



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

**6th Semi-Annual Report
July, 1, 2005 – January 31, 2006**

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Executive Summary

We continue to document the incremental progress that Santa Clara University has made weaving multicultural understanding and inclusion into different domains of campus life, in areas such as enrollment, retention efforts, curriculum development and planning, diversity pedagogy, academic success, and campus climate. Some illustrative examples:

- Enrollment: In Fall 2005, we see a drop in African American student enrollment from Fall 2004. Based on a ten-year enrollment trend, Fall 2004 may be considered an anomaly; and Fall 2005 is consistent with most of the previous years. However, we also see a drop in Hispanic American student enrollment as well as Asian/PI American student enrollment from previous years. While this slight decrease in Asian/PI may be unimpressive, a drop in Hispanic American student enrollment has occurred in the last three consecutive years. Acknowledging this instance of lower diversity yield, the University, and the College of Arts and Sciences in particular, continue to work proactively on the recruitment and retention of underrepresented students, faculty, and staff.
- Student retention and success: The most recent data on Bridge and LEAD students demonstrated the same pattern of success in such areas of self-confidence, orderly progress toward graduation, leadership participation, and academic performance in first two Quarters. As reported earlier, the better academic performance was neither statistically significant nor persistent. In response to this, the university is considering an expanded academic support program, and a more criteria-based way of identifying students for the Bridge and LEAD experience.
- We continue to provide grants to faculty and students of color; and the benefits continue in both quantitative and qualitative ways.
- CML and the Office of Faculty Development continue to make significant gains in such areas as diversity pedagogy and syllabi revisions. Participants in sponsored workshops were disciplinarily and culturally diverse. The pedagogy workshop on “Race in the Classroom” drew a record crowd of faculty members and senior university administrators. Another workshop on “Race and Ethnicity and Student Learning” is already planned. Also, significantly more faculty proposals were received in the Fall Quarter of 2005 than in earlier periods.
- Proposed to initiate diversity programming *across* the University’s Residential Learning Communities.
- The new Associate Dean of Inclusive Excellence and Executive Director of CML conducted an assessment of CML and multicultural education at the University. In November, 2005, he presented a plan to the Provost and her staff on changes that will enhance the efficacy of CML and promote the institutionalization of inclusion, campus wide. Subsequently, the Dean of the College of Arts and Sciences presented this same plan to the University’s Planning Committee.
- In addition to the Center’s regular support of diversity speakers on campus, a new Speakers Series was planned for 2006. A scholar-in-residence was also proposed.
- The College of Arts and Sciences has instituted new faculty recruitment procedures; and the new Associate Dean began reviewing new tenure-line proposals and participated in the search process in October, 2005.
- In the Fall of 2005, the College began its discussion on diversity in the Council of Chairs meetings; and further discussion and planning will continue into 2006. These discussions will commence within the

context of the University President's call to examine and strengthen educational programs. ("Diversity and Inclusive Excellence" was one of seven thought papers written in this connection.)

1. Introduction

In this sixth semi-annual report, we discussed and illustrated both the incremental gains in and short-term setbacks to multicultural inclusion at Santa Clara University. While progress continued in the areas of student retention, curricular development, faculty support and advancement, and general campus climate, gains from 2004 in enrollment eroded and academic performance leveled. Still, funding from the Irvine Foundation along with institutional support has made much of the sustained progress possible, especially in those areas related to curriculum, pedagogy, and research.

2. Narrative Progress on Selected Campus Diversity Initiative Objectives and 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 multicultural 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 in the evaluation is to provide both broad and specific indicators of our successes and of areas for institutional improvement and change. Data are collected in ways that will ensure the institutionalization of evaluation and research as a consistent barometer of our progress.

Through the extension of the grant until June 2007, we are assessing the university's progress towards all the goals outlined above. In this sixth semi-annual report, as per our evaluation plan (*Evaluation and Transformation: Using Research for Organizational Change*, June 2003) that was approved by the Irvine Foundation, we focus on our progress in meeting the following goals and objectives: (1) increasing recruitment 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, and (4) improving the campus climate.

B. PROGRESS IN ACHIEVING GOALS AND STRATEGIES

GOAL 1: INCREASE THE ENROLLMENT OF RACIAL MINORITY AND FIRST GENERATION COLLEGE STUDENTS BY INVOLVING STUDENTS LEADERS IN THE ADMISSIONS PROCESS.

We present the data below as a means of tracking our progress in increasing the enrollment of racial minority and first generation college students, indicators which can also be used to examine the effectiveness of the student component of this process.

Tables 1-3 chart SCU’s experience to-date on student enrollment:

- In Fall 2005 we see a drop in African American student enrollment from Fall 2004. Fall 2004 may be considered an anomaly since Fall 2005 is consistent with most of the previous years tracing back to Fall 1995.
- We also see a drop in Hispanic American student enrollment as well as Asian/PI American student enrollment from previous years. The Hispanic American student enrollment population has been slightly decreasing in the last three years. We see a significant drop in First Generation College Student enrollment.
- There is an increase in transfer student enrollment (excluding African American students) in numbers but compared to the overall enrollment, there is a drop in percent.
- Overall, we see a slight increase in applied and admitted students from all population, but the enrollment shows a decrease in those choosing to come to Santa Clara University.

Table 1: Fall Freshman Class Profile 1995-2005 by Race/Ethnicity and First Generation College Student (Percentages)

| Race/Ethnicity | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------------------|------|------|------|------|------|------|------|------|------|------|------|
| African American | 2.3 | 2.4 | 2.9 | 2.6 | 1.8 | 1.4 | 2.9 | 2.1 | 1.8 | 3.4 | 2.6 |
| Hispanic American | 13.9 | 13.3 | 13.1 | 14.9 | 12.8 | 15 | 13.1 | 11.4 | 13.8 | 13.0 | 11.8 |
| Asian/PI American | 22.2 | 20.0 | 18.3 | 18.1 | 18.9 | 17.8 | 19.0 | 22.0 | 15.6 | 19.1 | 17.0 |
| Native American | .6 | .7 | .5 | .4 | .6 | .5 | .3 | 1.1 | .1 | 0.7 | 0.7 |
| European American | 56.2 | 57.9 | 59.3 | 56.8 | 59.8 | 59.7 | 60.0 | 62.2 | 63.3 | 59.7 | 59.0 |
| First | NA | NA | NA | NA | NA | NA | NA | NA | 11.8 | 19.4 | 11.6 |

| Race/Ethnicity | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|----------------|------|------|------|------|------|------|------|------|------|------|------|
|----------------|------|------|------|------|------|------|------|------|------|------|------|

^a Data on first generation college student were only collected on admissions applications starting Fall 1995.

Table 2: Race/Ethnicity of Transfer Students as a Percentage of Total Transfer Students, Fall (actual number in parentheses)

| Race/Ethnicity | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|-------------------|------------|------------|------------|------|------|------------|---------------|---------------|--------------|-------------|
| African American | 1 (3) | 2 (3) | 4 (7) | NA | NA | .8 (1) | <1 (3) | 3.2 (10) | 7.07 (4) | 0 (0) |
| Hispanic American | 11 (14) | 17 (22) | 17 (28) | NA | NA | 22 (26) | 8.9 (29) | 12.7 (39) | 30.8 (16) | 15 (35) |
| Asian/PI American | 36 (47) | 25 (32) | 24 (41) | NA | NA | 24 (29) | 18.2 (59) | 21.8 (67) | 34.6 (18) | 25 (56) |
| European American | 45 (58) | 44 (44) | 43 (72) | NA | NA | 50 (60) | 36.0 (116) | 51.6 (159) | 26.9 (14) | 45 (102) |

Table 3: Applied and Admitted First Year Students by Race/Ethnicity

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|--------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| African American: | | | | | | |
| Applied | 2.4 (139) | 2.1 (129) | 2.1 (125) | 2.4 (150) | 2.9 (225) | 3.1 (272) |
| Admitted | 2.1 (76) | 2.5 (97) | 2.1 (86) | 2.1 (89) | 2.3 (103) | 2.8 (152) |
| Hispanic American: | | | | | | |
| Applied | 10.1 (594) | 11.1 (670) | 11.2 (652) | 12.0 (766) | 13.2 (1011) | 13.8 (1230) |
| Admitted | 11.2 (402) | 11.0 (422) | 9.6 (389) | 10.5 (442) | 11.0 (484) | 11.5 (624) |
| Asian/PI American: | | | | | | |
| Applied | 21.4 (1267) | 23.0 (1393) | 23.3 (1362) | 19.6 (1252) | 20.7 (1586) | 18.5 (1643) |
| Admitted | 20.2 (724) | 22.0 (841) | 22.6 (919) | 18.9 (798) | 19.7 (865) | 19.1 (1037) |
| European American: | | | | | | |
| Applied | 65.6 (3878) | 63.2 (3822) | 62.4 (3643) | 65.4 (4178) | 58.1 (4441) | 53.6 (4769) |
| Admitted | 66.0 (2370) | 69.0 (2447) | 64.9 (2643) | 67.9 (2870) | 62.2 (2730) | 55.6 (3012) |
| TOTAL: | | | | | | |
| Applied | | 5,910 | 6,049 | 5,842 | 6,388 | 7,649 |
| Admitted | | 3,592 | 3,823 | 4,075 | 4,224 | 4,388 |

GOAL 2. FOSTER THE ACADEMIC SUCCESS OF ALL STUDENTS, PARTICULARLY FIRST GENERATION COLLEGE STUDENTS AND STUDENTS OF COLOR.

STRATEGY: Programs to support first generation and under-represented racial minority students and their families were developed in 2003. This included a Diversity Leadership Bridge program implemented in the summer of 2003 to provide first generation, students of color, and students with low index scores (defined below) with leadership and educational opportunities designed to enhance their success at Santa Clara University upon entry and in the subsequent years. A third cohort of students went through the Bridge program in the summer of 2005. We have begun to follow the newest group of students, cohort 2005. Here we report the evaluation of the GPA's and credit completion for cohort 2004 and the start of cohort 2005 which only includes Fall 2005 grading period. (See Appendix C for a full description of all of the programs.)

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 (including the School of Engineering and the Department of English as well as the Program for the Study of Women and Gender) were involved in developing the LEAD Programs described below.

LEAD: First Generation College Students Orientation Program: In July 2005 students and their families participated in a tri-lingual orientation program specifically to help first generation college students and their parents. Speakers included SCU President Paul Locatelli, S.J. and representatives from the Financial Aid Office, current first generation college students and faculty. It also included translators in Spanish, Vietnamese and Tagalog to assist the parents.

LEAD: 2005 Summer Bridge Program: This program was aimed at helping already-accepted first generation students and students of color who desire a transitional program to develop leadership and academic skills that will enhance their immediate success at Santa Clara, as well as provide skills for continued advanced study beyond undergraduate studies. A total of 128 students with index scores below 2500 were invited to be part of the program. Thirty incoming first year students ultimately participated in the program. (See Appendix C for a full narrative of the Bridge Program.)

EXPECTED OUTCOMES AND BENCHMARKS (As per Evaluation Plan, Santa Clara University, 2003)

Expected Outcomes:

1. Increase the retention of racial minority and first generation college students.
2. Students involved in the Bridge Program will be more likely to be involved in mainstream organizations than students in the comparison group.
3. Students will report high satisfaction with the program.

Benchmarks:

1. Students involved in program will have 10% higher GPA's, credit completion, an retention than comparison group.
2. Students involved in the Bridge program will be more likely to be involved in mainstream organizations by the spring of their first year than are students in the

comparison group.

EVALUATION STRATEGY: To determine the success of the Bridge program in meeting its goals a longitudinal pre/post test design with a comparison group was used. Students in the Bridge program were pre-tested on a variety of items (including levels of confidence and likelihood of participating in various activities) when they first registered for the program (before even moving in on day one of the program) and then post-tested on the last day of the program (there is complete data on 29 of the 30 participants). The outcomes of these students are being compared to all students who were invited to the program who enrolled fall quarter.

COLLABORATORS: The LEAD Program involves several departments across the university (See Appendix C for more details). Some key players are: Staff from the Center for Multicultural Learning, the Drahmman Advising and Learning Resources Center, Faculty in the Department of English, the School of Engineering, the University President's Office, and student peer educators and community facilitators (CF's).

2005 COHORT

Bridge Program Students Had Higher Confidence Levels at the End of Program Than When They Started the Program (Table 4).

- Bridge students had significantly (at $p < .001$) higher levels of confidence at post-test compared to pre-test in the areas of participating in class discussions and asking questions in class.
- Changes were also noted in the areas of increased confidence talking with professors, making new friends, finding their way around campus, and knowing where to go for help (all significant at $p < .01$ level), as well as getting along with people of different backgrounds (at $p < .05$).

Overall, Students Were Satisfied With the Bridge Program (Table 5)

- Students were most satisfied with the academic classes (the engineering seminar, English classes, and the Chemistry/Religious Studies classes), as well as with housing, the social events, the floor meetings led by the Community Facilitators in the residence hall, as well as the team building activities. They were also very satisfied with the peer educators and the program staff.
- The lowest scores of satisfaction were with the amount of free time offered as well as with the meals. Though the students were not as satisfied with some parts of the Bridge program, the overall satisfaction with the program was very high with a mean score of 4.66 out of 5.00.

Table 4: Pre and Post Levels of Confidence in Bridge Sample

| Confidence in Ability to: | Pre-Test (n=29) Mean Confidence (range 1-10) | Post-Test (n=29) Mean Confidence (range 1-10) |
|--|--|---|
| Analyzing and writing about what you've read | 6.31 | 6.93* |
| Take good notes | 6.72 | 7.21 |
| Write class papers | 6.35 | 6.86 |
| Understand texts | 6.86 | 6.86 |
| Participate in class discussions | 6.31 | 7.79*** |
| Keep up with school work | 7.64 | 7.79 |
| Talk with profs | 7.10 | 8.00** |
| Ask questions in class | 6.48 | 7.76*** |
| Use the internet for research | 8.34 | 8.41 |
| Use the computer for word processing | 8.86 | 9.10 |
| Make new friends | 7.90 | 8.90** |
| Use SCU library | 7.41 | 7.72 |
| Find way around SCU | 6.79 | 8.07** |
| Do well on tests | 6.34 | 6.69 |
| Find the right major | 7.14 | 7.14 |
| Find professors you can relate to | 6.62 | 7.07 |
| Afford tuition for 4 years | 6.59 | 6.79 |
| Find students like you | 7.03 | 7.31 |
| Getting along with people of different backgrounds | 8.48 | 8.97 |
| Manage school/family responsibilities | 7.03 | 7.21 |
| Manage time effectively | 6.93 | 7.31 |
| Finding resources that you need | 7.14 | 7.74* |
| Being able to know where to go for help | 6.55 | 7.59* |

*** p < .001; ** p < .01; *p < .05

Table 5: Satisfaction with the Bridge Program (n=30)

| | Mean (range 1-5) |
|---|------------------|
| Usefulness of Full Bridge Program | 4.66 |
| PROGRAMMING | |
| Peer Educators helpful | 4.47 |
| Satisfaction with housing | 4.47 |
| Satisfaction social events | 4.34 |
| Bridge staff community meeting helpful | 3.80 |
| Satisfaction class location | 3.77 |
| Satisfaction family integration | 3.69 |
| Satisfaction location of workshops | 3.60 |
| Satisfaction timing of classes | 3.30 |
| Satisfaction types of workshops | 2.88 |
| Satisfaction with food | 2.77 |
| Satisfaction free time offered | 2.18 |
| ACADEMIC | |
| Engineering seminar helpful (n=10) | 4.50 |
| English class helpful | 4.45 |
| Chemistry/Religious studies class helpful | 3.80 |
| Technology training helpful | 3.35 |
| Vocation seminar helpful (n=22) | 3.22 |
| Study skills workshop helpful | 2.79 |
| Time Management workshop helpful | 2.76 |
| CO-CURRICULAR | |
| Family dinner helpful | 3.90 |
| Study Abroad workshop helpful | 3.38 |
| Jesuit workshop helpful | 3.61 |
| Spirituality workshop helpful | 3.19 |
| Retreat helpful | 3.00 |
| Mass helpful | 2.96 |
| SOCIAL | |
| City Beach Team building helpful | 4.57 |
| CF Floor Meetings helpful | 4.25 |
| Team Building helpful | 4.03 |

Table 6: 2004 Cohort & 2005 Cohort: Bridge and Comparison Groups, All Students – GPA and Orderly Progress, Fall 2004 - Fall 2005
GPA

| | | Bridge and Comparison Groups | | | | | | | | |
|---|-----|--------------------------------|----------------------|--------------------------|----------------------|--------------------------|------------------------------------|------------------------|------------------------------------|------|
| | | Fall 2004 (cohort '04) | | Winter 2005 (cohort '04) | | Spring 2005 (cohort '04) | | Fall 2005 (cohort '05) | | |
| GPA | | Bridge (n=29 ¹) | Comparison (n=89) | Bridge (n=29) | Comparison (n=89) | Bridge (n=29) | Comparison (n=98 ¹) | Bridge (n=30) | Comparison (n=96 ¹) | |
| | | LE 1.99 (Below C) | 0.0% | 10.1 ^a | 10.3% | 11.2% | 3.5% | 8.2% | 10.0% | 9.5% |
| | | 2.00-2.69 (C to C+) | 41.4 | 50.6 | 27.6 | 42.3 | 31.0 | 45.9 | 40.0 | 36.8 |
| | | GE 2.7 (B- or Higher) | 58.6 | 39.3 | 62.1 | 44.9 | 65.5 | 45.9 | 50.0 | 53.7 |
| Orderly Academic Progress made? ² | NO | 0.0% | 4.5% | 24.1% | 48.3% | 24.1% | 52.5% | 10.0% | 30.2%* | |
| | YES | 100.0 | 95.5 | 75.9 | 51.7 | 75.9 | 47.5** | 90.0 | 69.8 | |

* p <=.05; ^a p <=.10.

¹ No grade recorded for one comparison group student in Fall 2005

² Orderly academic progress defined as: Spring 2005 (third quarter) = 44 units or more, Fall 2005 (first quarter) = 12 units or more

Notes:

The Spring 2005 quarter (cohort 2004) grade point average of Bridge students and students from the comparison group are not statistically different. Although not statistically significant, nearly two thirds of Bridge students earned a 2.7 grade point average or higher compared to only 46% of students from the comparison group. Less than 10% of comparison group students and less than 5% of bridge students earned a 1.99 grade point average or lower.

Bridge students are significantly more likely than comparison group students to be making orderly academic progress after Spring quarter. Seventy-six percent of Bridge students are making orderly academic progress by Spring quarter compared to only 48% of students from comparison group.

The Fall 2005 quarter (cohort 2005) grade point average of Bridge students and students from the comparison group are not statistically different. Bridge and comparison group students appear to have similar grade point averages for the Fall term. The modal GPA category for both groups is 2.7 (B-) or higher and only 10% of students from both groups earned 1.99 or below.

Bridge students are significantly more likely than comparison group students to be making orderly academic progress after their first quarter at SCU. Ninety percent of Bridge students took and passed 12 units or more during the fall quarter compared to only 70% of students from the comparison group.

Table 7: 2004 Cohort & 2005 Cohort, Bridge and Comparison Groups, First Generation Students – GPA and Orderly Progress, Fall 2004 To Fall 2005

| | | First Generation and Comparison Groups | | | | | | | |
|--|--------------------------|--|----------------------|--------------------------|----------------------|--------------------------|----------------------|------------------------|----------------------|
| | | Fall 2004 (cohort '04) | | Winter 2005 (cohort '04) | | Spring 2005 (cohort '04) | | Fall 2005 (cohort '05) | |
| GPA | | Bridge (n=19) | Comparison (n=24) | Bridge (n=19) | Comparison (n=24) | Bridge (n=21) | Comparison (n=32) | Bridge (n=20) | Comparison (n=36) |
| | LE 1.99 (Below C) | 0.0% | 12.5% | 5.3% | 8.3% | 4.8% | 9.4% | 5.0% | 5.6% |
| | 2.00-2.69 (C to C+) | 21.1 | 50.0 | 21.1 | 45.8 | 28.6 | 59.4 | 55.0 | 55.6 |
| | GE 2.7 (B- or Higher) | 78.9 | 37.5 | 73.7 | 45.8 | 66.7 | 31.3* | 40.0 | 38.9 |
| Orderly Academic Progress made? ² | NO | 0.0% | 8.3% | 26.3% | 54.2% | 23.8% | 54.6% | 10.0% | 27.8% |
| | YES | 100.0 | 91.7 | 73.7 | 45.8 | 76.6 | 45.5* | 90.0 | 72.2 |

* p <=.05; ^a p <=.10.

¹ Orderly academic progress defined as: Spring 2005 (third quarter) = 44 units or more, Fall 2005 (first quarter) = 12 units or more

Notes:

In Spring 2005 (cohort 2004), first generation college students from the Bridge group are significantly more likely than first generation college students from the comparison group to earn a grade point average of 2.7 or higher during spring quarter. Two-thirds of Bridge students earned a 2.7 GPA or higher compared to only one-third of students from the comparison group. Fewer than 10% of first generation college students from the comparison group and less than 5% percent of first generation college students from the Bridge group earned below a 1.99 grade point average.

Among first generation college students, Bridge students are statistically more likely to be making orderly academic progress than are students from the comparison group. More than three quarters of first generation Bridge students have made orderly academic progress by their Spring term compared to less than half of first generation college students from the comparison group.

The Fall 2005 quarter grade (cohort 2005) point average for bridge students who are first generation college students and students from the comparison group who are first generation college students are not statistically different. First generation college students from the Bridge and comparison group appear to have similar grade point averages for Fall term. The modal GPA category for both groups is 2.7 (B-) or higher and only about 5% of students from both groups earned a 1.99 or below.

Among first generation college students, Bridge students are not statistically more likely to be making orderly academic progress than are students from the comparison group. Ninety percent of Bridge students took and passed 12 units or more during the fall quarter compared to only 70% of students from the comparison group but these differences are not statistically different given the small number of cases.

GOAL 3: PROVIDE RESOURCES FOR FACULTY OF COLOR TEACHING AND RESEARCH TO ENHANCE SANTA CLARA’S ACADEMIC EXCELLENCE THROUGH FUNDING FACULTY OF COLOR SUPPORT PROJECTS FOR RESEARCH.

FORMATIVE EVALUATION. We funded 6 grants to faculty of color, all 6 were from the College of Arts and Sciences. Brief descriptions of grants are available in Appendix A: Description of Faculty and Staff Funded Grants.

GOAL 4: ADVANCE A MULTICULTURAL CURRICULUM THAT BROADENS THE EDUCATION OF ALL STUDENTS.

FORMATIVE EVALUATION. As part of our efforts to infuse diversity issues more broadly in our curriculum, the Center for Multicultural Learning and the University’s Core Curriculum Program planned a Curriculum Development Series (CDS) during April and June 2005. The CDS fostered the enhancement of faculty pedagogical approaches to teaching diversity issues. We received ten (10) syllabi revisions from faculty who participated in the Curriculum Development Series. Jack Ling, Executive Director of the Center for Multicultural Learning is also a member of the Faculty Development Board and a member of the University Core Curriculum Committee. He facilitated the Fall diversity pedagogy workshop which focused on faculty development in the area of diversity. This Winter and Spring quarter, the Center for Multicultural Learning plans to launch a speaker series as well as scholar-in-residence program to help strengthen the curricular mission of CML.

GOAL 5: IMPROVE CAMPUS CLIMATE AND EXPOSURE TO MULTICULTURALISM

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 8: 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-December 2004 | January-June 2005 | October - December 2005 |
| Persons of Color | 78.8% | 76.9% | 75.3% | 76.6% | 73.2% | 80.3% |
| European American | 21.2 | 23.1 | 24.7 | 23.4 | 26.8% | 19.7% |
| (Total) | (260) | (770) | (243) | (47) | (492) | (157) |

Note: See Appendix B for October-December 2005 program details. Programs prior to October 2005 have been described in previous Irvine reports. 52 of 209 cases are missing race/ethnicity of respondent.

Table 9: Reported Reasons for Attending Offered by Students

| | Pre-Phase II Programs (June –Dec. 2002) | | | | Phase II Programs | | | | | | | |
|---|--|-------------|------------------|-------------|-------------------|-------------|------------------|-------------|-------------------------|-------------|------------------|-------------|
| | Jan- Dec. 2003 | | Jan-June 2004 | | Sept-Dec 2004 | | Jan- June 2005 | | October - December 2005 | | | |
| | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student Of Color | Euro. Amer. |
| 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% | 20.2% | 41.4% |
| Personal interest | 94.3 | 53.3 | 87.6 | 51.9 | 82.7 | 51.4 | 81.3 | 42.9 | 85.2 | 56.3% | 79.8% | 58.6% |
| (Total) | (159) | (30) | (418) | (79) | (127) | (37) | (32) | (7) | (237) | (64) | (114) | (29) |

Note: Students who attended multiple sessions could be counted multiple times in the total. See Appendix B for October – December 2005 program details. Programs prior to October 2005 have been described in previous Irvine reports. 66 of 209 cases are excluded because we are missing either race and ethnicity or their reason for attending was other than “class requirement” or “personal interest”.

Table 10: What attendees learned or planned to do with lessons learned in the programs?

| | Pre-Phase II Programs (June –Dec. 2002) | | | | Phase II Programs | | | | | | | |
|----------------------------------|--|-------------|------------------|-------------|-------------------|-------------|------------------|-------------|-------------------------|-------------|------------------|-------------|
| | Jan- Dec. 2003 | | Jan-June 2004 | | Sept-Dec 2004 | | Jan- June 2005 | | October - December 2005 | | | |
| | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student of Color | Euro. Amer. | Student Of Color | Euro. Amer. |
| Improve Understanding /awareness | 52.8% | 68.4% | 59.9% | 56.6% | 71.1% | 67.6% | 46.7% | 27.3% | 81.7% | 65.2% | 41.5% | 47.4% |
| Transform/ Change | 47.2 | 31.6 | 40.1 | 43.4 | 28.9 | 32.4 | 53.3 | 72.7 | 18.3 | 34.8 | 58.5 | 52.6 |
| (Total) | (123) | (38) | (322) | (36) | (83) | (34) | (30) | (11) | (360) | (132) | (53) | (19) |

Note: See Appendix B for October-December 2005 program details. Programs prior to October 2005 have been described in previous Irvine reports. 137 cases of 209 are excluded because we are either missing race/ethnicity or how they will use what they learned or they gave a response other than “understanding/awareness” or “transform change”.

Analyses

The current analysis covers programs in the Fall 2005 quarter from October to December 2005 (Table 8-10).

- The attendance from student of color population is significantly higher than that of the European American population during the period of October – December 2005. There is a drop from the attendance from European American population from January – June 2005.

- Student of color population is more likely to attend due to “personal interest” than that of the European American population during the period of October – December 2005. European Americans are more likely attended due to “class requirement”. There is a slight difference in the European American population between attending for “class requirement” and “personal interest” from October – December 2005.
- There is an increase from the European American population to want to “transform and change” from the previous period of January – June 2005.
- We can conclude from the data that the European American population is most likely come to a multicultural program if it is linked to a class requirement more so than that of the student of color population in both the Pre-Phase II and Phase II of the Irvine Grant.

C. CHALLENGES/OBSTACLES AND LESSONS LEARNED

Those structural changes at Santa Clara University initiated around 2002 continue to pose challenges and obstacles to the institutionalization of co-curricular diversity education and multicultural inclusion. The institutional connections of CML to other University entities diminished or changed radically as it became a program within the College of Arts and Sciences. This loss of efficacy is especially true in the areas related to campus and residential life programming. With the elimination of the Multicultural Resource Center staff, the Center for Multicultural learning also lost its programmatic and educational connection with the multicultural student clubs on campus. In addition, with the succession of changes in staff members and administrators at CML, the effectiveness of its normally part-time staff (chiefly loaned from other administrative offices), eroded; and the earlier connections between the Center and other university offices also suffered. Finally, with the severe reduction of overall staff initiated programming across the Residential Learning Communities, diversity education became inadvertently reduced to those offered at UNITY, the sole multicultural theme hall. These unintended consequences of changes on the University level continue to negatively impact CML as an entity that was originally designed to promote multicultural learning and inclusion institutional wide. Also, as personnel changes occurred on the University administrative level, the original “voice” offered by the leadership of CML was not replaced.

Clearly, the structural changes on the university level unintentionally marginalized CML as the institution’s primary diversity programming and facilitation entity. In order to halt the erosion of co-curricular diversity programming and multicultural inclusion at Santa Clara University, this unfortunate and unintended legacy of institutional change needs to be addressed with some urgency. The hiring of the Associate Dean for Inclusive Excellence and Executive Director of CML is a promising first step toward the institutionalizing diversity and multicultural inclusion at the College of Arts and Sciences. However, much still needs to occur on the University level. Alone, the *curricular and personnel* gains promised on the College level will not be sufficient to promote structural and programmatic changes on the University level.

D. INSTITUTION-WIDE DISSEMINATION AND LEARNING

The information provided in this report will allow us to assess financially and programmatically what is effective and not effective in the current structure at the Center for Multicultural Learning as well as on co-curricular diversity and multicultural inclusion at the University. The report will be disseminated campus-wide as well as posted on the CML website.

Institutional-wide learning is explored at all levels. Jack Ling in his dual roles as the Executive Director of CML and the Associate Dean of the College of Arts and Sciences along with the other Deans met with the chairs of the academic departments and programs at their Fall Retreat to talk about diversity in hiring and in the curriculum. Diversity was also discussed at subsequent Chair Council meetings within the context of Annual Program Review and the President's New Directions. Throughout the Fall Quarter, Jack met with the heads of campus offices to talk about future collaborations on diversity initiatives and programs; and a multi-level diversity mentoring idea was discussed with those who work with alumni, community outreach, and career matters. Also, in November, Jack Ling gave a report on his assessment of diversity and CML to the Provost and her staff; and, in his presentation, he also submitted a reorganization plan for CML that placed it under the rubric of a proposed university level entity called the Office of Inclusive Excellence. Following Jack's presentation, the Dean of Arts and Sciences, Atom Yee, presented this reorganization plan to the University Planning Council.

CML also supported two Minority Undergraduate Fellows (MUFP) to attend the NASPA Multicultural Affairs Conference in the Fall. This support encouraged current students, Jennifer Bradford and Mayka Mei to consider a profession in Multicultural Affairs. They are set to do a program in Spring 2006 on a focused topic within Multicultural Affairs.

In his assessment of diversity and CML, Associate Dean Jack Ling learned that recent changes at the institution led to some unintended revelations and consequences. For example, four (4) of the six(6) CML program coordinators are really part-time liaison staff members on loan from other campus offices, the Multicultural Student Center is not administratively connected to CML, and diversity programming exists primarily in only one designated residential hall (UNITY). Jack learned that diversity is not yet institutionalized, and much of the diversity activities on campus are supported by the Irvine Foundation Funds. Paradoxically, the efforts of CML has sustainable gains mainly are in the College's academic domain.

E. PROGRESS TOWARDS GOALS AND STRATEGIES TO BE REPORTED IN JUNE 2006

- Build partnerships linking the Undergraduate Admissions Office with appropriate student led programs.
- Building partnerships with a wider range of offices on campus to create a comprehensive mentoring system for students of color.
- Continued tracking of the academic progress and retention of the 2004 and 2005 Bridge and comparison students.

- Develop a more comprehensive program of academic progress and support for students of color beyond the first quarter.
- Advance a multicultural curriculum and co-curriculum that would broaden the education of all students.
- Provide resources for faculty diversity development, and faculty of color in teaching and research to enhance Santa Clara's academic excellence; 2004-2005 retention analyses.
- Improve campus climate and increase exposure to and understanding of multicultural inclusion across the campus.

F. CAMPUS DIVERSITY INITIATIVE – FINANCIAL STATUS REPORT

| Budgeted Items | Amount Budgeted | Expenditures Jul-Dec05 | Totals to Date | Total Remaining | % Remaining |
|--|-----------------|------------------------|----------------|-----------------|-------------|
| Student Access Initiatives | | | | | |
| Access Council | \$2,000 | \$0.00 | \$0.00 | \$2,000.00 | 100.00% |
| Youth Empowerment Program | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Noche Latina and SADIE Enhancement | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Student Success Initiatives | | | | | |
| Enriched Orientation & Family Engagement* | \$14,000 | \$910.93 | 910.93 | \$13,089.07 | 93.49% |
| Diversity Leadership Program** | \$73,339 | \$62,802.37 | \$62,802.37 | \$10,536.16 | 14.36% |
| Diversity Outreach & Student Success Coordinator *** | \$36,552 | | | \$36,551.97 | 100.00% |
| Multicultural Curriculum Enhancement & Research Support | | | | | |
| Open Grants | \$21,000 | \$0.00 | \$0.00 | \$21,000.00 | 100.00% |
| Curriculum Development | \$40,000 | \$16,654.34 | \$16,654.34 | \$23,345.66 | 58.36% |
| Faculty of Color Support Project | \$15,000 | \$3,181.00 | \$3,181.00 | \$11,819.00 | 78.79% |
| Faculty Advisor Development | \$7,000 | \$227.33 | \$227.33 | \$6,772.67 | 96.75% |
| Unity House: Diversity & Civic Engagement | \$14,000 | \$4,295.89 | \$4,295.89 | \$9,704.11 | 69.32% |
| Campus Climate Initiatives | | | | | |
| Student Cultural Support Projects | \$10,000 | \$1,540.34 | \$1,540.34 | \$8,459.66 | 84.60% |
| CML Advisory Board | \$1,000 | \$892.24 | \$892.24 | \$107.76 | 10.78% |
| Diversity Speaker Series | \$15,000 | \$11,225.00 | \$11,225.00 | \$3,775.00 | 25.17% |
| Women of Color Network Funds | \$500 | \$0.00 | \$0.00 | \$500.00 | 100.00% |
| Associates Network | \$1,000 | \$317.42 | \$317.42 | \$682.58 | 68.26% |
| Assessment & Communication Plan - \$47,990 | | | | | |
| Assessment Team Fees, Development | \$14,000 | \$1,214.70 | \$1,214.70 | \$12,785.30 | 91.32% |
| Marketing/Communication | \$2,000 | \$472.52 | \$472.52 | \$1,527.48 | 76.37% |
| Totals | \$264,391 | \$117,962.84 | \$117,962.84 | \$224,369.72 | 55.38% |

Programming revised in April 2005 (some eliminated, some merged). New Allocation of funds for 05-06 and 06-07 begins July 1st, 2005.

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

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APPENDIX A. Description of Faculty & Staff Funded Grants

I. Faculty of Color Support Projects

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

\$2,180, Bridget Cooks, Art and Art History

Project title: “Research in New York for Harlem Exhibition Articles”

This project, “*Research in New York for Harlem Exhibition Articles*” supports Bridget Cook’s final research for the revision and publication of her article, “Exhibiting Black Culture without Black People – Harlem on My Mind: *Cultural Capital of Black America, 1900-1968, 1969*”. She has been asked to resubmit the article to *American Studies* after the completion of her revision. The grant will be used for travel in New York City to visit the Metropolitan Museum of Art and independent photographers in Harlem for photographs exhibition; research in the John Henrik Clarke Papers at the Schomburg Center and research in the Benny Andrews Black Emergency Cultural Coalition Archive at the Studio Museum of Harlem.

\$1,066, Rose Marie Beebe, Department of Modern Languages and Literature

Project title: “Translation of 19th Century documents from the Pueblo de San Jose de Guadalupe”

The focus of this project funds four Santa Clara University students to present their work at the California Mission Studies Association Conference. Their works consist of two parts: (1) an analysis of one of the legal cases which make up part of the documents they are translating. This case relates to the abuse of a young girl by her stepfather; (2) an analysis of the process of translation. The work is a translation of a series of documents from Mexican California which have never been translated before. The documents are drawn from the “Pueblo Papers” of San Jose. These consist of various official records of San Jose during the Spanish and Mexican periods.

\$1,001, Josef Hellebrandt, Department of Modern Languages and Literatures

Project title: “Promoting Civic and Community Engagement in Intermediate French, German, Italian and Spanish”

This collaborative project between faculty and students examines current definitions and practices of civic and community engagement in French, German, Italian and Spanish. This project aims to provide: (a) a summary of current definitions and practices of civic and community engagement in French, German, Italian, and Spanish and (b) a set of curricular and pedagogical guidelines for promoting civic and community engagement.

Course projects will be conducted in the Winter ’06 with student participants and during Spring ’06, they will develop curricular and instructional guidelines for incorporating civic and community engagement in intermediate university foreign language classes. The group will attend a conference on international civic engagement in Italy in May. (The funding of this project will specifically focus on the Spanish language development piece).

II. Diversity Speaker Series

The CML Advisory Board has been responsible to review and make appropriate decisions on submitted grant proposals for Diversity Speaker Series. The following projects have been approved and funded by this particular line item:

\$2,625, Aldo Billingslea, Theatre and Dance Department

Project title: “Martin Luther King Jr.”

Martin Luther King Jr. Night is an evening of cultural performances which serve not only to entertain the greater Santa Clara University community but to honor one of America’s greatest civil rights leaders. The night will be filled with cultural dancing, singing, poetry, theatrical act, and oratory. This program is coordinated by Igwebuike, a student club), along with members of the National Society of Black Engineers and Santa Clara University’s theatre department. This event will take place on MLK Jr. Day.

\$3,000, Matthew Smith, Campus Ministry

Project title: “Dream Alive! A Celebration of Black History with Kim and Reggie Harris”

This project celebrates historical figures including Rosa Parks, Benjamin Bannecker, Sojourner Truth, Dr. Martin Luther King, Jr. and others through music from Kim and Reggie Harris. This project would take place during Black History Month 2006. In conjunction with the concert, a workshop on “Music and the Underground Railroad”. The workshop will focus on songs and stories of the Underground Railroad. The project will be linked to courses and Residential Life Communities.

\$5,000, Teresa McCollough, Music Department

Project title: “Santa Clara New Music Festival 2006, featuring Guest Composer Chen Yi”

The focus of this project is to bring artists who are not in the “mainstream” western tradition of classical music to Santa Clara University. The New Music Festival will bring Chen Yi, whose music combines traditional Asian music with Western compositional techniques and aesthetics, thus creating a completely new type of global/international music. The grant will also support fees for Music at Noon: Firebird Youth Chinese Orchestra and Liu Weishan.

\$600, Philip Boo Riley, Religious Studies Department & Local Religion Project

Project title: “Worlds Apart: Screening, Panel, and Research Exploration”

This project is built around a showing of “The Worlds Apart Project,” a documentary film produced and directed by Dr. Maren Grainger-Monsen of Stanford University Medical School’s Bio-medical Ethics in Film Program. The documentary focuses on ethnic and/or religious identity played out in the efforts of four different individuals who navigate the medical systems handling their cases. The project will consist of the screening of the documentary with a panel of individuals drawn from local religious communities or organizations whose ethnicities or religious traditions are represented in the film.

III. Residential Council Programs

Residential Education Council (REC) fund speakers, trips, and meals in an effort to support the development of co-curricular multicultural education in the Residential Learning Communities (RLC's). The following projects have been approved and funded by this particular line item:

\$1588.26, Bridget Cooks, Ethnic Studies and Art and Art History Departments

Project title: "San Francisco Chinatown Alley Tour"

Bridget Cooks' "Introduction to the Study of Race and Ethnicity in the United States" class participated in a tour of San Francisco's Chinatown alleyways. The tour was provided by a highly motivated group of high school and college student volunteers who are part of Chinatown's Adopt-an-Alleyway program. The Adopt-an-Alleyway program was started because Chinatown residents wanted to educate the public about the history of Chinese in San Francisco. The hope was that if people were aware of the rich history of Chinese in San Francisco and understood the contributions that the Chinese have made, visitors and residents would take pride in Chinatown and help to keep it a clean and safe place to live, work, and visit. The tour reinforced many of the issues about Chinese immigration that were discussed through course essays and class discussions. Being in Chinatown made the history and the contemporary culture of Chinese Americans come alive for the students. The trip was one of the highlights of the quarter. Students enthusiastically expressed their gratitude for new knowledge acquired because of the trip.

\$63.00, Adrian Vargas, Theater Department

Project title: "Cantinflas!" Production

As part of his course, "Chicano Theater", Adrian Vargas took his class and any interested Unity resident not enrolled in his course to see this play. Staged by Teatro Visión, "Cantinflas" pays homage to the comedic style and life of Mexican icon Mario Moreno, better known as ¡Cantinflas!. Herbert Sigüenza, of the troupe Culture Clash, wrote and starred in this play about the legend of Mexican cinema, and won over audiences worldwide with his brand of unique physical comedy and social satire. This production was presented bilingually in Spanish and English.

\$270.63, James Lai, Ethnic Studies and Political Science Departments

Project title: "San Jose Historic Chinatown Tour" – need to edit

James Lai's "Introduction to Asian American Studies" participated in a tour of a replica of the Ng Shing Gung which was originally built in San Jose's Heinlenville Chinatown in 1888. The ground floor had functioned as a community center with a Chinese calligraphy and literature classroom for children. The temple housed statues of five divinities: Kwan Yin, Goddess of Mercy; Choi Sun, God of Wealth; Cheng Huan, God of Canton City; Kwan Gung, God of War and Justice; and Tien Hou, Queen of Heaven. Heinlenville was dismantled in 1949 when it became property of the City of San Jose due to Bankruptcy. It was not until 1991 that this piece of history was recovered, when the Ng Shing Gung was replicated and dedicated to the community by the Chinese Historical and Cultural Project. The Ng Shing Gung replica is now part of the History Park, at Kelley Park, San Jose. Today it serves as a museum with exhibits.

\$150.00, Adrian Vargas, Theater Department

Project title: "Visiting actor Rosamaria Escalante from El Teatro Campesino"

As part of his “Chicano Theater” course, Adrian Vargas brought Rosamaria Escalante to the Unity RLC. Ms. Escalante was a member of the Teatro Campesino from the late 60’s to the early 70’s and spoke eloquently about the Chicano Theater movement in general and Teatro Campesino specifically.

APPENDIX B. Description of Student Support Grants

Student Cultural Support Grant

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:

\$280, Barkada

Project title: Barrio Fiesta

Coordinated by the Filipino student group, this project celebrates the end of Filipino American Heritage Month in October. The Barrio Fiesta features Filipino American music, dance, and culture. This event includes workshops on martial arts and Filipino script writing. This project exposes the Santa Clara community to the Filipino American culture through combining both the old traditions in the Philippines and the new culture in America.

\$500, Latino Business Student Association (LBSA)

Project title: National Hispanic Business Association Conference

Latino Business Student Association sponsored 31 students to attend the National Hispanic Business Student Association in Houston, Texas. This conference not only helps prepare students to transition into the business world but it was also a great forum for Latino students to get connected with professionals from their ethnic community. The students can learn from a variety of motivational speakers who really inspire them. LBSA has attended this conference five years in a row and continually has a positive effect on the organization.

\$500, M.E.Ch.A

Project title: Raza Day 2005

Raza Day 2005 is an annual event which exposes Latino High School youth the college experience by connecting them to current college students, resources and workshops. This year’s Raza Day is expected to be attended by 75 students with a geographically diverse turn-out from the various surrounding communities. Some of the workshops included, Latino Empowerment, Resume Building and Life after College. The day also included performers ranging from Peruvian dance to Ballet Folklorico. The event not only celebrates the Latino culture but also gives Latino High School youth exposure to college life.

APPENDIX C. LEAD Summary Report

Leadership Excellence and Academic Development Programs (LEAD)

LEAD: First Generation College Student Orientation Program: July 16, 2005

This was the third orientation program offered to incoming first generation college students. Students were self-identified from their SCU college application. All first generation college students (150) received an invitation to the one-evening event along with their Welcome Packets which are sent to all incoming students announcing the New Student Orientation Programs. In order to capture more students and avoid confusion with New Student Orientation, the title of the program was changed to An Informational Meeting for First Generation College Students and Their Families. We had 52 students RSVP, and 20 attend the event. Format was maintained as in previous years with a panel of speakers (faculty and students) and break-out session in Spanish. Financial Aid consultations were provided with 3 financial aid counselors available for individual meetings. All families in attendance received a multilingual Parent Guide with information on resources and support strategies for families. Father Locatelli, SJ gave the welcome on behalf of the University community.

For our final orientation program, we are coordinating efforts with New Student Orientation to have a concurrent session for first generation college students and students of color. This would help provide more information to more parents and students as the Summer Orientation Programs has 5 sessions in the month of July and one in September.

LEAD: Family Engagement Program: Fall 2005: Multilingual newsletter was mailed in Fall quarter to families of first generation college students in their first year at SCU.

LEAD: Summer Bridge Program 2005: August 28-September 14, 2005: The Summer Bridge Program sent invitations to apply to 128 first generation college students and students of color with an index score of 2500 and below (a measure established from the Undergraduate Admissions Office). 52 applications were received and 30 students were accepted. The focus in acceptance is assisting first generation, students of color and a diverse population. Schedule and courses remained similar to last year, with exception to the Religious Studies course which replaced the Women's and Gender Studies course from Summer Bridge 2004. LEAD received the collaboration from the Engineering Department which assisted financially with 5 students. The President's Office also continued their support with the financial sponsorship of 3 students.

LEAD: LEAD Seminar Course: Winter 2006. University Advisor, Laura Fujieda, is planning the LEAD Seminar Course which will take place in Winter 2006. This class is only offered to first generation college students and students of color in their first year at SCU.

Reported by Rosa Guerra Sarabia for the Irvine Report

APPENDIX D. College of Arts and Sciences Diversity Initiatives

- At the Council of Chairs Retreat in the Fall of 2005, Atom Yee emphasized that diversity and inclusion will be central to his tenure as the College's new Dean. Dr. Yee's presentation was followed by the an explication of how the Associate Dean for Inclusive Excellence (ADIE) will work with the leadership at the College in such areas as the recruitment and retention of faculty, faculty and curricular development, and the overall assessment of diversity.
- Ethnic Studies and Women's and Gender Studies Programs will work directly with the ADIE.
- The ADIE was also made Executive Director of CML, and charged with the assessment and reorganization of multicultural programming and support of organizations on campus.
- A full-time Director position for the Center of Multicultural Learning (CML) was approved; and an interim Associate Director was hired in October, 2005.
- A visiting diversity scholar-in-residence position and an interdisciplinary and intercultural speaker series (for 2006) were approved for CML. (Note: CML is a member of the College of Arts and Sciences.)
- The ADIE was enlisted as a member of the University's Faculty Development Council, and as a non-voting member of the University's Curriculum Committee. He was invited to write an essay on inclusion in the Fall Faculty Development Newsletter.
- All departments and programs agreed to consult with the ADIE on the formulation of proposals for new tenure-track positions.
- The Council of Chairs also agreed to include the ADIE in all or most stages of future tenure-track searches.
- The ADIE and four members of the faculty led a successful and well attended diversity pedagogy workshop (co-sponsored by the University Faculty Development Office).
- The ADIE submitted different diversity centered workshop proposals to regional, national, and international conferences. In one, a team of faculty from the College will be co-presenters.
- A diversity assessment and reorganization report was presented by the ADIE to the Provost and her staff; and a proposal for a University Office of Inclusive Excellence was made by the College Dean at the University Planning Council.

APPENDIX E. Description of Diversity Initiative Councils and Networks

Councils

Advisor and Curriculum Development Council

In 2004-2005 the Advisor Council (AC) merged with the Curriculum Development Council (CDC) because the CDC faculty curriculum development programs overlap with the advisor development programs. The combination of the two councils (ACDC) will focus on programming on multicultural course content, multicultural pedagogy and multicultural advising. Laura Fujieda and Diane Jonte-Pace will co-chair the council.

Diversity Dialogue Council

The 2005-2006 Diversity & Dialogue Council (DDC), co-chaired by James Lai and Tam Nguyen reconvened during the fall quarter to revisit the charge of the council. For the remainder of the academic year, the DDC plans to address campus climate issues by focusing on the student-centered perspectives and co-sponsoring various department programs that are aligned with the goals of the DDC.

For the winter quarter, the council hopes to co-sponsor two programs. First, a student initiated discussion about the College of Arts & Sciences' Ethnic Studies/Women's & Gender Studies core requirement. This program would allow students to express their concerns about the core requirement that does not expect students to take courses in both Ethnic Studies and Women's & Gender Studies. Last, the Ethnic Studies Program plans to host a *Distinguished Alumni Speakers Series*. This program would address the impact and significance of diversity education.

For the spring quarter, the Women's & Gender Studies Program plans to host a lecture with Scott Tsuchitani to discuss his work with a Geisha exhibit and the intersections between ethnicity and gender.

The DDC will make every effort to address the campus climate by supporting these various programs as well other department sponsored programs that may develop throughout the academic year.

Residential Education Council

This past spring in preparation for the 2005 fall quarter, the Residential Education Council (REC) continued to fund speakers, trips, and meals in an effort to support the development of co-curricular multicultural education in the Residential Learning Communities (RLC's). As in the past, our primary focus has been funding projects that are related to courses offered through the Unity RLC whose theme is diversity and civic engagement. While the bulk of the co-curricular programming has been in affiliation with Unity, the REC actively seeks to fund programming in RLC's other than Unity.

This fall the REC convened with four new members. As in the past the committee consists of two faculty Directors, one from the Unity RLC, two Resident Directors, one from the Unity RLC, and a student who also

serves as the Community Facilitator from the Unity RLC. In preparation for the winter quarter, the Residential Education Council has solicited proposals for co-curricular programming from faculty who will be teaching RLC-affiliated courses with RLC's other than the Unity RLC. We received two strong proposals and are currently in the process of reviewing them. In addition, the Unity RLC solicited proposals from Unity-affiliated faculty for co-curricular programming this winter. We have a number of proposals ranging from trips to bringing in guest speakers. We will also be looking at bringing back Maria Amparo Escandon in the winter.

This fall in an effort to engage the other eight Residential Learning Communities on campus, the Unity Residential Learning Community funded and organized a talk by awarding winning writer and screenwriter Maria Escandon. She was brought as part of Juan Valascos' "Chicano Literature" course. The talk was to take place in an RLC other than Unity in an effort to seed multicultural programs in other RLC's. Unfortunately Maria canceled due to an illness in her family the day before the event. However, this strategy for bringing multicultural programming to other RLC's on campus is a model we hope to duplicate this coming winter.

Associates Network

In the Fall 2005, CML re-launched the Associates Network by renewing its current members as well as recruiting new members. The Associates is a network of individuals ranging from faculty, staff to students who are committed to diversity, inclusion and multiculturalism. The Associates Gathering was coordinated in the month of November where the topic of discussion focused on faculty members who participated in the Curriculum Development Series. This program gave the faculty an opportunity to share their experience revising their curriculum to include diversity and multiculturalism. The panel included Michael Ballen from Liberal Studies, Marilyn Edelstein from English and Chad Raphael from Communication.

Women of Color Network

Fall 2005. No programs took place for this Network in the fall quarter.