

Cross-Cultural Leadership Center



Departmental Annual Report 2019 – 2020

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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 13 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, equity and inclusion efforts. The core of the program relies on implementing healing centered engagement that allows for participants to explore their personal agency to maximize their ability to create a positive impact on campus and in the community. 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.

Build 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.

Create 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.

Promote 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. **Understanding and Comprehending the complexities of Diversity and Equity work.**
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.
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.
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.
4. **Enhanced Self-Efficacy**
Increase access to opportunity that allow for students to build a sense of confidence through experiential programs, self-exploration, the development of personal leadership, and increasing access to opportunities to practice these qualities through programs, projects, or initiatives.
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.

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 manage 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) The CCLC has been working on assessing data and in the fall semester of 2019, the CCLC on average had 42.5 students checking in and utilizing the space on a daily basis, not including check-ins for programs. The number of student participants in programs offered by the CCLC included 24.7 % freshman, 24.0 % sophomores, 17.7 % juniors, 30.6% seniors, and 3 % post-bacc or graduate students with the average grade point average being 3.02. The CCLC has also increased its services to under-represented and under-served communities at Chico State in comparison to their enrollment percentages for the Fall semester of 2019. The chart below demonstrates the number and percentage of students served by programs or space of the CCLC.
- 2) The CCLC implemented and expanded on last year's model of a welcome series which included targeting communities that are under-represented at Chico State. The goal of this program is to connect new students with returning students, faculty, and staff. This year, we were able to expand the 5 part series to an 8-part series that included 3 additional programs reaching between 240 – 300 student participants at the start of the school year.
- 3) Since going to virtual services, the CCLC was able to develop a series of engagements to maximize providing services and resources to students. (See offerings listed under Section V.) Rumbling Recipes: teaching students how to eat healthy while staying in.

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 2019-2020	\$212,196
Associated Students funding	\$80,000
Additional VPSA funding	\$40,000
Other one-time funding	\$22,575
Work Study allocation for 2019-2020	\$38,946
Total allocation	\$393,717
Annual Salary Expense	(\$149,096)
Annual Operational Expense (includes student salaries)	(\$146,104)
Unused Work Study	(\$0)
Balance	\$59,571

Note: There were two vacant positions, both SSP III Program Coordinator roles. One position was filled in September of 2019 and the other position remained vacant for the remainder of the academic year. The remaining balance for 2019-2020 is largely due to these hiring of a new staff partially in the year and one staff vacancy.

Human Resources

There were a few changes to staffing this academic year.

- In September of 2019, Jamile Ballie joined the CCLC as a Program Coordinator (SSP III), which filled one vacant position.
- The CCLC conducted a search to fill the second vacant position but was unsuccessful in the search. The position remains vacant due to the COVID-19 pandemic and the current hiring freeze.

V. PROGRAM ASSESSMENT FOR PAST YEAR

Program Summary

The Cross-Cultural Leadership Center was able to accomplish and implement 42 programs in the academic year 2019-2020. The types of programs offered focused on providing experiential learning, cultural awareness and celebration, and educational opportunities to help build a more inclusive environment for students to thrive in.

<p># of Program Type Social/Cultural: 30 Cultural Community: 15 Educational: 8 Diversity Training: 16 Advocacy: 4 Co-Sponsored: 12 Mentorship: 18</p>

<p>Number of CCLC Programs: 42 Average daily foot traffic: 42.5 Average GPA of students: 3.02</p>

<p>Professional Staff: 3 Paid Student Staff: 12 Interns: 6 (Spring Semester) Pipeline Through College Mentors: 14</p>

These numbers are lower than usual due to services, programs and resources being moved to a virtual platform due to COVID-19.

Virtual Program due to COVID Summary:

- Rumbling Recipes: teaching students how to eat healthy while staying in.
- COVID-19: Sociological and Biological lenses
- Game Night: Friday Night Game Nights with the CCLC
- Dance of the Week: Teaching and showcasing cultural dances from all around the world that you can learn and do in your living room.
- Study Tips and Wellness Tips to stay well during a pandemic

- Online Study Hall with CCLC Staff: Study spaces online that help to create community while maintaining safety
- Music is Healing Series: Creating playlists to help create balance and support the development of specific energies using music as a universal language. These playlists are interactive and students are able to add on, share, and listen to them.
- Self-Care Tips posts on social media
- SUCCESS: From the Hood to College Live – A conversation with high school students about navigating college life and opportunities to help young folks define their vision for success.
 - This was a highlight because it allowed for students to engage in dialogue around college life and expanded from Chico, CA to Los Angeles where 45 high school and college students logged in to bridge the gap between lower income areas and college. This will be continued whether we continue to go virtual or not.
- Lets Talk Podcast: A dialogue on podcasts to help deconstruct isolation and loneliness during COVID-19 stay-at-home order.
- Support Groups for Asian and Pacific Islander students to combat racism and discrimination and to establish a support group alongside the Wellcat Counseling Center.
- On average, we have about 30 – 50 people interact with each engagement reaching about 1600 total engagements since we have gone virtual. In comparison, we have an average of about 150 visits per day when we were in our physical space and are working to increase online engagement with students.

