



**Evaluation and Transformation  
Using Research for Organizational Change**

Fifth Semi-Annual Report  
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## Table of Contents

Executive Summary .....	3
1. Introduction .....	4
2. Narrative Progress Report on Campus Diversity Objectives & Outcomes .....	4
A. Methods .....	4
B. Progress in Achieving Goals and Strategies	
GOAL 1. Increase the Enrollment of Racial Minority and First Generation College Students	
STRATEGY 1 – Involvement of Student-led programs in admissions .....	4-7
GOAL 2. Increase the academic success of racial minority and first generation college students .....	7-10
STRATEGY 1 – LEAD/Bridge Program .....	10-13
STRATEGY 2 – Student Advising Efforts .....	13-14
GOAL 3. Provide resources for faculty of color teaching and research to enhance academic excellence .....	14-16
STRATEGY 1 – Irvine grants for Faculty of Color .....	16
GOAL 4. Advance a multicultural curriculum that broadens education of all students .....	16-17
GOAL 5. Improve campus climate .....	18-19
STRATEGY 1 - Curriculum and co-curriculum grants .....	19-20
C. Challenges/Obstacles, Institution-wide Dissemination, and Learning .....	21
3. Conclusion .....	22
4. References Cited .....	23
5. Financial Status Report .....	24
6. Appendices .....	25
Appendix A: Access and LEAD Reports .....	26-30
Appendix B: Campus Provided Data .....	31
Appendix C: College of Arts & Sciences “Inclusive Excellence” Initiatives ....	32-34
Appendix D: Ethnic Studies Courses Offered 2004-05 and 2002-05 Enrollments .....	35-38
Appendix E: Irvine Funded Programs .....	39-50
Appendix F: Revised Financial Status Report for June-December 2004 .....	51-52

## Executive Summary

In this fifth semi-annual report, we document the incremental progress that Santa Clara University has made in creating institutional change in the areas of enrollment, retention efforts, academic success, retention of faculty of color, and campus climate. Some examples:

- Enrollment: The student-led YEP programs continued their recruitment efforts in 2004-05. However, the number of deposits from YEP-visited schools and from students who participated in the SADIE/Noche Latino programs were lower this year. Parents and students from the SADIE/Noche programs indicated that the financial aid packages awarded to them by the University would place a substantial financial burden on them, leaving many unable to afford a SCU education they wished to pursue.
- Compared to their baseline cohorts of 1994, racial/ethnic minority students in later cohorts continue to make orderly progress at the end of their first and third years and do so with slightly higher GPA's in the first year. However the 2003 cohort of students shows a drop from previous years in the rate of African American and Native American students who continue to their second year.
- A model program for effective overall student support is the LEAD/Bridge program. Both the Bridge Cohorts, 2003 and 2004, continue to make orderly progress toward graduation (accumulating enough units to graduate on time) compared to the respective comparison groups. While Bridge students also did somewhat better academically), continued attention to their academic success is needed.
- Recruitment and retention of African American and Native American faculty continued to be a challenge during the 2003-04 period. Santa Clara University did somewhat better at recruiting Latino faculty but retention continues to be a challenge. The University is acutely aware of the disproportionate attrition rates, particularly of African American faculty. During the 2004-05 academic year, the Dean of the College of Arts and Sciences initiated a series of "Inclusive Excellence" initiatives to diversity the campus community. Through sustained attention to department hiring efforts, two new tenure-stream African American/African faculty will join the faculty in 2005. Also, three new African American scholars were awarded post-doctoral fellowships at the University in 2005-06. The ultimate goal of these efforts is to build a critical mass of African American/African faculty in the college and ultimately the university.
- The overall proportion of students who have taken Ethnic Studies courses over the past academic year has declined from the previous two years. Students of color continue to be more likely than European American students to take Ethnic Studies courses. However, students graduating in 2004 report much higher rates of taking Ethnic Studies courses at some point during their time at Santa Clara, attending racial/ethnic-related educational workshops, and being involved in racial/ethnic student organizations compared to earlier cohorts of students. The recently conducted curricular development series in which 18 faculty participated, will broaden the pool of courses with race/ethnic diversity content available to students in the upcoming years.
- Student satisfaction with advising and other university services have remained constant over the years. However, for the first time, Latino American students report the highest rate (compared to other racial/ethnic groups) of satisfaction with advising. The infrastructure of the Bridge and LEAD programs created with Irvine funding benefits not only those students involved, but also appear to be reaching a greater number of students. Because so many advising staff are involved in these initiatives, and faculty have been trained in how to better advise first generation students, first generation students appear to be less reticent about asking for help and utilizing campus resources. We hope this indicates that the university's "culture of concern" for all students has become more sophisticated in realizing that not all students are the same and that they may need different levels and kinds of resources and assistance.

# 1. Introduction

In this fifth semi-annual report, we continue to document the incremental progress that Santa Clara University has made in weaving multiculturalism into campus life, be it in the areas of enrollment, retention efforts, academic success, recruitment and retention of faculty of color, and campus climate. Funding from the Irvine Foundation, along with substantial institutional support, college of Arts and Sciences initiatives, and continued strong staff/faculty commitment, have made much of the progress possible.

## 2. Narrative Progress Report on Campus Diversity Objectives & Outcomes

### *A. Methods.*

Our evaluation efforts continue to assess Santa Clara University's overall diversity initiatives and outcomes as well as endeavors that were funded through the *Building Partnerships for Diversity, Phase II* grant from the James Irvine Foundation. This grant is designed to complement and support the overall diversity goals of the university while introducing a new learning model that will contribute to the transformation of our institutional culture. The evaluation has been designed primarily as a formative evaluation that will inform the campus community of its strengths and areas needed for improvement in each of our stated goal areas. The evaluation is also designed to be a cooperative process with the goal of institutionalizing on-going assessment beyond the length of the grant. We use research methods that we hope will also contribute to meeting these goals through a participatory research process (as discussed by Ayers, 1987, Hallett & Rogers 1994, Kelly & Van Vlaenderen 1995, Nichols 2002, O'Sullivan & O'Sullivan 1998). This process involves the participation of a variety of stakeholders (faculty, staff) and, when possible, also includes students, both those who are from under-represented racial groups on campus as well as European American students, in the evaluation learning process. In this way, research can become another means by which transformation of the university community can be accomplished. Such a participatory model exemplifies the social justice mission of Santa Clara University and facilitates the inclusion of all sectors of campus. Our goal is to provide both broad and specific indicators of our successes and of areas for institutional change that still need improvement. Data are collected in ways that will ensure the institutionalization of evaluation and research as a consistent barometer of our progress.

As per our evaluation plan (*Evaluation and Transformation: Using Research for Organizational Change*, June 2003) that was approved by the Irvine Foundation, in this report we focus on our progress in meeting the following goals and strategies: (1) increasing enrollment of undergraduate students of color, (2) increasing the retention of first generation students and students of color, (3) increasing the support of faculty of color in ways that will lead to better retention; (4) advancing a multicultural curriculum that broadens the education of all students; and (5) improving campus climate.

### *B. Progress in Achieving Goals and Strategies*

#### **Goal 1: Increase the Enrollment of Racial Minority and First Generation College Students.**

*Strategy 1:* Involvement of student-led programs in Admissions to "Increase the enrollment of racial minority and first generation college students"

*Collaborators:* Staff from the Office of Admissions, YEP Student Coordinators, and Multicultural Center Leaders (Data Collection); Evaluation Team (Analysis).

## **Youth Empowerment Program**

This program attempts to build partnerships that link SCU's Undergraduate (UG) Admissions Office with appropriate student led programs. The YEP programs assist the Admissions staff primarily in recruitment efforts.

### *Formative Evaluation*

The goals of the Youth Empowerment Program (YEP) are to educate, empower and encourage high school students of color to pursue higher education in college and universities. This year, the program was lead by Victoria Duran, who, with support from the Access Council, was able to establish more structure to the program. Victoria created structure to YEP by organizing these main elements:

#### SCU YEP Orientation

YEP Orientation served to provide SCU students with an opportunity to learn more about YEP and introduce them to supportive staff and faculty. About 10 students signed up to be volunteers at the YEP Orientation but a total of 3 students actually went out to present to local schools.

#### High School Presentations

The goals for the YEP volunteers were to visit 10 bay area public high schools and share with students the importance of a college education through providing statistics and other resourceful data. By the end of spring quarter, a total of 7 schools were visited and one on-campus presentation.

#### SCU Campus Visits

YEP also invites local high school classes and prospective SCU students to campus to participate in tours, panel discussion, and other student activities. The students who are invited are usually those who show interest during the high school class presentations. One on campus visit by River Glen Middle School was included in YEP through the SCU student group, MEChA-El Frente.

#### SCU Mentor System

This mentor system paired a high school student with as SCU student who is willing and able to answer questions through e-mail or telephone regarding their personal college experience at Santa Clara University. These questions may be issues that were not covered in the panel discussions or in classroom presentations such as residential life, time management and adjusting to college. The mentor system was not implemented because of the inconsistent commitment given by the YEP volunteers. Instead, high school students who filled out "interest" cards at the presentations were personally contacted by members of the Access Council or by an SCU Admission Counselor.

#### MCC Event Collaboration

Another goal this year was to invite prospective SCU students to participate in a Multicultural Center (MCC) event, i.e. Global Village. The hope was to expose potential students to the diversity of culture within the SCU community. Flyers were distributed at high school presentations to encourage prospective students to attend this event.

### **SADIE and Noche Latina**

The goal of the SADIE (for African American students and their families) and Noche Latina (for Latino/a students and their families) programs is to increase student yield by raising the awareness of students who have been admitted to SCU and their parents on the type of environment and community Santa Clara University has to offer. More program details are available in Appendix A.

## Expected Outcomes and Benchmarks

Increase in percentage of students from visited high schools applying and enrolling.

**Table 1: Applications, Admittance, and Enrollment from schools visited by YEP student coordinators**

Schools Visited	2002	2003	2004*	2005*
Abraham Lincoln High School (YEP):				
Number of Applications	17	10	19	Not visited**
% (Number) Admitted	65% (11)	50% (5)	47% (9)	
% (Number) Enrolled	29% (5)	0% (0)	11% (1)	
James Lick High School (YEP):				
Number of Applications	12	6	9	14
% (Number) Admitted	58% (7)	83% (5)	67% (6)	50% (7)
% (Number) of Enrolled	71% (5)	60% (3)	67% (4)	57% (4)
Independence High School (YEP):				
Number of Applications	36	18	34	Not visited
% (Number) Admitted	47% (17)	44% (8)	35.0% (12)	
% (Number) of Enrolled	63% (10)	0% (0)	33.0% (4)	
Watsonville High School (YEP):				
Number of Applications	14	14	26	Not visited
% (Number) Admitted	50% (7)	50% (7)	42.0% (11)	
% (Number) of Enrolled	83% (5)	43% (3)	45.0% (5)	
Downtown College Prep:				
Number of Applications	Not visited	Not visited	Not visited	4
% (Number) Admitted				50% (2)
% (Number) of Enrolled				50% (1)
Lynbrook High School:				
Number of Applications	Not visited	Not visited	Not visited	30
% (Number) Admitted				47% (14)
% (Number) of Enrolled				0% (0)
Mount Pleasant High School:				
Number of Applications	Not visited	Not visited	Not visited	18
% (Number) Admitted				61% (11)
% (Number) of Enrolled				45% (5)
Sequoia High School				
Number of Applications	Not visited	Not visited	Not visited	12
% (Number) Admitted				42% (5)
% (Number) of Enrolled				0% (0)
Santa Clara High School				
Number of Applications	Not visited	Not visited	Not visited	17
% (Number) Admitted				82% (14)
% (Number) of Enrolled				29% (4)
Silver Creek High School:				
Number of Applications	Not visited	Not visited	Not visited	16
% (Number) Admitted				56% (9)
% (Number) of Enrolled				22% (2)
Total YEP schools:				
Number of Applications	79	48	88	111
% (Number) Admitted	53%(42)	52% (25)	43.0% (38)	(56% (62)
% (Number) of Enrolled	60% (25)	24% (6)	37.0% (14)	26% (16)

\* Note: Enrollment figures are Deposits as of May 1.

\*\* Some schools were not visited because of scheduling conflicts and/or unavailability of volunteers.

**Table 2: Attendance and Deposits by SADIE and Noche Latina Attendees**

	2003	2004 (as of May 1, 2004)	2005 (as of June 23, 2005)
SADIE: Number attended % (Number) of enrolled/deposits	14 50.0%	22 77.0% (17 deposits)	21 57% (12 deposits)
Noche Latina: Number attended % (Number) of deposits	53 66.0%	63 82.0% (52 deposits)	35 52% (18 deposits)

Analyses

YEP Program: (Table 1)

- While a higher percentage of YEP school-visited applicants were admitted in 2005 (56%) compared to 2004 (43%), the 2005 yield (defined by deposits as of May 1, 2005) was lower (26% versus 37% in 2004).

SADIE/Noche Latina: (Table 2)

- More than half of the students who attended the SADIE (for African American students; 57%) or Noche Latina (for Latino/a students; 52%) have sent deposits. This represents a substantial decline from similar time periods in 2004. As revealed in the SADIE and Noche Latina program participant evaluations, the University's initial financial aid packages played a significant part in the student's program attendance and final college acceptance decision. Parents and students indicated that the financial aid packages awarded by the University placed a substantial financial burden on the families. Consequently, a number of SADIE/Noche attendees found themselves unable to afford the SCU education they wished to pursue.
- In an attempt to make sure that students were not lost during the application process, the Access Council called students twice to remind them to submit all of their financial aid and other paper work submitted to the university by the required deadlines.
- Note: While SADIE and Noche Latina/o are university funded programs, Phase II Irvine funds are used to provide travel subsidies for parents when needed.

**Goal 2: Increase the academic success of racial minority and first generation college students.**

Collaborators: Institutional Research (Data Collection) and Evaluation Team (Analysis)

Expected Outcomes and Benchmarks: (As per Evaluation Plan, Santa Clara University, 2003)

Racial/ethnic minority and first generation college students will mirror rates/levels of European American and non-first generation students in GPA, credits, graduation, graduation with honors, retention, and time to graduation. All measures (except retention) by race/ethnicity since 2000 will be examined; Retention rates for 1994 cohort will provide the baseline.

*Analyses:* Tables 3-5.

- The 2003 cohort of students shows **a drop from previous years** in the rate of African American and Native American students who continue to their second year. However, the **rates for Asian American, Latino, and European American students are comparable** (over 90%; Table 3).
- **Compared to their respective baseline cohorts of 1994**, the racial/ethnic minority students in the later cohorts (2000 and later) have continued to end their first year with **slightly higher cumulative GPAs**. (Table 3).
  - For example, the GPA in Spring 1 for the 2004 African American cohort of students was 2.9 compared to the 2.5 GPA for the 1994 cohort.
  - Yet, the cumulative GPA of the African American and Latino/a cohorts in 2004 is 0.1 to 0.2 points below that of the Asian American and European American cohorts.
- The percentage of **African American (50%) and Latino/a (63%) students in the 1994 baseline cohort who graduated within 4 years is lower** than the corresponding proportions of Asian American (80%) and European American cohorts (76.3%). For the 2000 cohort, the percentage of students who graduated in four years has risen compared to 1994 for the following racial/ethnic groups: Latino (77%), Asian American (82%), and European American (80%) (Table 4). The 4-year graduation rate has dropped since 1994 for Native American (67% for the 2000 cohort) and African American (50%) students.
- The explanations, for the high student retention rates, provided in a previous report by Dr. Nedra Shunk, the Director of SCU’s Drahmman Advising and Learning Resources Center, continue to be relevant. That is, the overall support we provide students is a major reason for the high first-year retention rates. SCU not only is able to offer student support at all levels but also offers programs that address individual needs. Because of our size and our mission driven allocation of resources, SCU has been able to keep track of students so that they are less likely to fall through the cracks. One example of the tailored approach is the advising tips for First generation College Students that the Drahmman Center makes available to all faculty advisors at strategic times, such as before the start of advising periods. These evidence-based tips are drawn from the first generation research conducted by Drs. Laura Nichols (Sociology) and Lucila Ramos-Sanchez (Counseling Psychology). That students across all race/ethnic groups are satisfied with the advising they receive (see Table 9) lends added credence to the role that student advising plays in retention.
- Further, new initiatives, such as the 2-credit study-skills course offered to first generation college students in the spring quarter (described in the previous Irvine report) help to make sure that first generation college students stay on-track academically and learn skills (such as how to talk to faculty, study effectively, etc.) that they may lack simply from being first generation students.

**Table 3: Indicators of Academic Success for racial minority, Euro-American SCU students by entering cohort<sup>a</sup>**

Entering Cohorts:		Native American	African American	Latino/a	Asian/PI American	Euro-American
<b>2004:</b>						
Number of students:		8	39	144	213	697
% continuing Year 2						
Mean GPA:	Spring 1 <sup>b</sup>	2.9	2.9	2.9	3.1	3.2
	Spring 3 <sup>b</sup>	NA				

% with cum GPA GE 2.7:	Fall 1	NA				
	Spring 3	NA				
% Making Orderly Progress, Spring 1 <sup>c</sup>		NA				
% Making Orderly Progress, Spring 3 <sup>c</sup>		NA				
<b>2003:</b>						
Number of students:		7	16	119	127	564
% continuing Year 2		86	75	92	94	91
Mean GPA:	Spring 1 <sup>b</sup>	2.8	2.6	2.8	2.9	3.1
	Spring 3 <sup>b</sup>	.	.	.	.	.
% with cum GPA GE 2.7:	Fall 1	57.1	50.0	61.0	59.8	78.9
	Spring 3	.	.	.	.	.
% Making Orderly Progress, Spring 1 <sup>c</sup>		.	.	.	.	.
% Making Orderly Progress, Spring 3 <sup>c</sup>		.	.	.	.	.
<b>2002</b>						
Number of students:		12	24	124	239	697
% continuing Year 2		92.0	95.8	96.8	93.7	91.7
Mean GPA:	Spring 1	2.9	2.7	2.8	3.1	3.1
	Spring 3	3.3	2.8	3.0	3.2	3.22
% with cum GPA GE 2.7:	Spring 1	72.7%	50.0	65.9	81.7	84.3
	Spring 3	.	.	.	.	.
% Making Orderly Progress, Spring 1		63.6%	59.1	84.6	86.0	89.5
% Making Orderly Progress, Spring 3		.	.	.	.	.
<b>2001</b>						
Number of students:		3	29	129	184	605
% continuing Year 2		100.0	89.7	90.7	96.2	91.7
Mean GPA:	Spring 1	3.3	2.4	2.8	3.0	3.1
	Spring 3	3.3	2.6	3.0	3.1	3.3
% with cum GPA GE 2.7:	Spring 1	100.0	26.9	63.7	74.9	81.8
	Spring 3	.	.	.	.	.
% Making Orderly Progress, Spring 1		100.0	69.2	87.9	86.9	88.3
% Making Orderly Progress, Spring 3		.	.	.	.	.
<b>2000</b>						
Number of students:		3	14	150	174	610
% continuing Year 2		100.0	85.7	94.0	96.6	91.5
Mean GPA:	Spring 1	2.8	2.5	2.7	3.0	3.1
	Spring 3	2.9	2.6	2.9	3.1	3.2
% with cum GPA GE 2.7:	Spring 1	66.7	16.7	53.8	73.4	82.7
	Spring 3	50.0	62.5	71.0	81.3	91.4
% Making Orderly Progress, Spring 1		66.7	58.3	77.2	89.0	93.1
% Making Orderly Progress, Spring 3		100.0	75.0	87.1	91.0	95.5
<b>1994: Baseline</b>						
Number of students:		3	30	147	195	493
% continuing Year 2		100.0	96.7	91.2	94.9	91.9
Mean GPA: Spring 1		2.4	2.5	2.7	3.0	3.0
	Spring 3	2.7	2.5	2.8	3.0	3.1
% with cum GPA GE 2.7: Spring 1		33.3	33.3	50.0	71.4	71.1
	Spring 3	66.7	40.0	57.6	74.3	81.3
% Making Orderly Progress, Spring		66.7	46.7	69.9	82.5	82.8
% Making Orderly Progress, Spring		100.0	50.0	76.8	88.8	89.2

<sup>a</sup> Source: IPED and campus provided data, January 2004; Also refer to Appendix B: Retention-Graduation-GPA Sheet.

<sup>a</sup> Spring 1 is end of first spring quarter, Spring 3 is the end of third spring quarter.

<sup>c</sup> Percentage of entering cohort, still enrolled, who have earned sufficient units to progress to next class level.

**Table 4: Indicators of Academic Success for racial minority and Euro-American SCU students: Graduation Rates, 1994 and 2000 Entering Cohort<sup>a</sup>**

Entering Cohort:	Native American	African American	Latino	Asian Amer/PI	Euro-American
<b>1994 (Baseline):</b>					
Number of students	3	30	147	195	493
% graduating in 4 years	100	50.0	63.3	80.5	76.3
% graduating with honors	0.0	6.7	8.7	22.9	22.3
% graduating in 6 years	100	50.0	78.2	87.1	81.7
<b>2000:</b>					
Number of students	2	5	115	143	489
% graduating in 4 years	66.7	35.7	76.7	82.2	80.2
% graduating with honors					
% graduating in 6 years					

<sup>a</sup> Source: IPED and campus provided data, June 2005; Also refer to Appendix B: Retention-Graduation-GPA Sheet.

<sup>a</sup> Graduating cum laude, summa cum laude, or magna cum laude honors.

**Goal 2: Increase the academic success of racial minority and first generation college students.**

**Strategy 1: LEAD (Leadership, Excellence, & Academic Development) Program**

A Diversity Leadership Bridge program was designed and implemented in the summer of 2003 to provide first generation college and students of color of the freshmen class of 2003 with leadership and educational opportunities designed to enhance their success at Santa Clara University upon entry and in the subsequent years. First generation support activities were also planned for all incoming students and their families (See January 30, 2004 report for a fuller description of the LEAD program). The second cohort of Bridge students participated in the program in the summer of 2004. And 126 students have been invited to participate as part of the third cohort. Capacity of the 2005 Summer Bridge Program will remain at 30 students.

Collaborators: As part of Phase II of the Partnerships for Diversity Grant, the Drahmman Advising and Learning Resources Center, the Center for Multicultural Learning, and various SCU partners were involved in developing the LEAD Programs. The Bridge partners assisted in the data collection; the Evaluation Team conducted the analysis.

Expected Outcomes and Benchmarks (As per Evaluation Plan, Santa Clara University, 2003):

The LEAD program's goal is to increase the retention of racial minority and first generation college students. Students involved in the programs will have higher GPA's, credit completion, and retention than the comparison group of similar first year students.

Analyses: Evaluation of Academic Progress and Retention (Tables 5-8)

**2003 COHORT** (Table 5)

- The **2003 Bridge students continue to make significantly better academic progress** (defined as orderly progress toward graduation) by the end of their Winter 2005 quarter when contrasted with the comparison group students. Ninety-three percent of the Bridge students had completed at least 74 units by the end of Winter 2005 compared to only 60% of the Comparison group ( $p = .01$ ).
- The 2003 Bridge cohort continue to do somewhat better academically (75% with 2.7 or over GPA) in their fifth quarter at Santa Clara than the comparison group (65%); but the difference was not statistically significant.

**2004 COHORT** (Table 7)

- Similar to the 2003 cohort, **the 2004 Bridge students continue to maintain orderly academic progress** in the second quarter. Seventy-six percent of the Bridge students had completed 30 or units at the end of their second quarter at SCU in contrast to only 52% of the Comparison group ( $p = .05$ ).
- The 2004 Bridge students did somewhat (but not statistically significant) better academically in their second (62% with 2.7 or higher GPA) than the comparison group (45%).

*First Generation students* (Tables 6 & 8)

- The patterns in orderly progress and academic success of the first generation college sub-groups were similar to that described above for the whole group.

**Table 5: 2003 Cohort, Bridge and Comparison Groups, All Students—GPA and Orderly Progress, Fall 2003 to Winter 2005**

		Bridge and Comparison Groups							
		Fall 2003		Spring 2004		Fall 2004		Winter 2005	
GPA		Bridge (n=29 <sup>1</sup> )	Comparison (n=56)	Bridge (n=30)	Comparison (n=54 <sup>1</sup> )	Bridge (n=28) <sup>2</sup>	Comparison (n=49 <sup>1</sup> )	Bridge (n=28)	Comparison (n=48 <sup>1</sup> )
		LE 1.99 (Below C)	6.9%	10.7*	3.3%	13.0%	3.6%	14.3%	0.0%
	2.00-2.69 (C to C+)	20.7	48.2	30.0	33.3	32.1	30.6	25.0	29.2
	GE 2.7 (B- or Higher)	72.4	41.1	66.7	53.7	64.3	55.1	75.0	64.6
Orderly Academic Progress made? <sup>3</sup>	NO	6.9%	10.7%	20.0%	34.0%	14.3%	40.8%*	7.1%	39.6%*
	YES	93.1	89.3	80.0	66.0	85.7	59.2	92.9	60.4

\*  $p \leq .05$ ; ; <sup>a</sup>  $p \leq .10$ .

