



2019-2020
Annual Department Review
Intercultural Resource Center

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Section 1: Department Planning

Internal Analysis

As a function of the 2015-2020 Asian American Native American Pacific Islander Serving Institution (AANAPISI) grant, the Intercultural Resource Center has increased in size and scope since its opening in Spring 2017. The vibrant center has served 400+ students with the multiple services provided in the office. IRC services include a peer mentorship program, a student leadership program, a study area, cultural events, leadership conferences, and equity based professional development. In addition to these services, IRC services have been piloting the use of predictive analytics, through Civitas data management, to determine how to deploy resources and adjust service curricula.

Use of mentorship services has increased from 96 students (2015-2016), 112 students (2016-2017), 132 students (2017-2018), and ending this year with 144 students (2018-2019). Taking a holistic approach, we facilitating student growth by having them examine their values, identity, and long term goals within the context of their community. Along with increasing mentorship usage we have noticed that students who have attended at least 3 sessions per semester have a greater rate of success. We have successfully increased our session per student ratio to 3.15. A focus for the upcoming year is to shift away from academic discipline (i.e. attend class and submit assignments on time) and focus on academic/personal engagement and growth (i.e. build relationships with faculty and base class assignments on personal background/experiences).

The increase of IRC visits and workshop attendance has dramatically increased from 162 visits (Spring 2017), 757 visits (2017-2018), to 1383 visits (2018-2019). Our average workshop attendance is has also increased 5 students to 12 students. These increase are attributed to the reliance on students facilitating workshops, stronger marketing/in reach efforts, and constant evaluation of workshop facilitation and engagement. Our focus for this year will be to reach our distance learning students by streaming workshops and engaging them through canvas by uploading tools and strategies.

The leadership program had a total 11 student leaders this past year (2018-2019), who worked on multiple projects to develop their leadership skills. 3 student leaders presented workshops at the Asian Pacific Americans in Higher Education (APAHE) Conference in Oakland, CA. 8 students developed a transportation proposals on how to reduce transportation costs for Coastline students. For AAPIphany, Asian American Pacific Islander (AAPI) student leadership summit, the student leaders created the AAPIphany Student Committee. As the AAPIphany Student Committee, they designed the marketing efforts, the conference theme, and facilitated 4 of the workshops. Through these efforts, AAPIphany had 65 participants from all over Southern California. Participants included students from Irvine Valley College, CSU Los Angelines, CSU Fullerton, El Camino College, and UC Irvine.

Survey Results

Out of 779 respondents, 5.5% have visited the Intercultural Resource Center and utilized its services. These respondents were asked to rate their level of **satisfaction** with the services provided by the Intercultural Resource Center. The results are shown in Table 31.

Table 31: *Satisfaction with IRC Services*

Answer Options	Satisfied	Dissatisfied	Response Count
Effectiveness of mentorship services	91.4%	8.6%	35
Availability of information	97.1%	2.9%	34
Workshops and seminars	91.4%	8.6%	35
Communication	97.1%	2.9%	35
Study environment	94.4%	5.6%	36
Hours of operation	97.1%	2.9%	34

The majority of respondents are satisfied with the **effectiveness** of mentorship services (91.4%), the **availability** of information (97.1%), **workshops** and **seminars** (91.4%), **communication** (97.1%), **study environment** (94.4%), and **hours** of operation (97.1%) at the Intercultural Resource Center.

Service Area Outcome(s)

The Intercultural Resource Center services have been able surpass all objectives within office, increasing every year since inception. This has occurred through weekly department meetings that focus on monitoring and tracking quality of interactions, and continual marketing to targeted populations. As the Title III AANAPISI grant closes after this year, a long term plan will be required for sources of funding, how services can serve other student populations, and personnel needs.

SAO 1: Increase of mentorship usage and effectiveness.

SAO 2: Increase of IRC visits and workshops attendance.

SAO 3: Increase of IRC workshop satisfaction.

SAO 4: Increase of IRC student leadership satisfaction.

Table 1 Service Area Outcomes (SAOs)

Service Area Outcomes	Measures and Targets
Increase of mentorship usage	Goal 2015-2016: 84; Actual 2015-2016: 96 Goal 2016-2017: 96; Actual 2015-2016: 112 Goal 2017-2018: 120; Actual 2017-2018: 132 Goal 2018-2019: 125; Actual 2018-2019: 144
Increase of mentorship effectiveness	Satisfied students % Goal: 90%; Actual: 95.3%
Increase of IRC visits	Spring 2017 Visits Goal: 100; Actual: 162 Fall 2018 Visits Goal: 150; Actual: 418 Spring 2018 Visits Goal: 200; Actual: 339 Fall 2018 Visit Goal: 250; Actual: 815 Spring 2019 Visits Goal: 300; Actual: 568