Ongoing Assessment Efforts

The Cross-Cultural Leadership Center has been working on documenting the usage of the space, programs, and involvement through the use of Advisor Go. Advisor Go is a check in process that allows students to check in to both programs and the space using their student identification number or the Wildcat ID card. This provides the CCLC with the demographic information needed to be able to enhance the resources and services provided.

The following charts demonstrate the use of the CCLC for the Fall and partial spring semester. The number of unique visits total to 458 students, 414 in the fall semester and 188 in the spring semester. Unique visits are considered to be individuals who may have visited multiple times a day, but are counted as one person per identification.

Demographic breakdown of the use of the space by students in the CCLC includes 24.7 % freshman, 24 % sophomores, 17.7 % juniors, 30.6 % seniors and 3 % Post-Bacc/Graduate students. These percentages reflect the number of students who used their ID cards or identification numbers to check into the physical space located in Meriam Library 172.

Class Level	Total Student	%
Freshman	113	24.7%
Senior	140	30.6%
Graduate	13	2.8%
Sophomore	110	24.0%
Post-Bacc	1	0.2%
Junior	81	17.7%
Total	458	100.0%

Table 1: Demographic information for the use of the physical space classified by class level for the academic year 2019 – 2020.

Ethnicity	Total Student	CCLC %	CSUC %
Native Hawaiian/Other Pacific Islander	1	0.2%	0.6%
Decline to State	12	2.6%	3.1%
Hispanic/Latino	182	39.7%	25.5%
NULL	22	4.8%	8.3%
White	24	5.2%	45.3%
Two or More Ethnicities/Races	19	4.1%	6.3%
American Indian/Alaska Native	3	0.7%	1.0%
Asian	39	8.5%	6.2%
Black/African American Preference	156	34.1%	3.4%
Total	458		

Table 2: Demographic information of students who utilize the CCLC space and services separated by ethnicity and is listed in comparison to the percentage of students enrolled at CSU, Chico.

Programs	Total Student	%
Chico Student Success Center	150	32.8%
Accessibility Resource Center	38	8.3%
EOP - Bonafide	127	27.7%
Foster Youth	9	2.0%
MESA Engineering Program	22	4.8%
Non-bonafide EOP	1	0.2%
REACH	60	13.1%
Stem Connection Agriculture	3	0.7%
Stem Connection Natural Sci	6	1.3%
Student Support Svcs Bonafide	15	3.3%

Table 3: Participant information of students who use the space and resources and who are also part of a supported program offered at CSU, Chico.

VII. ANALYSIS:

The CCLC has been working to expand its influence and impact across the campus by collaborating in strategic ways to reach demographics of students who normally would not engage in CCLC activities. We were able to engage in expanding our programs to include partnering with the Office of International Education, First Year Experience, and different professional affinity groups to help provide services and programs that otherwise would not be able to be offered.

The ability to measure the number, demographic information, and involvement information provides a unique opportunity to build a line of communication amongst different support programs student may be involved in to provide holistic support both inside and outside of the classroom. These include programs such as Educational Opportunity Program, the STAR Center, Tribal Relations, Dream Center, PATH Scholars, Gender and Sexuality Equity Center, and others. The CCLC will be working to increase these connections to other academic support programs such as the Chico Student Success Center, REACH, and the Accessibility Resource Center since those are the 3 top programs that engage in both their support programs and the Cross-Cultural Leadership Center.

Community building and engaging students in the conversation around safety, representation, and value on Chico State's campus has been a significant area of interest this year. With the national political unrest, the current climate on campus and in the community of Chico, and student's expressed need for safety, the CCLC has been able to engage in forums and discussion that allow for students to share their reactions to what is happening around them. In doing so, the CCLC has been able to provide this feedback to different areas of campus including the Student Advisory Board on Campus Climate, University Police Department at Chico State, and coordinators within support programs to help address the needs of the students.

A focus area for this year and ongoing years has been on providing a campus wide training on diversity as it relates to CSU, Chico. In doing so, the CCLC has focused on analyzing Chico State's campus climate, awareness of personal ideology and identity and developing skills to build relationships to help enhance how students engage with one another. Providing these tools will help student leaders and student in positions of influence the opportunity to engage in a holistic leadership style and learn how diversity, equity and inclusion can be used to serve under-served marginalized populations in a holistic manner that embrace intersectional identities.

FOR NEXT ACADEMIC YEAR

- Develop a strategic plan to offer virtual programs with an emphasis and focus on community building, identity, and civic engagement.
- Promote and implement campus wide student leadership diversity training for student leaders on campus and recognized student organizations.
- Survey student populations to assess the needs of vulnerable populations measuring safety, connectedness to Chico State, and gaining feedback on what students want to see on campus in terms of representation and support.
- Continue to expand on community building efforts and cross-cultural collaborations across the campus to enhance diversity, equity and inclusion for students.
- Establish ongoing platforms and methods of assessing student needs that can accomplish both short-term and long terms diversity goals.

Models & Theoretical Framework

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