<sup>1</sup> No grade recorded for: one of the 30 Bridge students in Fall 2003; two of the comparison students in Spring 2004; seven comparison students in Fall 2004 and 8 in Winter 2005.

<sup>2</sup> Two bridge students dropped from SCU after the first year, one for family/personal reasons, the second for academic/family reasons.

<sup>3</sup> Orderly academic progress defined as: Fall 2003 (first quarter) = 12 units or more; By the end of Spring 2004 quarter (third quarter) = 44 units or more; By the end of Fall 2004 quarter = 59 units or more; by end of Winter 2005 = 74 units or more.

**Table 6: 2003 Cohort, Bridge and Comparison Groups, First Generation College Students - GPA and Orderly Progress, Fall 2003 to Winter 2005**

	First Generation College Students								
		Fall 2003		Spring 2004		Fall 2004		Winter 2005	
		Bridge (n=11 <sup>1</sup> )	Comparison (n=22)	Bridge (n=12)	Comparison (n=21 <sup>1</sup> )	Bridge (n=12)	Comparison (n=19)	Bridge (n=12)	Comparison (n=18)
GPA	LE 1.99 (Below C)	0.0%	9.1%*	0.0%	19.0%	0.0%	21.1%	0.0%	5.6%
	2.00-2.69 (C to C+)	18.2	54.5	33.3	38.1	25.0	26.3	25.0	33.3
	GE 2.7 (B- or Higher)	81.8	36.4	66.7	42.9	75.0	52.6	75.0	61.1
Orderly Academic Progress made? <sup>2</sup>	NO	0.0%	18.2%	16.7%	52.4%*	16.7%	60.0%*	8.3%	55.6%*
	YES	100.0	81.8	83.3	47.6	83.3	40.0	91.7	44.4

\* p <=.05; ; <sup>a</sup> p <=.10.

<sup>1</sup> No grade recorded for: one of 12 First generation Bridge students in Fall 2003; one of the comparison students in Spring 2004; three comparison students in Fall 2004; and 4 comparison students in Winter 2005.

<sup>2</sup> Orderly academic progress defined as: Fall 2003 (first quarter) = 12 units or more; By the end of Spring 2004 quarter (third quarter) = 44 units or more; By the end of Fall 2004 quarter = 59 units or more; By end of Winter 2005 = 74 units or more.

**Table 7: 2004 Cohort, Bridge and Comparison Groups, All Students – GPA and Orderly Progress, Fall 2003 To Winter 2005**

		Fall 2004		Winter 2005	
		Bridge (n=29 <sup>1</sup> )	Comparison (n=89)	Bridge (n=29)	Comparison (n=89)
GPA	LE 1.99 (Below C)	0.0%	10.1 <sup>a</sup>	10.3%	11.2%
	2.00-2.69 (C to C+)	41.4	50.6	27.6	43.8
	GE 2.7 (B- or Higher)	58.6	39.3	62.1	44.9
Orderly Academic Progress made? <sup>2</sup>	NO	0.0%	4.5%	24.1%	48.3%*
	YES	100.0	95.5	75.9	51.7

\* p <=.05; ; <sup>a</sup> p <=.10.

<sup>1</sup> One student was removed from the 2004 Bridge program. The student was included in the comparison group because the student continues at Santa Clara.

<sup>2</sup> Orderly academic progress defined as: Fall 2004 (first quarter) = 12 units or more; by Winter 2005 = 30 units or more (based on 44 units needed to progress to the next class level by the end of the third quarter).

**Table 8: 2004 Cohort, Bridge and Comparison Groups, First Generation Students – GPA and Orderly Progress, Fall 2004 To Winter 2005**

		Fall 2004		Winter 2005	
		Bridge (n=19)	Comparison (n=24)	Bridge (n=19)	Comparison (n=24)
GPA	LE 1.99 (Below C)	0.0%	12.5% <sup>*</sup>	5.3%	8.3%
	2.00-2.69 (C to C+)	21.1	50.0	21.1	45.8
	GE 2.7 (B- or Higher)	78.9	37.5	73.7	45.8
Orderly Academic Progress made? <sup>1</sup>	NO	0.0%	8.3%	26.3%	54.2% <sup>a</sup>
	YES	100.0	91.7	73.7	45.8

\* p <=.05; ; <sup>a</sup> p <=.10.

<sup>1</sup> Orderly academic progress defined as: Fall 2004 (first quarter) = 12 units or more; by Winter 2005 = 30 units or more (based on 44 units needed to progress to the next class level by the end of the third quarter.

**Goal 2: Increase the academic success of racial minority and first generation college students.**

**Strategy 2: Student Advising to increase academic success of racial minority and first generation students.**

Collaborators: Institutional Research (Data Collection) and Evaluation Team (Analysis)

Expected Outcomes:

There will be an overall increase in student’s satisfaction with their advising experience over time with all racial/ethnic groups having similar levels of satisfaction.

**Table 9: Mean Satisfaction with Advising Experience by Race/Ethnicity**

	European American		African American		Asian/Pacific Islander		Latino		Other	
	2002 2004	2003	2002 2004	2003	2002 2004	2003	2002 2004	2003	2002 2004	2003
Academic Advising	3.29 3.63	3.49	3.10 3.00	3.17	3.39 3.63	3.15	3.26 3.89	3.32	3.27 3.31	3.30
Quality of Instruction	4.10 4.25	4.29	4.10 4.00	4.00	3.81 4.22	3.97	4.22 4.57	4.15	3.98 3.69	4.12
Academic Tutoring or Assistance	2.70 2.85	2.43	2.60 3.50	2.67	2.84 3.28	2.70	2.78 3.14	3.30	3.16 2.94	2.55
Career Counseling and Advising	3.30 3.25	3.14	3.30 3.00	3.00	3.23 3.63	3.00	2.94 3.39	3.28	3.17 3.37	2.97
Amount of Contact with Faculty	4.18 4.26	4.19	4.40 3.50	3.50	3.97 4.22	4.10	4.10 4.25	4.23	3.84 3.69	4.15
Ability to Find Faculty/ Staff Mentor	3.89 3.97	3.88	3.90 2.50	4.00	3.69 4.15	3.89	3.83 3.86	3.87	3.84 3.50	3.91

Source: HERI College Student Survey, 2002, 2003, and 2004; 1 = did not use; 2 = least satisfied – 5 = most satisfied. In 2004 only 2 African American students were surveyed.

Analyses:

- As noted in Table 9, there has been some **change from 2002-2004 in the mean levels of satisfaction with advising** within each racial/ethnic group. For the first time in the three years of data, Latino students had the highest satisfaction with advising, followed by European and Asian/Pacific Islander students.
- Overall students seem **most satisfied with the quality of instruction** they received and **the amount of contact they have had with faculty**. However, there was a drop from 2003 to 2004 for students of “Other” race in their satisfaction with the quality of instruction and the amount of contact with faculty. Lower levels on the Academic Tutoring and Career Counseling variables might be the result of few students utilizing these resources. A score of “1” on this question indicates that the student did not use this resource. The two African American students surveyed were the most likely in 2004 to report using academic assistance and tutoring while European American students had the lowest rates of using these services.

**Goal 3: Provide resources for faculty of color teaching and research to enhance academic excellence**

Collaborators: SCU Institutional Research (Data Collection) and Evaluation Team (Analyses)

Expected Outcomes: Faculty of color retention rates will be equal to rates for European American faculty.

**Table 10: Faculty attrition rates disaggregated by race/ethnicity, Fall 2000 – Fall 2004<sup>1</sup>**

	Fall 2000					Fall 2002				
	Continuing from previous year (Count)	New TT+TE (Count)	Total TE+TT (Count)	% change in:		Continuing from previous year (Count)	New TT+TE (Count)	Total TE+TT (Count)	% change from 2000-2002 in:	
				Continuing faculty <sup>2</sup>	Overall <sup>3</sup>				Continuing Faculty <sup>2</sup>	Overall <sup>3</sup>
Native American	1	0	1	NA	NA	1	0	1	0.0%	0.0%
African American	9	1	10	NA	NA	10	0	10	0.0%	0.0%
Latino/Hispanic	16	3	19	NA	NA	19	0	19	0.0%	0.0%
AA/PI	24	4	28	NA	NA	27	1	28	-3.6%	0.0%
European American	236	18	254	NA	NA	252	12	264	-0.8%	3.9%

  

	Fall 2003					Fall 2004				
	Continuing from previous year (Count)	New TT+TE (Count)	Total TE+TT (Count)	% change from 2002-2003 in:		Continuing from previous year (Count)	New TT+TE (Count)	Total TE+TT (Count)	% change from 2003-2004 in:	
				Continuing faculty <sup>2</sup>	Overall <sup>3</sup>				Continuing faculty <sup>2</sup>	Overall <sup>3</sup>
Native American	0	0	0	NA	NA	0	0	0	NA	NA
African American	8	0	8	-20.0%	-20.0%	6	0	6	-25.0%	-25.0%
Latino/Hispanic	18	6	24	-5.5%	26.3%	22	2	24	-8.3%	0.0%
AA/PI	26	2	28	-7.1%	0.0%	29 <sup>4</sup>	0	29	3.5%	3.5%
European American	247	12	259	-6.4%	-1.9%	256	5	261	-1.2%	0.8%

1 Source: Campus provided data, January 2005. For more information, see Appendix B: Campus\_Provided\_Data Sheet.

2 % change in Continuing Faculty, say from 2000 to 2002 = ((Number continuing in 2002 from previous year – Total number of TT+TE in 2000)/Number continuing in 2000)\* 100;

3 % change in Overall Faculty, say from 2000 to 2002 = ((Total TT+TE faculty in 2002 – Total TT+TE in 2000)/Total in 2000)\*100.

4 One tenured Asian/Pacific Islander faculty member returned to full time instructional status in 2004-05 but was not a new hire.

*Analyses of trends during 2003-04:*

- Recruitment and retention of Native American and African American faculty continued to be a challenge during the 2003-04 period. For example, there has not been a tenured or tenure-track (TT/TE) Native American faculty on the staff since 2003. Two (of the eight) African American faculty left the university and no new African American faculty were recruited in 2003-04.
- Santa Clara University does somewhat better at recruiting Latino faculty but retention continues to be a challenge. Between 2003 and 2004, the overall number of Latino faculty stayed stable at 24. While two Latino faculty left at the end of the academic year 2003, two new TT/TE Latino faculty were hired to start in 2004.

- All 28 Asian American faculty were retained. One tenured Asian/Pacific Islander faculty member returned to full time instructional status in 2004-05 but was not a new hire.
- There was a slight overall growth (259 in 2003 to 261 in 2004, for a net gain of 2) in the number of European American faculty, despite the loss of 3 between 2003 and 2004.
- Santa Clara University continues to be acutely aware of the disproportionate attrition rates, particularly of African American faculty. During the 2004-05 academic year, the Dean of the College of Arts and Sciences initiated a series of “Inclusive Excellence” programs to diversify the campus community (see Appendix C for details). Through sustained attention to department hiring efforts, two new tenure-stream African American/African faculty will join the faculty in 2005. Also, three new African American scholars were awarded post-doctoral fellowships at the University in 2005-06. The ultimate goal of these efforts is to build a critical mass of African American/African faculty in the college and ultimately the university.
- Attention to diversity in all aspects of the university is expected to gain sustained momentum next year with the arrival of Dr. Jack Ling, who will be the new Associate Dean for Inclusive Excellence in the College of Arts and Sciences (starting in July 2005). In partnership with the University Provost’s office, these efforts are expected to serve as a model for the rest of the campus.

**Strategy 1: Irvine faculty grants to provide resources for faculty of color teaching and research**

Collaborators: Faculty Grant Recipients and Evaluation Team (Analyses)

**Table 11: Irvine grants for faculty of color scholarship, January-June 2005**

Number of faculty of color grants	# of conference presentations /exhibits partially supported by Irvine Grant	Number of student research assistants
8	3	10

Analyses

- During January-June 2005, 8 grants were awarded to tenure-track faculty of color. Grant recipients are faculty from the following departments: Theater (1 grant); Art & Art History (2); English/Women & Gender Studies (1); the Center for Student Leadership (1); Undergraduate Admission (1); and de Saisset Museum (2). These grants support faculty/staff of color in their scholarly endeavors. See Appendix E for grant details.

**Goal 4: Advance a multicultural curriculum that broadens education of all students**

Collaborators: SCU Institutional research (data collection) and Evaluation Team (Analyses)

*Baseline and Expected Outcomes:* 33% increase per year over the 3 year grant period starting from the 2002-03 baseline rates of students completing Ethnic Studies courses.

**Table 12: Percentage of students completing Ethnic Studies courses disaggregated by school and race/ethnicity in 2002-03 and 2003-04**

	2002-03		2003-04		2004-05	
	Students of Color	European American	Students of Color	European American	Students of Color	European American
A&S: %	11.4%	7.7%	10.2%	8.7%	9.9%	5.7%
N of Students	2414	4878	2494	4949	2609	5028
Business: %	3.1%	1.5%	3.9%	2.2%	5.1%	1.7%
N of Students	1450	2167	1372	2104	1443	2365
Engineering: %						
N of Students	4.5%	1.5%	1.8%	0.8%	3.4%	.6%
	246	847	623	731	609	629

Note: See Appendix D for more complete information. Number of students in a given year includes students who have taken multiple Ethnic Studies Courses.

*Analyses:*

- Comparing the three years, there was a decrease in the percentage of both students of color and European American students in the School of Arts and Sciences who had completed Ethnic Studies courses (Table 12.)
- The substantially lower percentages in the Business and Engineering Schools are to be expected because fulfilling an Ethnic Studies course is not a requirement in either school. However, a greater percentage of students of color in the Business and Engineering schools took an Ethnic Studies course in the 2004-05 academic school year than in previous years. The low rate of European American student’s exposure to Ethnic Studies courses is particularly alarming in the Business and Engineering Schools.
- A greater proportion of students of color took Ethnic Studies courses compared to European American students in all of the schools.
- The Curriculum Development Council (CDC) organized and sponsored the Curriculum Development Series (CDS) aimed at fostering the enhancement of faculty pedagogical approaches to teaching diversity issues, revising or creating syllabi that are more inclusive in content as well as approach, building a network of faculty interested in increasing awareness, and connecting faculty to resources to encourage curriculum development. Faculty were invited to submit a statement of purpose and a proposal describing their interests and a copy of their syllabus they wanted to develop. Their syllabus or interests were required to address issues or aspects of race and ethnicity in the U.S. The CDC then selected a group of 18 faculty representing 10 departments from across the College of Arts and Sciences and the Business School. This should help to increase the numbers of courses offered that include a substantial racial/ethnic focus.

## Goal 5: Improve campus climate

Collaborators: Institutional Research (Data Collection) and Evaluation Team (Analyses)

Expected Outcomes: Increased appreciation (compared to CSS 2003 baseline) of benefits of living in a diverse community.

**Table 13: Exposure to multiculturalism and positive diversity climate disaggregated by race/ethnicity; 2002 and 2003 and 2004CSS-HERI survey.**

	European American			*African American			Asian/Pacific Islander			Latino			Other		
Year, 2002, 03, 04	02	03	04	02	03	04	02	03	04	02	03	04	02	03	04
Took an Ethnic Studies Course (%)	76	78	90	60	67	100	69	77	83	86	83	89	75	76	88
Attended a Racial/Cultural Awareness Workshop	25	25	34	20	50	0	31	34	39	50	51	61	41	42	63
Had a Roommate of Different Race/Ethnicity	53	52	63	90	83	100	53	60	72	76	66	89	61	61	75
Participated in a Racial/Ethnic Student Assoc.	12	10	21	60	50	100	53	44	57	54	43	57	43	30	56
In College Grew in Knowledge of Different Races/Cultures (1-5)	3.92	3.96	4.04	3.90	3.50	3.50	3.95	3.84	4.07	4.04	3.98	4.18	4.09	4.00	4.00
In College Grew in Acceptance of Different Races/Culture	3.78	3.73	3.80	3.80	3.33	3.50	3.94	3.87	3.96	3.91	3.81	4.21	4.14	3.82	4.00
Importance to You of Helping to Promote Racial Understanding (1Nt Impt.4Essential)	2.27	2.17	2.29	3.10	2.83	1.50	2.54	2.51	2.80	2.79	2.74	3.00	2.79	2.21	2.75
Agree Students Mix Freely Among Racial/Ethnic Backgrounds (1-5)	NA	2.93	2.81	NA	3.00	1.50	NA	2.60	2.59	NA	2.58	2.18	NA	2.79	2.54
Agree Many Minority Students Feel Like Don't Fit-In On Campus	NA	3.06	3.23	NA	3.25	5.00	NA	3.61	3.24	NA	3.39	3.36	NA	3.48	3.45

Source: HERI College Student Survey, 2002, 2003, 2004. \*In 2004 only 2 African American students were surveyed.

### Analyses

- Although Table 12 indicates that few students have taken an Ethnic Studies course (10% of students of color in 2004-05 and 6% of European American students in Arts and Sciences), by the time they reach their senior year, 90% of European American, 100% of African American, 83% of Asian/Pacific Islander, 89% of Latino, and 88% of those listed as Other race surveyed for the College Student Survey (Table 13), said they had taken an Ethnic Studies Course at some point

during their time at Santa Clara.

- There has been some increase for most racial/ethnic groups from 2002 to 2004 in the percentages who have taken ethnic studies courses as well as those who attended a racial/cultural awareness workshop, participated in a racial/ethnic organization, and had a roommate of a different race. These increases are also evident among European American students, in 2002 only 10% reported belonging to a racial/ethnic organization and in 2004 21% said the same. Similarly, in 2003 52% of white students said they had had a roommate of a different race/ethnicity and in 2004, 63% said they had.
- Students report relatively high levels of agreement with the statement that they grew in their knowledge of different races and cultures and that they grew in their acceptance of different races/cultures during their time in college. Yet there has been little change in these mean scores from 2002 to 2004.
- Students give rather low mean scores to the importance to them of helping to promote racial understanding.
- SCU Questions asked only in 2003 and 2004 measure students' agreement about if students at Santa Clara mix freely among racial/ethnic backgrounds and if minority students feel like they don't fit-in on campus. Students, by racial/ethnic group, rate rather low the levels of racial mixing on campus, and the groups are similar in their assessment that minority students feel like they don't fit-in on campus.

**Strategy 1: Curriculum and co-curriculum grants to Improve campus climate**

Collaborators: Grant Recipients (Data Collection) and Evaluation Team (Analyses).

Expected Outcomes: Improved exposure of programs to diverse audiences (pre-Phase II programs as baseline).

**Table 14: Who has been attending CML sponsored programs disaggregated by Race/Ethnicity**

	Pre-Phase II Programs (June - Dec 2002)	Phase II Programs			
		Jan-Dec. 2003	Jan-May 2004	October-Dec 2004	January-June 2005
Persons of Color	78.8%	76.9%	75.3%	76.6%	73.2%
European American	21.2	23.1	24.7	23.4	26.8
(Total)	(260)	(770)	(243)	(47)	(492)

Note: See Appendix E for January-June 2005 program details. Programs prior to January 2005 have been described in previous Irvine reports.

**Table 15: Reported reasons for attending offered by students**

	Pre-Phase II Programs (June -December 2002)		Phase II Programs							
			January- December 2003		January-June 2004		Sept-Dec. 2004		Jan-June 2005	
	Student of Color	Euro. Amer. Students	Student of Color	Euro. Amer. Student	Student of Color	Euro. Amer. Student	Student of Color	Euro. Amer. Student	Student Of Color	Euro. Amer. Student
Reasons for attending: Class Requirement	5.7%	46.7%	12.4%	48.1%	17.3%	48.6%	18.8%	57.1%	14.8%	43.8%
Personal interest	94.3	53.3	87.6	51.9	82.7	51.4	81.3	42.9	85.2	56.3
(Total)	(159)	(30)	(418)	(79)	(127)	(37)	(32)	(7)	(237)	(64)

Note: Students who attended multiple sessions could be counted multiple times in the total.  
See Appendix E for January-June 2005 program details. Programs prior to January 2005 have been described in previous Irvine reports.

**Table 16: What attendees learned or planned to do with lessons learned in the programs?**

	Pre-Phase II Programs (June -December 2002)		Phase II Programs							
			(January- December 2003)		January-June 2004		Sept.-Dec. 2004		Jan-June 2005	
	Person of Color	Euro. Amer.	Person of Color	Euro. Amer.	Person of Color	Euro. Amer.	Persons of Color	Euro. Amer.	Person of Color	Euro. Amer.
Improved understanding/ awareness	52.8%	68.4%	59.9%	56.6%	71.1%	67.6%	46.7%	27.3%	81.7%	65.2%
Use to Transform/ Change	47.2	31.6	40.1	43.4	28.9	32.4	53.3	72.7	18.3	34.8
(Total)	(123)	(38)	(322)	(36)	(83)	(34)	(30)	(11)	(360)	(132)

Note: See Appendix E for January-June 2005 program details. Programs prior to January 2005 have been described in previous Irvine reports.

### Analyses

- Attendance, in the current reporting period, of persons of color at the CML sponsored events continues to be substantially higher (73%) than that of European American groups (27%) (Table 14).
- Students of color are disproportionately more likely to attend CML events out of personal interest (over 80%). European American students are roughly equally divided between those who attend for personal reasons (56%) versus those who attend because it is a class requirement (44%; Table 15).
- Those who attend CML sponsored programs are more likely to report that the programs improved their understanding and awareness of diversity issues than provide them with the tools to transform diversity climate (Table 16).

## **C. Institution-wide Learning & Challenges/Obstacles**

As the economic stability of the University has been impacted by the current economic conditions in the United States and California, we have been watching closely to see if the institution's commitment to diversity has changed in any way.

There is one major area of concern that this report suggests should be watched and may need to be addressed institutionally. While the recruitment activities have resulted in a large number of African American and Latino students being contacted and encouraged to apply, a lower number of students participating in these targeted programs have sent in their deposits. Students who were invited to attend SADIE/Noche programs report that their financial aid packages were not sufficient enough to allow them to attend Santa Clara. We will continue to watch these enrollment numbers carefully to make sure this is not a structural problem that could eventually undercut all of the effort and expense the university has put into enrolling a diverse student body.

Overall though, we have witnessed a number of developments that indicate not only that the University is continuing a strong commitment to increasing and sustaining diversity at Santa Clara University, but also that the University is acknowledging the work that has arisen as a result of the Irvine grant and is meeting current challenges raised through the Irvine evaluation in new and innovative ways.

While the recruitment and retention of a diverse faculty continues to be one of the most daunting tasks faced by the university, the College of Arts and Sciences introduced a bold new initiative to intentionally commit a large amount of resources and political clout to increase the numbers of diverse faculty. In the first year, the successes of the College of Arts and Sciences in recruiting two tenure-stream African American faculty and three African American post-doctoral fellows should serve as an effective model for the other schools in the University.

We are also encouraged by the rise in the percentages of graduating students across the campus who have been exposed to multiculturalism through coursework, workshops/programs, and interpersonal interactions. If these numbers are sustained over time, this could signal institutional change that is embedded throughout the university. We will continue to watch these percentages to determine if they are just the result of a unique cohort, or if they are an indication that the university has changed in ways that allow for almost all students to be touched by diversity efforts by the time that they graduate. The curriculum development series offered to 18 faculty this past year will also help to increase the number of courses with content about racial/ethnic minority group and diversity. Two of the participants were regular faculty who teach a core class titled, Business Writing. These faculty should help to increase the availability of diversity-enhanced classes to the Business School students.

The infrastructure of the Bridge and LEAD programs created with Irvine funding continues to provide benefits for those students involved, but also continues to be refined and added to and as a result these programs appear to be reaching a greater number of students. Because so many advising staff are involved in these initiatives, and faculty have been trained in how to better advise first generation students, first generation students appear to be less reticent about asking for help and utilizing campus resources. We hope this indicates that the university's "culture of concern" for all students has become more sophisticated in realizing that not all students are the same and that they may need different levels and kinds of resources and assistance.

### **3. Conclusion**

We continue to monitor our progress in achieving both our overall institutional diversity goals and the specific strategies we have identified to achieve these goals. Following an organizational learning model, we will continue to use our programmatic lessons to inform SCU's institutional commitment to a multicultural academic community.

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## 5. Financial Status Report for January – June 2005<sup>\*\*\*\*</sup>

Budgeted Items	Amount Budgeted	Expenditures Jan-Jun06	Totals to Date	Total Remaining	% Remaining
<b>Student Access Initiatives - \$15,900</b>					
Youth Empowerment Program	\$3,900	\$14.44	\$32.76	\$3,867.24	99.16%
Noche Latina and SADIE Enhancement	\$12,000	\$1,959.81	\$6,354.20	\$5,645.80	47.05%
<b>Student Success Initiatives - \$315,610</b>					
Enriched Orientation & Family Engagement*	\$37,400	\$1,772.22	\$11,127.82	\$26,272.18	70.25%
Diversity Leadership Program**	\$197,500	\$10,307.88	\$111,597.91	\$85,902.09	43.49%
Faculty Advisor Development	\$9,000	\$360.10	\$3,690.76	\$5,309.24	58.99%
Diversity Outreach & Student Success Coordinator ***	\$71,710	\$10,763.13	\$24,529.24	\$47,180.76	65.79%
<b>Faculty of Color Inclusion in Excellence - \$60,000</b>					
Faculty of Color Support Project	\$60,000	\$19,782.02	\$60,568.49	-\$568.49	-0.95%
<b>Curriculum Initiatives - \$108,000</b>					
Open Grants	\$45,000	\$1,200.09	\$12,767.29	\$32,232.71	71.63%
Business School Curriculum Projects	\$45,000	\$28,416.51	\$28,416.51	\$16,583.49	36.85%
Unity House: Diversity & Civic Engagement	\$18,000	\$3,629.26	\$14,450.62	\$3,549.38	19.72%
<b>Co-curricular &amp; Inter-Group Initiatives - \$52,500</b>					
Student Cultural Support Projects	\$21,000	\$3,272.87	\$16,162.75	\$4,837.25	23.03%
Diversity Speaker Series	\$15,000	\$1,613.76	\$16,109.64	-\$1,109.64	-7.40%
Women of Color Network Funds	\$3,000	\$1,625.99	\$3,591.49	-\$591.49	-19.72%
Associates Network	\$9,000	\$957.37	\$4,572.75	\$4,427.25	49.19%
Inter-Group Dialogues	\$4,500	\$400.00	\$1,790.34	\$2,709.66	60.21%
<b>Assessment &amp; Communication Plan - \$47,990</b>					
Assessment Team Fees, Development	\$35,990	\$3,000.00	\$10,295.96	\$25,694.04	71.39%
Marketing/Communication	\$12,000	\$150.00	\$5,969.22	\$6,030.78	50.26%
Totals	\$600,000	\$89,225.45	\$332,027.75	\$267,972.25	44.66%

**NOTES:**

*The following are commonly referred to at Santa Clara University as the LEAD Programs (refer to Evaluation Report)*

\* LEAD: First Generation College Student Orientation & Family Engagement

\*\* LEAD: Summer Bridge Program

\*\*\* LEAD Programs Coordinator

\*\*\*\* This report reflects figures after taking into consideration a miscalculation that was identified in the June-December 2004 interim report. See Appendix F for revised June-December 2004 financial status report.

## **APPENDICES**

**APPENDIX A**  
**Access**  
**and**  
**LEAD Reports**

## **APPENDIX A ACCESS INITIATIVES**

### **A. Access Council**

In keeping with its charge, the Access Council continued to focus its efforts on initiatives that would help increase the enrollment of historically underrepresented students at SCU. This year, efforts continued with programs and initiatives that would help underrepresented students increase their access to important financial resources such as creating greater awareness around the University's financial aid application process, with particular emphasis on the timely submission of two important financial aid documents (the FAFSA and CSS Profile). Also, the Council continued to work closely with the Youth Empowerment Program (YEP), a student-run organization engaged in outreach to underrepresented students at local high schools.

#### Significant events:

-In February 2005, the Council began its telephone campaign targeting underrepresented students (African-American, Latino-American, and First Generation students) who applied for admission to SCU, yet were missing either the FAFSA or the CSS Profile. With the assistance of student volunteers, *every* underrepresented student who was missing either the FAFSA or CSS Profile received a reminder telephone call from the University to complete both forms.

-In March 2005, as it was determined that more underrepresented students had been admitted to the University at this time, the Council decided to conduct another telephone campaign. Since the group of students was smaller than the first cohort, it was decided that members of the Access Council would focus their calls on African American and Latino students to remind them to submit missing financial aid paperwork.

### **B. Noche Latina 2005**

Noche Latina is an overnight recruitment (yield) program targeting admitted Latino students and their families. The program is designed to encourage admitted Latino students and their families to enroll at SCU by connecting them with the Latino community, specifically putting them in touch with Latino students to hear about their experiences at SCU firsthand. Noche Latina is conducted in both English and Spanish.

Noche Latina 2005 has the lowest attendance within the last six years. From feedback from the families that attended and phone banking efforts to encourage Noche Latina attendance, the low attendance was caused mainly by insufficient financial aid packages. A total of 35 admitted Latino students attended the event this year, of which 18 deposited, resulting in decrease in yield from 85% to 51%. The evaluations also indicated that the financial aid offered to Latino students failed to meet the expectations or needs of the prospective Latino students. Towards the tail end of April, the financial aid office attempted to increase the award amounts in order to attract more Latino students but by that time, many students had already deposited at other institutions, many of which offered more sufficient financial aid packages.

### **C. SADIE 2005**

In keeping with its primary objective to encourage greater ethnic diversity on the Santa Clara University campus, SADIE - an overnight recruitment program targeting admitted

African American students and their families - is designed to raise the level of interest in and awareness about the University's African American community.

This year, SADIE attracted twenty-one admitted students to the event. Overall, the event was largely successful, and was positively evaluated by both students and parents alike. Of the 21 students in attendance, 12 subsequently enrolled at SCU; however, compared to last year's data, the overall yield from SADIE decreased significantly – from 77% in 2004 to 57% in 2005.

As revealed in the SADIE participant evaluations, the University's financial aid packages played a significant part in the student's final college acceptance decision. Parents and students indicated that the financial aid packages awarded by the University placed a substantial financial burden on the families. Consequently, a number of SADIE attendees found themselves unable to afford the SCU education they wished to pursue.

#### **D. Youth Empowerment Program**

The goals of the Youth Empowerment Program (YEP) are to educate, empower and encourage high school students of color to pursue higher education in college and universities. This year, the program was lead by Victoria Duran, who, with support from the Access Council, was able to establish more form and structure to the program. Victoria created structure to YEP by organizing these main elements:

##### **SCU YEP Orientation**

YEP Orientation served to provide SCU students with an opportunity to learn more about YEP and introduce them to supportive staff and faculty. About 10 students signed up to be volunteers at the YEP Orientation but a total of 3 students actually went out to present to local schools.

##### **High School Presentations**

The goals for the YEP volunteers were to visit 10 bay area public high schools and share with students the importance of a college education through providing statistics and other resourceful data. By the end of spring quarter, a total of 7 schools were visited and one on-campus presentation.

##### **SCU Campus Visits**

YEP also invites local high school classes and prospective SCU students to campus to participate in tours, panel discussion, and other student activities. The students who are invited are usually those who show interest during the high school class presentations. One on campus visit by River Glen Middle School was included in YEP through the SCU student group, MEChA-El Frente.

##### **SCU Mentor System**

This mentor system paired a high school student with as SCU student who is willing and able to answer questions through e-mail or telephone regarding their personal college experience at Santa Clara University. These questions may be issues that were not covered in the panel discussions or in classroom presentations such as residential life, time management and adjusting to college. The mentor system was not implemented because of the inconsistent commitment given by the YEP volunteers. Instead, high school students who filled out "interest" cards at the presentations were personally contacted by members of the Access Council or by an SCU Admission Counselor.

### MCC Event Collaboration

Another goal this year was to invite prospective SCU students to participate in a Multicultural Center (MCC) event, i.e. Global Village. The hope was to expose potential students to the diversity of culture within the SCU community. Flyers were distributed at high school presentations to encourage prospective students to attend this event.

Final report on schools visited:

Winter	James Lick High School	San Jose, CA	30 contacts
	Mount Pleasant High School	San Jose, CA	21 contacts
	Sequoia High School	Redwood City, CA	(no contacts)
	Lynbrook High School	San Jose, CA	(no contacts)
	Santa Clara High School	Santa Clara, CA	(no contacts)
Spring	Silver Creek High School	San Jose, CA	56 contacts
	Downtown College Prep	San Jose, CA	9 contacts
	River Glen Middle School	San Jose, CA	12 contacts

Total schools: 8

Total schools with contact information: 5

Total student contact information: 128

## **Leadership Excellence & Academic Development (LEAD) Programs**

**LEAD: First Generation College Student Orientation Program:** 151 first generation college students will be entering SCU in the fall of 2005. Invitations were mailed out and are still waiting for a final count. We hope to remain within similar attendance numbers of approximately 30 students. Due to confusion last year with Summer Orientations (which all first year students must attend) the name of this program was changed to **First Generation Experience: An Informational Meeting for First Generation College Students and Their Families.**

**LEAD: Family Engagement Program:** Multilingual newsletters were mailed in Fall and Winter quarter to the families of freshmen first generation college students. The newsletters contained information regarding SCU resources, and how to support their college student. Newsletters were written in English, Spanish, Vietnamese and Tagalog and were included all in one newsletter. Lay out was improved from last year, and winter newsletter was in color and contained pictures of Bridge students with their families.

### **LEAD: Summer Bridge Program 2005**

The Summer Bridge Program for the summer of 2005 is in final preparation. 126 invitations were mailed out to first generation college students and/or students of color who met the criteria. Capacity of the 2005 Summer Bridge Program will remain at 30 students.

Few changes have been made to the program. The two sections of the English I course will remain and will be taught by Professors Sharon Merritt and Jill Goodman-Gould. The section of Chemistry will continue with Professor Steve Fedder. Newly added will be a Religious Studies course to be taught by Professor Sarita Tamayo-Moraga. This course will be an introductory course to the discipline of religious studies. Since all SCU students must take three courses of religious studies in their academic careers, this will help prepare students for the readings and analytical thinking required.

The Engineering Seminar will continue as a collaboration with the School of Engineering. This section will be open for the 10 Bridge/Engineering students and consists of a hands-on project. The remaining 20 students will participate in a Vocation Seminar co-taught by members of the DISCOVER Project.

Workshops and team-building activities are currently being planned and confirmed.

All student staff have also been hired. 2 community facilitators will live in the residence hall with the 30 participants and coordinate nightly floor meetings. 10 peer educators will assist the faculty in the classroom for small group discussions: 4 peer educators for English I class, one each for religious studies and chemistry, and 2 each for the Engineering and Vocation seminars. The students were all identified by the faculty in the program as students they highly recommended to work in the program.

**LEAD: Bridge/LEAD Seminar Course: Successfully completed a seminar course to full capacity in Spring 2005. Laura Fujieda and Leslie Carson, University Advisors, co-taught this course to 15 first year, first generation college students.**

The President has continued to support and encourage our efforts.

**APPENDIX B**  
**Campus Provided Data**

**See Appendix on disk**  
**Student Academic Success (sheet 2)**  
**TT/TE Faculty Disaggregated by Race/Ethnicity (sheet 1)**

**APPENDIX C**  
**College of Arts and Sciences**  
**“Inclusive Excellence” Initiatives**

<b>Academic Year 04-05 Action Items</b>	<b>Status</b>
<b>Communication</b>	
1. The College will support efforts to establish an informal, voluntary communication network (email list) for faculty and staff.	The College and Provost will annually provide \$1500 to fund efforts to build a thriving African American campus community. Aldo, Sandra and Bridget have coordinated this effort.
2. The College will initiate, encourage, and support efforts to establish a formal, voluntary mentoring / coaching program for faculty and staff.	Associate Dean Ling will work with the Associate Vice Provost for Faculty Development on components of both new faculty orientation and faculty mentoring. In addition the College has implemented a postdoc, predoc and postbac programs to mentor potential scholars. In Fall 2005, postdocs will start in English, Environmental Science, and Liberal Studies. A postbac will start working in Theatre and Admissions.
<b>Campus Climate and Awareness</b>	
1. The College will initiate, encourage, and support efforts to establish a racism awareness program for incoming students.	Jeanne organized a parallel summit meeting related to student life issues and inclusive excellence. Follow-up discussions focused on the role of CML. Moving forward, the new director of CML, Associate Dean Ling, will work closely with Dawn, Associate Director of CML, and Jeanne, the new Vice Provost for Student Life.
2. The College will initiate, encourage, and support efforts by Human Resources and the Affirmative Action Office to develop faculty and staff inclusive excellence workshops.	Human Resources introduced a new workshop on diversity this past winter. Additional efforts are on-going.
<b>Faculty Recruitment</b>	
1. All seven authorized 04-05 searches in the College will be open to any rank.	The searches have resulted in the appointment of Teresa Hinga, associate professor of Religious Studies, and Brett Solomon, assistant professor of Liberal Studies and Psychology.
2. Each department chair will work closely with the Dean to ensure a diverse applicant pool for the 04-05 tenure stream searches.	The College, Provost, Human Resources and Affirmative Actions Office have developed a draft policy on Recruiting Exceptional Faculty. The draft policy is currently guiding two REF processes. In addition, the College has implemented an Ambassador program to help facilitate recruitment and retention. Aldo and Bridget are currently Ambassadors.
3. Tenure-track search budgets for 04-05 will be increased to \$10,000 per position (increase from \$6,000) for targeted advertising and recruiting.	Completed.
4. Francisco Jimenez or his designee will be invited to participate in all interviews for tenure stream positions and will consult with the Dean regarding candidates.	Completed. A very successful consulting process.
5. The Dean's Office in collaboration with Affirmative Action Office and Human Resources, will develop a recruitment plan for non-tenure stream faculty hiring. A hiring workshop for department chairs and / or search committees with authorized academic year lecturer searches will be offered in the winter quarter.	Molly and Conchita worked with the Dean's Office to prepare a draft faculty recruitment and retention handbook. The Dean's Office, Human Resources and the Affirmative Action Office have discussed ways to refine and optimize processes. Such work will continue.
<b>Faculty Retention</b>	
1. The Dean will reinstate the Arts and Sciences Diversity Council under a new name: the Dean's Council for Inclusive Excellence.	Dean Yee will proceed with this item.
2. The Senior Associate Dean will be responsible for the retention of faculty of color.	On-going.

3. The Dean will work with the Associate Vice Provost for Faculty Development, the Director of Ethnic Studies and the Director of the Center for Multicultural Learning to improve inclusive excellence aspects of faculty development programs.	Associate Dean Ling will work with the Associate Vice Provost for Faculty Development on components of both new faculty orientation and faculty mentoring.
4. The Dean will work with the Provost to develop funding sources for a retention plan for faculty.	On-going.
<b>Staff Recruitment</b>	
1. The Associate Dean responsible for staff hiring will work with department chairs on increasing the diversity of applicant pools – specifically by providing funding for advertisements in venues that will reach a more diverse applicant pool. Human Resources and the Affirmative Action Office will be consulted to develop a list of such venues.	Not yet implemented.
<b>Curriculum Development and Program Review and Improvement</b>	
1. The Dean will support efforts to broaden the College Ethnic/Women Studies course requirement to a University-wide core curriculum requirement.	On-going.
2. In reviewing departmental mission and goals, the Dean and Associate Dean will ensure attention to the inclusive excellence goals of the College and University.	On-going.
3. The Dean will work with the Director of Ethnic Studies and the Director of the Center for Multicultural Learning to integrate issues of inclusive excellence across the curriculum. Funding will be made available by the College to facilitate faculty involvement in curriculum development workshops currently planned by the Center of Multicultural Learning and funded by the Irvine grant.	The College has implemented an Inclusive Excellence Dean's Grant program to support such curriculum development projects as well as faculty scholarship and other efforts. In addition, departments that contribute greatly to the Inclusive Excellence initiative in the College will receive a \$1000 increase in their annual Excellence fund allocation. The allocation will be determined by the Senior Associate Dean.
4. The Dean will work with the Director of Ethnic Studies and the Director of the Center for Multicultural Learning to have a quarter-long spring event / course.	With Associate Dean Ling also serving as Director of CML, collaboration beyond Irvine funding is expected.

**APPENDIX D**  
**Ethnic Studies Courses Offered 2004-05**  
**and 2002-05 Enrollments**

	<b>FALL 2004</b>	<b>WINTER 2005</b>	<b>SPRING 2005</b>
<b>Anthr</b>	ANTH 90 Cross-Cultural Study of Women		
<b>Art/ArtHist</b>	ARTH 46 African American Art	ARTH 46 Intro to African American Art	ARTH 148 African Americans & Photography
<b>Comm.</b>	COMM 127 Intercultural Communication	COMM 121 Minorities & the Media	COMM 121 Minorities & the Media
<b>Economics</b>			
<b>Education</b>	EDUC 106 Urban Education & Multiculturalism		EDUC 106 Urban Education & Multiculturalism
<b>English</b>	ENGL 39 Multicultural Literature of the US	ENGL 38 Asian American Literature	ENGL 36 Chicano Literature
	ENGL 140 Studies in Chicano Literature	ENGL 140 Studies in Chicano Literature	ENGL 130 Mastery & Slavery in Lit. Imagination
		ENGL 158 Native American Women Writers	ENGL 134 Studies in Contemporary Amer. Lit.
			ENGL 155 Studies in Asian American Literature
<b>Ethnic St.</b>	ETHN 05 Intro to Study Race/Ethnicity in US	ETHN 30 Intro to African Amer. Studies	ETHN 05 Intro to the Study Race&Ethnicity in US
	ETHN 20 Intro to Chicano Studies	ETHN 40 Intro to Asian Amer. Studies	ETHN 50 Intro to Filipino Studies
	ETHN 140 Jap. Amer & Conc. Camps	ETHN 96 Race,Class&Culture through Film	ETHN 122 Chicana/o Communities
		ETHN 155 Racism in the US	ETHN 190 Women of color in the US
<b>History</b>		HIST 104 African Americans & Africa	
<b>Mod Lang</b>		SPAN 133 Mexican American Literature	
<b>Perf. Stud</b>			PERF 71 Music in American Culture
<b>Poli Sci</b>		POLI 153 Minority Politics in US	
<b>Psychology</b>			
<b>Relig Stud</b>		RSOC 164 Religion,Race&Ethnicity in America	
<b>Sociology</b>	SOCI 153 Race, Class & Gender in the US	SOCI 132 Social Stratification	
<b>Theatre</b>	THTR 65 Multicultural Theatre	THTR 161 Amer Thtr fr the Black Perspective	

**Goal 4: Advance a multicultural curriculum (Page 16): Across all ES Courses**

<b>Table 3</b>	<b>Am. Indian</b>	<b>%</b>	<b>African Am.</b>	<b>%</b>	<b>Latino/a</b>	<b>%</b>	<b>Asian Am PI</b>	<b>%</b>	<b>White</b>	<b>%</b>	<b>Non Res.</b>	<b>%</b>	<b>Unknown</b>	<b>%</b>	<b>Total</b>
<b><u>2002-03</u></b>															
<b>Fall 2002</b>															
Total Students	26	1%	93	2%	611	13%	885	19%	2698	58%	122	3%	208	4%	<b>4643</b>
Students Completing ES Courses	2	1%	9	3%	87	31%	37	13%	127	45%	4	1%	16	6%	<b>282</b>
<b>Winter 2003</b>															
Total Students	26	1%	89	2%	601	13%	880	19%	2661	58%	128	3%	201	4%	<b>4586</b>
Students Completing ES Courses	2	1%	17	6%	42	15%	43	15%	158	57%	6	2%	11	4%	<b>279</b>
<b>Spring 2003</b>															
Total Students	24	1%	82	2%	586	13%	832	19%	2533	58%	123	3%	193	4%	<b>4373</b>
Students Completing ES Courses	2	1%	6	2%	43	18%	52	21%	131	54%	2	1%	6	2%	<b>242</b>
<b><u>2003-04</u></b>															
<b>Fall 2003</b>															
Total Students	27	1%	87	2%	608	13%	821	18%	2666	59%	137	3%	205	5%	<b>4551</b>
Students Completing ES Courses	3	1%	10	4%	45	17%	51	20%	145	56%	2	1%	4	2%	<b>260</b>
<b>Winter 2004</b>															
Total Students	28	1%	84	2%	599	13%	796	18%	2625	58%	143	3%	225	5%	<b>4500</b>
Students Completing ES Courses	1	0%	5	2%	52	17%	48	16%	179	60%	4	1%	11	4%	<b>300</b>
<b>Spring 2004</b>															
Total Students	28	1%	83	2%	568	13%	760	18%	2493	58%	134	3%	204	5%	<b>4270</b>
Students Completing ES Courses	2	1%	10	4%	33	12%	59	21%	161	58%	5	2%	7	3%	<b>277</b>

**2004-05**

**Fall 2004**

Total Students	29	1%	125	3%	593	13%	857	18%	2726	58%	187	4%	222	5%	<b>4739</b>
Students Completing ES Courses	2	1%	9	5%	50	26%	38	20%	84	44%	5	3%	4	2%	<b>192</b>

**Winter 2005**

Total Students	26	1%	120	3%	597	13%	850	18%	2713	58%	140	3%	225	5%	<b>4671</b>
Students Completing ES Courses	0	0%	18	6%	64	23%	52	19%	125	44%	8	3%	14	5%	<b>281</b>

**Spring 2006**

Total Students	24	1%	117	3%	577	13%	804	18%	2583	58%	132	3%	217	5%	<b>4454</b>
Students Completing ES Courses	1	0%	9	3%	60	22%	52	19%	123	46%	9	3%	13	5%	<b>267</b>

**APPENDIX E**  
**Irvine Funded Programs**

**APPENDIX E**  
**DESCRIPTION OF IRVINE FUNDED PROJECTS**  
**(January – June 2005)**

**A. Faculty of Color Support Initiative Projects**

The CML Advisory Board has been responsible for reviewing and making appropriate decisions on grant proposals for the Faculty of Color Support Fund. The following projects have been approved and funded by this particular line item:

**\$460, Jennifer Acosta, Center for Student Leadership**

Project Title: Leadership Poster Series

Project Description: The Leadership Poster Series is a passive education program focused on encouraging student interest in leadership and diversity. The Center for Student Leadership uses recognizable faces of individuals to draw the attention of students to the information on the poster. The text for the poster highlights quotes and questions to ignite individual or group reflection, in addition to introducing students to the Center for Student Leadership. The Center for Student Leadership is looking to connect its leadership poster series to active and thematic campus educational programming. The grant funds have been used for the Winter Quarter 2005 poster to celebrate Black History Month at Santa Clara University. The image of actor and social activist Sidney Poitier is featured on the Winter Quarter 2005 poster.

**\$1950, Aldo Billingslea, Department of Theater and Dance**

Project Title: MLK, Jr. Night

Project Description: Martin Luther King, Jr. Night is designed to educate and enrich the community about African American culture and history. This year, MLK Night included several plays from George C. Wolfe's "The Colored Museum" that deal with issues African Americans face living in an American society. Funding was applied to the costs of production and advertising. Aldo Billingslea oversaw the production of the evening. This event was coordinated by Igwebuike (SCU's Black student organization).

**\$1701, Taryn Upchurch, Office of Undergraduate Admission**

Project Title: Igwebuike Retreat

Project Description: Igwebuike (SCU's Black student organization) planned for the annual retreat to take place in Aptos, CA in a large manor located on the shore. The retreat began on Friday, February 4, 2005 and will conclude on Sunday, February 6, 2005 at 11:00am. The purpose of the retreat was to create a stronger sense of community among one of the most underrepresented ethnic groups on campus. The core of the retreat will take place on Saturday, February 5, 2005 and will consist of several different areas of focus. With the collaborative effort of the Igwebuike board members, faculty and staff, we will participate in team building exercises, diversity, identity and gender chats, and activities that will help us share our personal upbringing and perspectives. Another main objective is to bridge the gap between the African-American faculty and staff and the Black students in an attempt to begin a supportive system to help with retention. Taryn Upchurch serves as the Faculty Advisor for Igwebuike and attended the retreat, along with Tam Nguyen (Center for Student Leadership Advisor), and Brett Solomon, faculty in the Liberal Studies department.

**\$1500, Rebecca Schapp, de Saisset Museum**

Project Title: Peaceful Painter: Hibiko Hibi

Project Description: On view for fall and winter quarters, *Peaceful Painter: Hisako Hibi* features approximately 30 paintings produced by Hisako Hibi (1907-1991), an Issei (first generation Japanese American) artist. For over sixty years Hibi used her painting as a way to document and understand her world, resulting in a body of work that is both personal and universal. Hibi is perhaps best known for the paintings she completed while at the Tanforan, CA relocation center and the Topaz, UT internment camp. This exhibition features work from throughout Hibi's career. In conjunction with the exhibition, the de Saisset Museum presented several educational programs. Two events were presented in the fall quarter: a lecture by a co-curator of the *Peaceful Painter* exhibition and the Director of Program Initiatives, Kristine Kim, and a Community Day event. In the winter quarter, three separate programs were presented: a reading of first-person internment testimonials by SCU students; a panel discussion focused on issues surrounding the internment; and a panel discussion focused on Asian American women artists in California. This program was supported by various faculty and the Women's and Gender Studies Program.

**\$4050, Bridget Cooks, Art & Art History and Ethnic Studies Department**

Project Title: Recovered Views: African American Portraits 1912-1925 and Here and Now

Project Description: The de Saisset Museum's presentation of *Recovered Views: African American Portraits, 1912-1925* (a traveling exhibit organized by Exhibits USA) and the companion exhibition *Here and Now* of contemporary African American Bay Area photographers showcases the richness and diversity of African American artistic expression and provides enriching opportunities for teaching and learning at SCU. The companion Deborah Willis lecture provided students and scholars greater opportunities for learning about and celebrating the cultural contributions of African Americans. This exhibit was cosponsored by the Ethnic Studies Program, Women's and Gender Studies Program, Art & Art History Department, and Igwebuiké.