Increase of IRC workshops attendance	2017-2018 Total Workshop Attendance Goal: 80 students 2017-2018 Actual: 150 students 2018-2019 Total Workshop Attendance Goal: 100 students 2018-2019 Actual: 214 students
Increase of IRC workshops satisfaction	2017-2018 Average Score For Workshops Goal (1-5): 4.0; Actual: 4.6
Increase of IRC student leadership satisfaction	2015-2016 Average Score For Leadership Program Goal (1-5): 4.0; Actual: 4.2 2016-2017 Average Score For Leadership Program Goal (1-5): 4.0; Actual: 4.33 2017-2018 Average Score for Leadership Program Goal (1-5): 4.0; Actual: 4.46

Progress on Initiative(s)

Table 1.2 Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
AAPI Fall to Fall Persistence Rate Increase – Defined by AANAPISI grant	Completed	The 5 year goal was accomplished within the 1 st year.	Goal by 2020: 73% Actual: 80.2%
AAPI AA/AS Degree Completion Within Three Years - Defined by AANAPISI grant	Completed	The 5 year goal was accomplished within the 1 st year.	Goal by 2020: 45 Actual: 64
AAPI Degree Seeking Students - Defined by AANAPISI grant	In-Progress	Due to the outreach nature of this initiative, it has been challenging developing activities to increase # of degree seeking students.	Goal by 2020: 732 Actual: 457
IRC Expansion – Expanding use of holistic, student center services to other student populations.	In progress	Plans to start Umoja for Fall 2020 with IRC support and strategies. Challenge has been stretching the grant services beyond Garden Grove Campus without additional staff.	Persistence rate of students who use services at least 3 times: 92.3% Number of students from different backgrounds due who will be peer mentors: 2.
Pacific Islander Higher Education Initiative – Developed through the collaboration of Orange County AANAPISIs (IVC and UCI); Increase of Pacific Islander student enrollment and use of AANAPISI services.	In Progress	Year 1: Focus has been to build relationships and shared goals with community leaders and organizations. Timeline needs to be adjusted by a year.	A total of 4 Pacific Islander organizations have begun meeting on a monthly basis and has led to separate meeting for Orange County AAPI organizations.

Department Planning and Communication Strategies

Weekly department meetings: Meetings with the hourly team meets together to discuss performance data. Performance data includes workshops evaluations, mentorship records of interview, and student visits, as well as student academic performance. These discussions include analysis of the data, effectiveness of activities, and adjustments that need to be made to project structure and staff development. Predictive analytics data is also shared to adjust strategies and develop a better understanding of student needs within higher education.

Title III AANAPISI Project Log: Summary of the AANAPISI grant components that records updates through the grant year (October 1st to September 30th the following year). Summary is written by AANAPISI project director and is shared to the Dean of Institutional Effectiveness and AANAPISI advisory committee. Dean of Institutional Effectiveness provides recommendations on grant activity adjustments.

Title III AANAPISI advisory committee meetings: Composed of multiple units and departments invested in the grant activities and outcomes. Project performance and long term plans for grant components are discussed by the committee members.

Campus partner meetings: With campus partners, we discuss success and challenges with strategies, SAOs, and performance data. The data provides context for dialogue on how to improve our partnerships and integration of services.

Coastline Pathways

While the AANAPISI team has been introduced to thirteen design principles and the outcomes for Coastline pathways, they have been able to actively participate in design teams/workgroups due to their hourly schedule. Upon assessment of their knowledge a majority of the team can name all the design principles and core teams.

The AANAPISI grant in conjunction with Coastline Pathways has provided funding for Dr. Kathy Obeir to speak and facilitate workshops with our managers, staff, and faculty about diversity and inclusion on earlier this year.

The AANAPISI director has sits on the persistence design team, contributing knowledge and strategies on student persistence. The director will also be support the Student Advisory Team (SAT) for Coastline Pathways, providing student feedback on pathways designs.

Implications of Change

As mentioned before, the success rate of the IRC begs the question on how these services can be scaled. We plan on scaling the mentorship service to each campus as well as academic departments. We will begin working with CTE programs and other faculty who identify stellar students to be become mentors and leaders for the upcoming Spring semester. This will create a continual cycle of 2nd year and 3rd year students supporting and developing community around 1st years students.

These efforts will bolster student success and persistence by using a holistic culturally relevant approach. These efforts can be support supported with by increased communication with the academic success coaches, tutors, and retention specialists. Along with collaboration with units across the college,

we need to collaborate with the similar retention efforts at OCC and GWC such as the cultural centers, Puente, and Umoja programs.

