\$51,159

Note: The newly formed Assistant Director position was vacant until March. In addition, a Program Coordinator position was vacated in April. The remaining balance for 2018-2019 is largely due to these two staff vacancies.

Human Resources

There were a few changes to staffing this academic year.

- In December 2018, Interim Director Kimberly Scott retired.
- In April of 2018, Krystle Tonga was promoted from Program Coordinator (SSP III) to Assistant Director (MPP – Admin I).

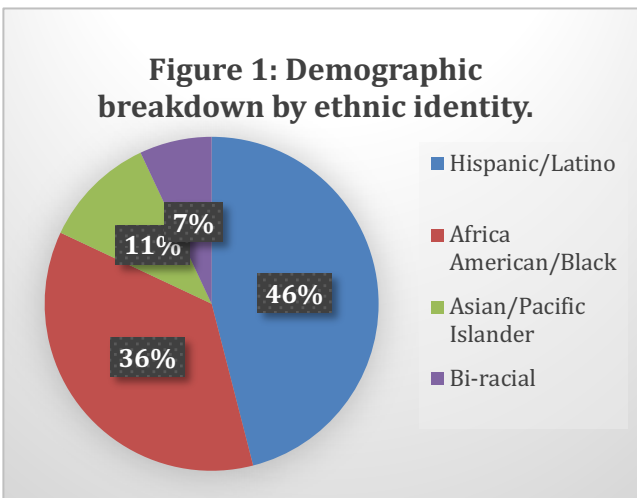
- In June of 2018, Katie Peterson vacated her position as Program Coordinator (SSP III) to accept a new role on campus.
- Currently, there are two vacated Program Coordinator position.

V. PROGRAM ASSESSMENT FOR PAST YEAR

Program Objectives

Ongoing Assessment Efforts

The assessment of student learning outcomes and program outcomes have traditionally been a self-reported



post program evaluation. We used this information to gather basic demographic information and questions to assess learning outcomes. Recently, in the past two years, we have partnered with Dr. Mariah Kornblu to assess both the programs and the climate in the CCLC for students who use the space. This information is used to help us better understand needs, enhance services and programs we implement, and engaged in student development opportunities that can promote student growth and knowledge of diversity. This is the second year we were able to engage with Dr. Kornblu's research on Change Agent Theory.

Dr. Kornblu and her research team began collaborating with the Cross-Cultural Leadership

Center in the summer of 2017. The focus on the research that was conducted was to develop a case study to examine pathways for school engagement for minority college students. Historically, student-retention efforts often fail to acknowledge the important role of students and student groups in actively shaping their college environments. Research suggests that ethnic minority students who are engaged civically are also more likely to experience a greater sense of connection and attachment to a place. This case study used a mixed method study to examine leadership experiences of CCLC students. By collecting surveys, conducting focus groups, and using photovoice to capture student leadership experiences, Dr. Kornblu was able to examine the experiences of students using multiple lenses to gain a deeper understanding of its impact on a student's experience while in college.

For 2018-2019, there were 130 student participants examined specifically focusing on larger scaled programs, and community specific groups attending Chico State. The demographic of the 130 students were 46 percent Hispanic/Latino, 36 percent Black/African American, 11 percent Asian Pacific Islander, and 7 percent who identified as Bi-racial. 23 percent of students surveyed identified as male and 77 percent of students surveyed identified as female.

The quantitative results demonstrated that students had an overall increased sense of leadership. This survey used a likert scale from 1 to 5, where 1 represented very low and 5 represented very high. Students

This information was gathered from self-reported surveys, focus groups, and photo voice projects during the academic year of 2018-2019.

were asked to rank their sense of leadership as a student at Chico State. Students averaged a self-reported score of 4.18 prior to their involvement with the CCLC. Post involvement, students averaged a self-reported score of 4.38.

The qualitative research that was conducted measured different themes of leadership that emerged across 11 focus groups. Students indicated that participating in CCLC programming increased their sense of personal agency, ability, and leadership development. For example, a student reported that their involvement with the CCLC contributed to their ability to envision their academic success and helped promote their retention, increased sense of confidence, and support to reach graduation.

Once I got involved, I was able to get more resources... that gave me confidence to talk to professors. I was able to break out of my shell... succeed... this program had a huge impact on me and my college experience because as a freshman, I didn't see myself as able to finish college... now I'm graduating in two weeks.

Another student reported the impact of building self-esteem and confidence on their college experience sharing that their sense of empowerment provided them with the ability to persevere through obstacles that may hinder their progress towards graduation.

In addition, students reported that representation of student leaders who they can identify with has contributed to their ability to envision themselves in leadership roles on campus.

Service Usage Summary

of Program Type
 Social/Cultural: 12
 Cultural Community: 22
 Educational: 12
 Diversity Training: 8
 Advocacy: 5
 Co-Sponsored: 9
 Mentorship: 24

Number of CCLC Programs: 58
 Monthly Average of Programs: 6
 Average daily foot traffic: 138 people

Professional Staff: 3
 Paid Student Staff: 11
 Interns: 10 (Spring Semester)
 Pipeline Through College Mentors: 10

Models & Theoretical Framework

Abes, E.S. (2009). Theoretical borderlands: Using multiple theoretical perspectives to challenge inequitable power structures in student development theory. *Journal of College Student Development*, 50,141-156

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VII. ANALYSIS:

- The CCLC is in a year of transition with a new vision of embracing, educating, and understanding diversity and it is by using a combination approach called Trauma Informed and Healing Centered practices. Using this approach, we can shift the teaching of diversity from focusing on privilege and teaching those who have access to resources how to work and understand experiences of those who do not have it to embracing where people are at, celebrate accomplishments and achievement of under-represented populations, and moving forward as a collective and collaborative community to help celebrate and embrace diversity.
- With the change in demographics, it is important that the CCLC also shift in their services to cultural communities and increase our capacity to reach and serve students from all backgrounds. One trend we also recognize and acknowledge is that as our Latinx student populations continue to climb, our API and African American communities have stayed the

same or have decreased in recent years. In order to help move the CCLC to the next level, our vision is to seek grants to fund community specific resource coordinators that will help us assess the needs of our students, engage in dialogue that will allow us to understand the challenges and accomplishments specifically at Chico State, and develop programs, gather resources, and be a liaison to the community. Cultural Resource Coordinators' primary responsibility would be to create opportunities and direct services to cultural communities under the guidance and umbrella of the Cross-Cultural Leadership Center. By having focused coordinators who can assess needs and primarily assess resource needs, we can help to move the CCLC to the next level and meet the needs of the students. A primary focus for campus affinity groups have been to look at ways in which the institution can retain its students, faculty and staff. Although this is their focus, this is not something they have the capacity to take on because of their primary work role at the University. With these coordinators, we may be able to develop a collaborative approach using holistic wellbeing and the Wildcats Thrive approach to reach and serve underserved populations at Chico State.

- A larger space that includes a larger programming space that will allow for the CCLC to host campus programs, forums, and experiences that will allow us to increase our capacity to serve students at our best.

VIII. PRORAM OBJECTIVES FOR NEXT ACADEMIC YEAR

- Shift programmatic and direct service philosophy to a combined approach using Trauma Informed Care and Healing Centered Engagement to increase self-efficacy in students engaged with the CCLC.
- Develop assessment to measure the success of using Trauma Informed Care and Healing Centered Engagement.
- Assess diversity need amongst student population including direct services and resources needed to support social and cultural identity development, support, and community.
- Develop and implement collaborative projects with other departments to increase the CCLC's capacity to serve the campus.
- Identify a grant that will support funding a resource coordinator to assess community specific needs at Chico State.
- Support and engage with the Wildcats Thrive Initiative to support the well-being of under-represented and under-served populations at Chico State.
- Develop and implement programs and experiences that promote the sustainability of diversity and inclusion and promotes the integration of diversity into all areas.
- Increase programming and direct services to cultural communities at Chico State.
- Support Latinx Equity and Success initiative with programming and student leadership development focused on Latinx population.