**\$4000, Rebecca Schapp, de Saisset Museum**

Project Title: Spring 2005 College Night

Project Description: In conjunction with *Recovered Views: African American Portraits, 1912-1925*, the de Saisset Museum presented College Night. This event is a special celebration of the exhibition for students. The event featured free food and entertainment, a hands-on art activity related to the exhibition, gallery activities, and walkthroughs of the exhibit by student docents.

**\$700, Linda Garber, Women's and Gender Studies Program and English Department**

Project Title: Out There: The First National Conference of Scholars and Student Affairs Personnel Involved in LGBTQ Issues on Catholic Campuses

Project Description: The Out There Conference will be occurring fall 2005 on October 28-29, 2005. This conference brings together faculty and student affairs personnel to discuss the challenges and opportunities for working in Catholic institutional contexts. Panels, workshops, discussion groups, and keynote speakers address issues of curriculum, pedagogy, campus climate, and support for LGBTQ students, faculty, and staff. Sessions cover such topics as creating LGBTQ studies

courses and developing lessons for integration into broader courses, improving campus climate for students, intersections of sexuality and ethnicity, making/disclosing identities, support services for students in crisis, handling extra workload of service on LGBTQ issues, and addressing student attitudes toward LGBTQ programming and course material. This event is sponsored by the Office of Student Life and the College of Arts & Sciences.

**\$5000, Sam Hernandez, Art & Art History Department**

Project Title: Connections and Links Between the Contemporary Application of Monumental Press-Molded Paper Constructions Used in Community Performance Events in Spain with Mexican-American Folk Art Traditions

Project Description: These events will occur during fall quarter 2005. David Ventura and Neus Hosta, artisans from Spanish Catalunya, will conduct intensive workshops in the arts of monumental press-molded paper constructions, a traditional art that traveled to Mexico and Latin America, growing and changing with the alternative needs and materials found in the New World. These workshops will target Mexican and Mexican-American students, historically represented on American college campuses, as they broaden the understanding of the multidimensional nature of their own cultural identity with a more in-depth introduction to how these Spanish folk arts were developed and flourished within Mexico and Mexican-American communities in the U.S. These events will be supported by various faculty.

**B. Curriculum Development Projects**

**The Curriculum Development Series**

The Curriculum Development Council (CDC) organized and sponsored the Curriculum Development Series (CDS) aimed at fostering the enhancement of faculty pedagogical approaches to teaching diversity issues, revising or creating syllabi that are more inclusive in content as well as approach, building a network of faculty interested in increasing awareness, and connecting faculty to resources to encourage curriculum development.

Faculty were invited to submit a statement of purpose and a proposal describing their interests and a copy of their syllabus or syllabus they wanted to develop. Their syllabus or interests were required to address issues or aspects of race and ethnicity in the U.S. The CDC then selected a group of 18 faculty representing 10 departments from across the College of Arts and Sciences and the Business School.

The CDS was structured as such:

1. The faculty cohort were required to attend three talks also open to the campus-

March 2, 2005

Peggy McIntosh, founder and co-director of the National S.E.E.D. Project on Inclusive Curriculum. Dr. McIntosh served as our kick-off speaker to generate interest and exposure for the Curriculum Development Series. Her talk was intended to provide a theoretical and conceptual basis on the importance of inclusive curriculum and diversity in the classroom.

April 11, 2005

George Sanchez, Associate Professor of History and American Studies and Ethnicity and Director of the Program in American Studies and Ethnicity at the University of Southern California. Dr. Sanchez provided discussion on the content of what a syllabus that addressed diversity issues would look like. His talk was intended to give perspectives on approaches to more inclusive curriculum.

April 27, 2005

Keith Osajima, Professor and Director of the Race and Ethnic Studies program at the University of Redlands. Dr. Osajima's discussion addressed pedagogical approaches to teaching inclusive curriculum in a diverse or not so diverse classroom.

2. The faculty cohort were then required to attend an intensive two-day summer workshop-

June 15, 2005

George Sanchez returned to help lead the cohort to think further about the purpose and goals in teaching an inclusive syllabus. Dr. Sanchez lead the cohort through a series of discussions on planning and thinking about what goes into revising or creating a new syllabus with exercises and small group discussion on teaching goals and learning outcomes.

June 16, 2005

Keith Osajima returned to facilitate a more in-depth discussion on pedagogical approaches. Dr. Osajima led the cohort through a series of small group conversations on the importance of what experiences faculty bring to the classroom and how, along with student experiences, learning can become rich and exciting. The faculty cohort was able to discuss difficult classroom situations, common problems they encounter with students, and possible approaches to turning difficult situations into learning moments.

3. At the end of the summer, the faculty must submit their revised syllabus or a new syllabus along with a short reflection on the process of revising and thinking through their work. Faculty will receive a stipend of \$1500 for the completion of the CDS.

In addition to the Curriculum Development Series, the following projects were funded with this line item:

**\$1000, Aldo Billingslea, Department of Theater and Dance**

Project Title: Guest Lecturer, Jonathan Adams

Project Description: This project would help fund Jonathan Adams's visit to Santa Clara University as a guest speaker in Professor Billingslea's "Multicultural Theater" course as well as another speaking event open the entire campus community. Adams played the role of the recently cancelled Emmy-award winning show *American Dreams*. Set in the turbulent 1960s, *American Dreams* follows the struggles of an Irish-Catholic family, the Pryors, who must learn to cope with the drastic social, cultural, and political transitions of the time. Adam's character on *American Dreams* is an African American electronics salesman and father, living in the 1960s Philadelphia. Adams's visit would give the campus an

opportunity to hear about and discuss his experiences as an African American actor and how *American Dreams* attempts to deal with issues such as women's rights, the African American struggle for greater civil rights, and a country in the middle of a war. Note: This event was rescheduled for the fall quarter because of Adams's scheduling conflicts.

**\$375, Aldo Billingslea, Department of Theater and Dance**

Project Title: Teatro Vision Field Trip and Speakers

Project Description: The main objective of this project was to allow for Professor Billingslea's "Multicultural Theater" class to experience firsthand a theatrical experience offered by a well respected community-focused theater company. The funds covered tickets to see a production of *Real Women Have Curves* by Josefina Lopez at Teatro Vision in San Jose, a tour of the Mexican Heritage Plaza Theater prior to the performance, and a dinner at the Mexican Heritage Center Pavilion where class discussion continued.

**\$834.76, Rosa Guerra Sarabia, Women's and Gender Studies Program**

Project Title: Women's History Month Programs

Project Description: As part of Women's History Month in March, filmmaker Lourdes Portillo visited SCU to screen and discuss her film *Senorita Extraviada: Missing Young Woman*. Portillo's film tells the story of hundreds of kidnapped, raped, and murdered young women of Juarez, Mexico. The murders first came to light in 1993 and young women continue to "disappear" without any hope of finding the bringing the perpetrators to justice. In addition, the International Women's Day Poster Series Exhibit, *Resonant Voices, Dynamic Protest*, curated by Melanie Mala Ghosh, was also on display in the Benson Memorial Center. The exhibit is a stunning collection of 40 full-color posters and 20 graphic flyers designed primarily by Third World women and brought to the Beijing's International Women's Conference. The themes of development, racism, sexism, poverty, health care, eco-feminism, imperialism, physical abuse and celebration vividly come alive in the pieces. Ghosh was to give a talk and walk-through, however, her visit was cancelled due to her last minute scheduling conflicts. This program was cosponsored by the Arrupe Center, Pastoral Ministries, English Department, Sociology Department, Campus Ministry, and student organizations Santa Clarans for Justice and SistersSpeak.

**\$2100, Michelle Burnham, English Department**

Project Title: Reading and Classroom Visits by Professor Greg Sarris

Project Description: Greg Sarris, noted Native American writer, scholar, and tribal leader (of the Federated Indians of Graton Rancheria) will come to the Santa Clara University campus for a one-day visit in Fall 2005. He will participate in a Native American literature class in the English Department as well as visit a class in the Ethnic Studies Program, and he will deliver a public reading in the evening from his recent work. This event is co-sponsored by the English Department, the Ethnic Studies Program, and the California Legacy Project.

**C. School of Business**

The School of Business faculty were included in the distribution list for the Curriculum Development Series (CDS) Request for Proposals. CML was successful in attracting two faculty who teach Business Writing courses in the Business School through the English Department in the College of Arts & Sciences to become part of the CDS faculty cohort.

#### **D. Unity Residential Learning Community**

This past spring the Residential Education Committee continued to provide funds for co-curricular programs in an effort to support the development of multicultural education in the Residential Learning Communities (RLCs). Our primary focus has been funding projects that are related to courses offered through the Unity Residential Learning Community whose theme is diversity and civic engagement.

In funding such projects we have impacted the University in a number of ways. First, by funding speakers and/or trips we have given University residents the opportunity to deepen their understanding of diversity. Secondly, for those students enrolled in the courses that are required to come to the speaker or on the trip as a part of their course work, we have enriched the classroom lecturers and readings thus making the course content more multifaceted. Though not measurable, but inferable, a course that moves beyond readings and lectures are generally more exciting and thus more popular. It can be reasonably surmised that as the courses grow in popularity so will demand for more courses which explore the subject matter from a diversity of perspectives. Lastly, in general, though not exclusively, faculties of color teach the type of courses that deal in issues of diversity. So, by funding these courses to take trips or bring in speakers we are at the same time supporting our faculty of color in their efforts to build a strong teaching portfolio.

#### **Projects Funded:**

##### **\$700, Rosa Guerra Sarabia, Women's and Gender Studies Department**

Project Title: Women's History Month Programs

Project Description: (see above)

##### **\$0.00, Dr. Bridget Cooks, Art and Art History and Ethnic Studies**

Project Title: Angel Island Trip

Project Description: As part of her course, Study of Race/Ethnicity, Professor Bridget Cooks took her class and Unity residents not enrolled in his class to visit Angel Island. The Chinese Student Association also collaborated on this program, coordinating 18 of their members to also attend this trip. From 1910 to 1940, the island processed thousands of immigrants primarily from Asia. While on the island, the students toured the building where immigrants were held had a chance to analyze the graffiti left by those held on the island for months at a time.

##### **\$0.00, Prof. Aldo Billingslea, Theater Department**

Project Title: Trip to see a production of the play "People's Temple"

Project Description: As part of his course, "Acting II," Prof. Aldo Billingslea took his class and any interested Unity resident not enrolled in his course to see the play. A tale of faith, community and survival, the show spans 25 years of Temple history—which culminated in 1978 with 914 deaths at the jungle settlement known as Jonestown, the assassination of Congressman Leo J. Ryan and the murders of three journalists. The play weaves together gospel music from the Temple, archival materials and interviews with survivors to create a conversation between the living and the dead.

##### **\$400.00, Prof. Juan Velasco, Modern Languages and English Department**

Project Title: Visiting Scholar Alfred Arteaga

As part of his courses, “Chicano Literature I” and “Personal Writing,” Professor Velasco brought to Unity Alfred Arteaga. Arteaga is a poet and author of literary theory. He teaches at the University of California at Berkeley where he is the chair of the Chicano Studies program. Arteaga has authored numerous books and is the recipient of an NEA and Rockefeller Foundation grants.

In addition, in an effort to engage the other eight Residential Learning Communities on campus the Residential Education Committee awarded a grant to the Delphi learning community. Professor David Popalisky who taught two sections of a core requirement course entitled “Performance and Culture III.” Professor Popalisky along with Delphi Resident Director, Lester Deans, submitted the grant modeled after the Unity format of supporting courses with a prominent diversity component.

**\$0.00, Prof. David Popalisky, Dance Department**

Project Title: Trip to see a performance by the Bill T. Jones Dance Company  
Project Description: As part of his course, Performance and Culture II, Prof. David Popalisky took two sections of his class and any interested Delphi residents not enrolled in his course to see the dance company. Founded as a multicultural dance company in 1982, Bill T. Jones/Arnie Zane Dance Company is the result of an eleven-year collaboration between Bill T. Jones and Arnie Zane. It emerged onto the international scene in 1982 with the world premiere of Intuitive Momentum with legendary drummer, Max Roach, at the Brooklyn Academy of Music. Since then, the eleven-member Company has performed its ever-enlarging repertoire (currently over 75 works) in over 130 American cities and 30 countries, including Australia, Brazil, Japan, Portugal, Greece, South Africa and the Czech Republic.

**E. Student Cultural Support Projects**

The CML Staff has been responsible for reviewing and making appropriate decisions on submitted grant proposals for Student Cultural Support Projects. The following projects have been approved and funded by this particular line item:

**\$500, Intandesh**

Project Title: Rangeeli Shaam VI  
Project Description: Intandesh is a club representing cultures of India, Sri Lanka, Pakistan, and Bangladesh. The Intandesh annual cultural show, “Rangeeli Shaam,” translated from Hindi as “A Colorful Evening,” showcases a variety of traditional and modern dance, music, costumes, and skits, all of which represents the incorporation of aspects of American culture with traditional Indian culture.

**\$500, Arab Cultural Society**

Project Title: Tarab Ebbladna (Entertainment From Our Homeland)  
Project Description: This is the third annual production of the Arab Cultural Show, showcasing performers, art, and food from the Arabic culture. Performances included Fadi Hanani and Band, debke dance, and other musical acts. The aim of this production is to bring all participants together to learn and gain appreciation for Arabic culture. By sharing common interests such as music, dance, food, and art, all with an Arabic twist, this event will have something for everyone to enjoy.

**\$500, Multicultural Center**

Project Title: Global Village 2005

Project Description: Global Village is an annual event organized by the Multicultural Center, which is a student-run center, home to 9 ethnic and culturally-focused student clubs. Global Village is a day-long celebration of diverse cultures in the Santa Clara area and it provides members of the SCU community an opportunity to experience and learn about heritages and traditions of people from diverse backgrounds. The event included performances, food, and craft demonstrations.

**\$500, Chinese Student Association**

Project Title: CSA 3rd Annual Cultural Show

Project Description: This annual cultural show includes educational and cultural performances. The goals of the show are to spread awareness about Chinese culture, as well as promote diversity within the community of SCU. The show featured an original student script centered on the performance of traditional Chinese folktales. Community groups will also be featured with a lion dance and an original tale performed by Milpitas High School's Burmese Organization.

**\$500, Barkada**

Project Title: Barkada's 15th Annual Pilipino Cultural Night

Project Description: PCN is an event that brings together the members of Barkada and alumni to express cultural aspects of the rich Pilipino heritage in an educational and entertaining evening. Barkada hopes that through PCN, individuals will have a deeper sense of awareness and understanding about the Pilipino community and its issues.

**\$500, Vietnamese Student Association**

Project Title: A Mid-New Year Night's Dream

Project Description: This year's Vietnamese Student Association's cultural show was entitled "A Mid-New Year Night's Dream: An Adaptation of Trau Cau." The show portrays the story of a young man who gets lost amid his busy college life, forgetting about the importance of kinship and family. One night, while home for Tet, the Vietnamese New Year, he is whisked away into the world of Trau Cau, a traditional Vietnamese fairytale, where he learns about the importance of love, devotion and family. He is confused as he struggles to find his true identity, while balancing family and his independence. The rich cultural performances inspire others to learn and appreciate the wonders of a country with such a unique heritage, and spread cultural awareness with the entire SCU community. In addition to revealing aspects of the culture, the show emphasized the importance of family bond, generation ties and a sense of open-minded kinship as a way to educate and inform those who are Vietnamese as well as non-Vietnamese.

**\$1090, M.E.Ch.A. - El Frente**

Project Title: M.E.Ch.A. - El Frente 's Cena Familiar

Project Description: M.E.Ch.A.-El Frente de Santa Clara is a student-run organization in the Multicultural Center (MCC). M.E.Ch.A.-El Frente strives to promote cultural awareness, higher education, and outreach to the community through different events. Cena Familiar is an annual event open to the SCU community. Faculty, staff, students and their parents are invited to come and

celebrate our Latino heritage as we successfully close M.E.Ch.A.-El Frente Month with a family-style dinner.

**\$500, Asian Pacific Islander Student Union**

Project Title: ATV - APSU Annual Fashion Show

Project Description: APSU's 15th annual cultural/fashion showed the SCU community the impact of Asian Americans, especially Asian American students on the SCU campus as a result of the university's commitment to diversity. This year's show was entirely planned, written and produced by SCU students and centers on the popular television show "Friends," but with Asian American characters and storylines.

**\$434.64, Barkada**

Project Title: SCU Pilipino Graduation Ceremony

Project Description: The Pilipino Graduation provides an opportunity to bring the tradition and culture of the Philippines to the campus community and celebrate the accomplishments of Pilipino students about to graduate from Santa Clara University. Students of Pilipino descent and all other students are invited to share this ceremony with fellow graduates and their families. This unique occasion follows graduation ceremonies administered in the Philippines, providing students with a new cultural experience and connecting their families with a tradition presented only in the Philippine Islands. Pilipino Graduation emphasizes tradition amongst the celebration of college graduation—tradition plays a large role in Pilipino culture and this ceremony will prove that the Pilipino generations raised in the United States have not lost their sense of culture.

**F. Advisor Development Council**

In 2004 - 2005 Dorothea French (English Department) served as interim Council co-chair during fall quarter while Diane Jonte-Pace was away on sabbatical. Leslie Carson, who replaced Erin Kimura as the new University Advisor and Learning Resources Coordinator in the Drahmman Center, came on board as Co-Chair at the beginning of fall quarter. Lisa Millora, Office of Student Life, Brett Solomon (Liberal Studies), Timothy Healy (Engineering), Shelby McIntyre (Business), and Gema Navarro (student) also joined the Council.

During the winter quarter, the Advisor Development Council (ADC) joined the Drahmman Center Advisor Meeting to discuss advising concerns and the proposed idea to conduct student focus groups. Drahmman advisors related that students occasionally encounter faculty who are unable to help them understand the Core. Additionally, accessibility to faculty is another obstacle to advising. Drahmman advisors provided the Council with a copy of the University Academic Advising Plan (1992) that would help serve the Council's planning purposes.

As a result of the discussion on focus groups, a possible plan to begin researching the nature of effective faculty advising at Santa Clara University evolved. This plan would involve the creation of control and treatment groups of students to understand their advising needs. It was proposed that Bridge Program students serve as a control group, as these students are encouraged to make regular contact with their faculty advisors. The treatment group would consist of students on academic probation, as they are frequently disconnected from campus life and have very limited contact with their faculty advisors.

Nedra Shunk requested that the Drahmman Center play a participatory role in any focus group discussions.

However by the end of winter quarter, the ADC decided to postpone the idea of focus groups in the spring quarter and instead, focus on planning. After discussions about the future of the ADC at a joint meeting with the Curriculum Development Council (CDC), it was determined that the ADC and CDC would be integrated into one group that would address issues of diversity and multiculturalism in advising and curriculum development. This new configuration will be referred to as the Advisor and Curriculum Development Council. The Faculty Development Office will co-sponsor events with the ACDC. The new Advisor and Curriculum Development Council will have two new members, Associate Dean for Inclusive Excellence, Dr. Jack Ling, and the new Drahmman Center Learning Resources Coordinator. The Co-Chairs of ACDC will be a previous CDC co-chair and an ADC co-chair.

Other significant events:

-Leslie Carson presented her research on Racial Identity and Academic Development of African American College Students to the CML associates.

-In the winter quarter the Advisor Development Council created an ANGEL page that included articles for discussion throughout the quarter at meetings as well as outside of scheduled meetings. This list included:

- 1) Torres, Vashti. (2003). Influences on ethnic identity development of Latino college students in the first two years of college, In *Journal of College Student Development*, v. 44, no.4, 532-547.
- 2) Hahs-Vaughn, Debbie (2004). The impact of parents' education level on college students: an analysis using the beginning post -secondary students longitudinal study 1990-92/94. In *Journal of College Student Development*, v, 45, no. 5, 483-500.
- 3) Littleton, Robert A. (2003). Community among African American students on small, predominantly white campuses: the unforeseen "minority within a minority" experience. In *NASPA Journal*, v. 40, no.4, 83-104.
- 4) Lundberg, Carol A. & Schreiner, Laurie A. (2004). Quality and frequency of faculty-student interaction as predictors of learning: an analysis by student race/ethnicity. In *Journal of College Student Development*, v. 45, no 5, 549-565.

### **G. Diversity Speaker Series**

The 2004-2005 Diversity & Dialogue Council (DDC), was co-chaired by Professor James Lai (Winter Quarter) and Tam Nguyen (Fall, Winter, and Spring Quarter). The council consisted of 3 faculty members, 5 staff members and 4 student members. In addition to the objectives of the Diversity Speakers Series, the DDC served the SCU community with the following outcomes in mind: 1) to meet at least once a quarter with an additional meeting based on need; 2) to engage in evaluation discussions following each program to assess whether the program objectives were met and whether the strategies were effective; 3) to recruit 2-3 more student representatives; and 4) to engage in classroom and group discussions that will build a supportive multicultural environment.

The Diversity and Dialogue Council also approved funding for the following projects:

**\$1500, Aldo Billingslea, Department of Theater and Dance**

Project Title: Guest Lecturer, Jonathan Adams

Project Description: (see above)

**\$1000, Rosa Guerra Sarabia, Women's and Gender Studies Department**

Project Title: Women's History Month Programs

Project Description: (see above)

During the Spring quarter, DDC organized “**David Roche: Keynote Speaker, Humorist, Performer**” to address ability and disability as an area of diversity. DDC brought David Roche to the campus to share his extraordinary story as a man with a facial disfigurement and ongoing and ethical challenges that people with disabilities deal with.

**H. Women of Color Network**

The Women of Color Network (WCN) is a collaborative effort between the Program for the Study of Women and Gender and the Center for Multicultural Learning to create events and forums dealing with issues pertinent to women of color from SCU.

Significant events:

-The WCN hosted a reception and walk-through of a Poster Series in honor of International Women's Day on Tuesday, March 8, 2005.

- The Women's and Gender Studies (WGST) Program has also volunteered to fully incorporate WCN into WGST core programming once the funding from the Irvine Grant is concluded in June 2007.

The WCN also maintains an email list group to which information is sent regarding issues, invitations pertaining to women of color (scholarship announcements, etc.)

In addition, the following projects were funded with this line item:

**\$500, Rosa Guerra Sarabia, Women's and Gender Studies Department**

Project Title: Women's History Month Programs

Project Description: (see above)

**APPENDIX F**  
**Revised Financial Status Report for June-December 2004**

## Financial Status Report for June-Dec 2004 (revised)

Budgeted Items	Amount Budgeted	Expenditures	Totals to Date	Total Remaining	% Remaining
<b>Student Access Initiatives - \$15,900</b>					
Youth Empowerment Program	\$3,900	\$0.00	\$18.32	\$3,881.68	99.53%
Noche Latina and SADIE Enhancement	\$12,000	\$1,286.70	\$4,394.39	\$7,605.61	63.38%
<b>Student Success Initiatives - \$315,610</b>					
Enriched Orientation & Family Engagement*	\$37,400	\$3,764.42	\$9,355.60	\$28,044.40	74.99%
Diversity Leadership Program**	\$197,500	\$46,971.94	\$101,290.03	\$96,209.97	48.71%
Faculty Advisor Development	\$9,000	\$68.66	\$3,330.66	\$5,669.34	62.99%
Diversity Outreach & Student Success Coordinator ***	\$71,710	\$7,651.97	\$13,766.11	\$57,943.89	80.80%
<b>Faculty of Color Inclusion in Excellence - \$60,000</b>					
Faculty of Color Support Project	\$60,000	\$2,638.78	\$40,786.47	\$19,213.53	32.02%
<b>Curriculum Initiatives - \$108,000</b>					
Open Grants	\$45,000	\$0.00	\$11,567.20	\$33,432.80	74.30%
Business School Curriculum Projects	\$45,000	\$0.00	\$0.00	\$45,000.00	100.00%
Unity House: Diversity & Civic Engagement	\$18,000	\$2,590.31	\$10,821.36	\$7,178.64	39.88%
<b>Co-curricular &amp; Inter-Group Initiatives - \$52,500</b>					
Student Cultural Support Projects	\$21,000	\$2,000.00	\$12,889.88	\$8,110.12	38.62%
Diversity Speaker Series	\$15,000	\$2,159.45	\$14,495.88	\$504.12	3.36%
Women of Color Network Funds	\$3,000	\$440.05	\$1,965.50	\$1,034.50	34.48%
Associates Network	\$9,000	\$668.69	\$3,615.38	\$5,384.62	59.83%
Inter-Group Dialogues	\$4,500	\$0.00	\$1,390.34	\$3,109.66	69.10%
<b>Assessment &amp; Communication Plan - \$47,990</b>					
Assessment Team Fees, Development	\$35,990	\$376.70	\$7,295.56	\$28,694.44	79.73%
Marketing/Communication	\$12,000	\$243.65	\$5,819.22	\$6,180.78	51.51%
			\$242,801.90		
Totals	\$600,000	\$70,861.32	0	\$357,198.10	59.53%

NOTES:

The following are commonly referred to at Santa Clara University as the LEAD Programs (refer to Evaluation Report)

\*LEAD: First Generation College Student Orientation & Family Engagement

\*\* LEAD: Summer Bridge Program

\*\*\* LEAD Programs Coordinator