Section 2: Human Capital Planning

Staffing

Table 2.0 Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	AANAPISI Project Director	0	0	0	5 Hourly
Current year	AANAPISI Project Director	0	0	0	3 Professional experts (1 Project Assistant and 2 Project Coordinators)
1 year	Director (from Student Services)	0	0	2	1
2 years	Director (from Student Services)	0	0	3 (1 coordinator for Newport Beach Campus)	2 (additional project assistant to support mentorship at Newport Beach Campus)
3 years	Director (from Student Services)	0	0	3	2

Professional Development

Professional development has been used for three primary purposes with within the AANAPISI program. First, staff and faculty workshops focused focus on understanding equity and cultural lenses. These usually include a third party speaker to run facilitate these workshops. Usually “one and done” events, we are beginning to tie these workshops with to guided pathways. By doing this, professional development can be followed up with activities and projects initiated by the guided pathways programs.

Second, attend conferences to develop culturally relevant practices and apply to the guided pathways diversity workgroup. These conferences have helped us identify best practices such as facilitation guides, creating intergroup dialogue, metrics for diversity and organizational change.

Third, consultation or trainings focused on developing the AANAPISI program and workshops. Through these workshops the AANAPISI team and student workers develop intentional practices on building community at Coastline. These consultations have improved our service curricula by having the team understand the eco-system the AANAPISI program creating has created around students.

For future professional development, the team will need training on applying cultural relevant events and services to distance learning students. While we have greatly improved our outcomes with face to face students, our distance learning student participation and persistence still remains a challenge.

Table 2.1 Professional Development

Name (Title)	Professional Development	Outcome
Dr. Kathy Obear workshops on equity and inclusion	Kathy Obear facilitated 5 sessions (1 for managers; 2 for classified; 1 for faculty) on defining diversity, inclusion, and equity. Participants also explored	92 participants attended the sessions. Guided Pathways Steering Committee will continue to work and fund Kathy Obear.
Umoja Summer Learning Institute	Trained in Umoja practices that greatly overlap with our current AANAPISI practices.	6 participants attended the Summer Learning Institute and brought back ideas and plans on deploying marketing and interventions.
Asian Pacific Americans in Higher Education Conference	Provided participants best practices from AANAPISI efforts across the country.	Coastline has brought at least 6 participants for the last three years and facilitating session the last two years.
National Conference on Race and Ethnicity (NCORE) conference	Provided best practices on Minority Serving Institutions (MSI).	Coastline brought 10 participants. Professional development frameworks as well access to speakers.
California Council of Cultural Centers in Higher Education (CaCCCHE) Conference	Provided best practices on running cultural centers.	2 participants from Coastline brought back models for cultural events as well running intergroup dialogues.
Western Regional AANAPISI Meeting	Provide best practices to be shared amongst Western state AANAPISIs and encourage collaboration.	The OC AANAPISI Consortium (Coastline College, Irvine Valley College, and UC Irvine) was created to develop initiatives that affect all our colleges.
New World Education (Mandla Kayise)	Mandla Kayise provides training and consultation on running cultural center programs around retention.	Each staff member meets with Mandla every two months. All student workers participate in a training annually.

Section 3: Facilities Planning

Facility Assessment

Based on the current facilities, the IRC needs to be more space at Garden Grove Campus. Many of our events have overflow and require us to book different rooms as a result. Room 104 at Garden Grove Campus is not a big enough space to host highly attended events.

At the other campuses, the IRC services need a hub for our mentorship, leadership, and events. Currently the mentors are stationed at the student success center at the Newport Beach Campus and Westminster Campus study space on the second floor. While there are rooms available at the Westminster and Newport Beach campus, most spaces are quiet rooms and do not allow for organic conversations to occur between students and staff. These hubs are designed to build a sense of community and also talk about sensitive topics that are not normally shared. Without the physical spaces and workshops, the mentorship service alone will not be as effective in improving persistence rates. The space required is the size of a classroom with a projector.

Section 4: Technology Planning

Technology Assessment

Each AANAPISI employee is using a work phone and surface Surface Pro pro tablet. The phones are used to communicate through a video chat, a phone call, and/or text messages. Since mentors are travelling from campus to campus, they need Surface Pro tablets to conduct their work. As we are planning on doing more workshops through streaming or youtube Youtube videos, we will need cameras, microphones, and editing software are needed. Eventually one camera and microphone will be needed at each campus. As mentioned in the facilities planning section of this document, 2-3 workstations with an office phone and desktop computer at each center will be needed.

Section 5: New Initiatives

At this time, no new initiatives have been started . Our current focus is on sustaining and completing the initiatives once IRC is off grant funds on September 30th, 2020.

Section 6: Prioritization

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Expand IRC	Professional Experts, IRC Specialists, An hourly staff member, Surface Pro tablet, Work phone	Total \$162,000	Grant	No	Persistence Data	Student Retention and Persistence	2020-21	1
Support the implementation of the Pacific Islander Higher Education Initiative	Outreach specialist	\$54,000	General Funds	No	Student Equity Report	Access and Student Support	2020-21	2

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or service outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative