

## 2023-24 Program Review

Program Name: Multicultural Center

Program Contact: David Galvez

Academic Year: 2023-2024

Status:

Updated on: 9-20-23

## **INTRODUCTION: WHAT IS PROGRAM REVIEW FOR?**

The goal of program review is to assess how well our programs are doing. Program review asks us to:

- Reflect on the state of student learning or support in our disciplines and programs, by discussing:
  - efforts to achieve equity across student populations and modes of delivery;
  - results of assessment activities aimed at improving or researching student learning;
  - new challenges or changes to the program.
- Identify resources that we need to change and improve.

Though program review is tied to accreditation, ultimately, we want program review to be meaningful for us. This means we want to use program review to highlight and celebrate what is working, identify what isn't and to figure out what we can do about it. Program review also provides an opportunity to assess how those things work in practice, and work to improve our practices to be able to serve our students even better. It also serves to create cross-campus understanding and dialogue and make more informed decisions in our teaching and programs. Program review is also an opportunity to advocate for change and for resources by showing need and equity issues that we need additional support to be able to address.

### **1. Description of Program (200-400 words)**

- Provide a brief description of the program and how it supports the following:
  - **CSM Mission and Values Statements:** The Multicultural Center (MCC) supports CSM's current Mission and Values Statement by supporting and empowering a diverse student body through the exploration of intersectional identities and developing student-led programming aimed to improve campus-wide social justice efforts. The MCC also prioritizes creating a space that allows students to develop their authentic self and providing space for that authenticity to positively impact and influence the CSM campus culture.
  - **CSM Statement of Solidarity:** The MCC aims to create a space that uplifts student voices (many of which come from historically underrepresented and disproportionately impacted student populations) that influence and impact future MCC programming while advancing campus-wide antiracism and social justice efforts.
  - **CSM's Strategic Priorities and SMCCCD's Strategic Goals:** A pillar of the MCC is an emphasis on solidarity and coalition building. This allows various campus constituents to connect with various student voices to better address equity gaps for CSM's disproportionate student population.
  - **CSM Forward 2028 - Education Master Plan:** The vision, mission and goals of the MCC, which are rooted in social justice, activism, and community

empowerment are integral components of the CSM Education Master Plan. Uplifting and centering our student voices are critical in creating long-term antiracist and antisexist system change for our campus community.

- Identify any factors, including federal, state, or local initiatives, that have impacted the program and the students served:
  - SMCCD's SB 893 initiative has had a positive impact on enrollment at CSM, with an increased enrollment of over 20%. Consequently, the jump in overall enrollment has also created a jump of enrollment (approx. 47%) of undocumented students which has impacted available work capacity for the MCC/UCC PSC and thus, less time to scale much-need student programming for some of our campuses most disproportionately impacted student populations.

## **2. Results of Previous Program Review (200-500 words)**

- a) Describe the results of your previous Program Review's action plan and identified equity gaps.
- Previous Goals
    - The MCCDC will identify AB540 students and will inform at least 90% of these students regarding our services.
    - The MCCDC will provide students with the opportunity to gain leadership skills through the MCCDC Scholar Internship program and at least 90% of the students will find their support to be helpful.
  - Results Achieved
    - 100% of AB540 students were contacted about services through Dream Center updates email.
    - Through academic years '21-'22 and '22-23, the MCC had trouble receiving completed satisfaction survey responses from MCC participants and was unable to successfully gauge and assess how many students found academic and support services helpful.
  - Changes Implemented
    - Due to limited MCCDC staffing we were limited to contacting all ab540 students (via email) only once per semester.
    - The Scholar Internship program used different survey satisfaction methods from previous years, adding intern experience, & program/event evaluations & attendance. Results found: One hundred percent of scholar interns felt they had increased decision making, planning & organizing, academic disposition, and critical thinking skills. One hundred percent of scholar interns also successfully connected to the following professional development opportunities: research experience, networking, & public speaking
  - Plans still in progress:
    - Due to the continuing impact of COVID-19 and the shifting delivery needs of MCC and UCC participants in academic years '21-22 and '22-23, the MCC postponed previously shared programming initiatives to better gauge and assess the success of current programming. The '23-'24 MCC Program Review will include updated programming mission, goals, and objectives based on the current equity gaps of MCC program participants.
  - Any notable or surprising results and outcomes
    - The most surprising result was the continued influence of COVID 19 on our students in the '22-'23 academic year (especially in-person attendance and participation in

## 2023-24 Program Review

MCC events) and the need to continue to shift programming needs for disproportionately impacted students to hybrid and remote settings.

- b) Explain any curriculum or programmatic changes since last program review
- To specific courses, or to any discipline as a whole: N/A
  - Includes degree, certificate, or course sequences, program delivery or structure, etc.: N/A
- c) Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment: Describe learning or area assessment plans implemented since last Program Review, including any activities undertaken to address equity or delivery mode gaps. Your summary should explain:
- SLO/SAO
    - What did the assessment focus on?
    - Was it discipline/program/service-specific or interdisciplinary/a collaboration between programs or services?
    - Why was it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
  - Assessment results
    - What was the activity or intervention?
    - What were the outcomes?
  - Program improvements implemented
    - What did you learn from it?
  - What changed?

Assessments focused on outreach success and student satisfaction of resources and support programming delivered through MCCDC. There were assessments and satisfaction surveys delivered to students participating in individual program components, including Unlocking Futures Fellowship, Scholar Intern Fellowship, and the Dream Center. Assessments and surveys were used to assess and gauge current resources provided to students and help pinpoint any unidentified equity gaps faced by student participants. Addressing equity gaps for our undocumented and disproportionately impacted student populations was prioritized. Unfortunately, no assessments or surveys were created for external office partners or community members to assess and gauge the success of outreach and coalition building efforts with external offices.

### Assessment Results:

- 100% of AB540 students were contacted about services through Dream Center updates email. • MCCDC contacted & supported all AB540 students that identified needing tech support and resources at the beginning of Covid-19.

### Program Improvement Implemented:

- Due to our staffing limits, Dream Center staff could only commit to contacting all ab540 students once per semester (via email). However, all AB540 students were added to the Dream Center newsletter and received program updates throughout the year.

### Assessment Results:

- MCCDC had trouble successfully delivering receiving completed satisfaction survey responses from MCCDC participants as the campus navigated through continued COVID-19 health protocols.

### Program Improvement Implemented:

2023-24 Program Review

- The Scholar Internship program used different survey satisfaction methods from previous years, adding intern experience, & program/event evaluations & attendance. Results found: One hundred percent of scholar interns felt they had increased decision making, planning & organizing, academic disposition, and critical thinking skills. One hundred percent of scholar interns also successfully connected to the following professional development opportunities: research experience, networking, & public speaking

**3. Current Program Review (200-400 words)**

Please use the statistics below, which are college-wide, as a reference. Please refer to the Program Review website for individual program data.

College Stats 2022-23	Ethnicity	First Gen	Age	Gender	Total
<b>Headcount (unduplicated)</b>	Latinx 78.4% White 7.2% Asian 7.2% Filipino 3.1% Multiracial 1% Black 1% Pacific Islander 1% Unknown 1% Native American 0%	69.1% of our students are the first in their family to go to college.	71% 24 yrs. and under 19% Ages 25-34 10% over 35 yrs.	49% Female 48% Male 3% Non-disclosed or non-binary	97 students
<b>Enrollments (duplicated)</b>	Unfortunately, the MCC does not have accurate info regarding duplicates student enrollments due to a lack of data acquired from MCC workshops, trainings, and events for academic years '21-22 and '22-23.	Unfortunately, the MCC does not have accurate info regarding duplicates student enrollments due to a lack of data acquired from MCC workshops, trainings, and events for academic years '21-22 and '22-23.	Unfortunately, the MCC does not have accurate info regarding duplicates student enrollments due to a lack of data acquired from MCC workshops, trainings, and events for academic years '21-22 and '22-23.	Unfortunately, the MCC does not have accurate info regarding duplicates student enrollments due to a lack of data acquired from MCC workshops, trainings, and events for academic years '21-22 and '22-23.	Unfortunately, the MCC does not have accurate info regarding duplicates student enrollments due to a lack of data acquired from MCC workshops, trainings, and events for academic years '21-22 and '22-23.

- a) **Student population equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment across student populations (statistics provided for ethnicity, first-generation, age, gender and total enrollment), or student population served.
- Findings: What has changed from the previous program review?
    - Moving forward, the Multicultural Center and Undocumented Community Center (formerly Dream Center) will no longer combine program data but submit separate program reviews due to the vast differences and needs in programming vision, deliverables, goals, and objectives of each program. Due to the increase of

## 2023-24 Program Review

undocumented student enrollment at CSM due to SB 893, a resource request will be submitted in the name of the Undocumented Community Center to develop a UCC PSC to help coordinate and develop specialized programming that addresses specific (and growing) equity gaps for the campuses undocumented student population.

- **Analysis:** What factors do you feel contribute to these gaps?
  - The 47% increase in CSM’s undocumented student population has led to a major shift in work responsibilities for the MCC/UCC PSC, negatively affecting students enrolled in both the Multicultural and Undocumented Community Centers. In short, the current PSC has needed to shift job responsibilities over to specialized UCC duties (including coordinating with community legal service organizations and helping supervise a wellness counselor for undocumented students), inversely impacting available capacity for MCC duties, including rebuilding bridges and pipelines to Learning Communities, EOPS, and Promise Scholars to help connect the center to a greater number of disproportionately impacted and historically underrepresented students.
- **Resources:** If you were granted a resource request, please note what that was and the impact it had.
  - As noted, a resource request will be submitted by the Undocumented Community Center for a PSC. If granted, this position will help create much needed capacity for MCC and UCC PSC’s and programming. On one hand, the UCC will finally receive the professional and specialized professional support for a growing high-touch student population. This would also allow the MCC PSC to focus on developing and scaling the MCC program, which has seen student participation plummet since COVID-19 and desperately needs to focus its attention on outreach, recruitment, and rebuilding bridges and pipelines to other offices that have a high number of disproportionately impacted student populations.
- **Plans to address opportunity gaps:** What has your program done to address these gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

<b>Findings</b>	<b>Analysis</b>	<b>Resources</b>	<b>Plans to Address Opportunity Gaps</b>
<b>1.</b> Low student participation	Since COVID-19 pandemic, the MCC has seen its participation numbers plummet and needs to refocus efforts towards outreach and recruitment with campus partners (EOPS, Promise, Learning Communities, Middle College) and local high schools to connect	Increased staffing. Acquiring a UCC PSC will help open capacity for the MCC PSC to help develop a new outreach and recruitment policy. Increased student staff will also help with various outreach and recruitment efforts, including tabling and remote and in-person recruiting efforts on and off-campus.	Submitting a resource request for a UCC PSC which will open capacity for the existing MCC PSC to reimagine outreach and recruitment efforts for the MCC.

2023-24 Program Review

	to a higher number of traditionally underrepresented students.		
2. Student Leadership Development	Low student participation numbers have led to a decrease in student leadership program participation from MCC students. In order to achieve our goal of uplifting and centering student voice to help direct campus efforts about which systems-change students want, we need students from various campus offices to help give voice to the needs of our traditionally underrepresented student community.	Increased staffing. Acquiring a UCC PSC will help open capacity for the MCC PSC to help develop a new outreach and recruitment policy. Increased student staff will also help with various outreach and recruitment efforts, including tabling and remote and in-person recruiting efforts on and off-campus. Consequently, in an increase in recruit will lead to participation for MCC and UCC student leadership programs.	Submitting a resource request for a UCC PSC which will open capacity for the existing MCC PSC to reimagine outreach and recruitment efforts for the MCC.
3.			

b) **Modes of Delivery equity:** Discuss any gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served across different delivery modes. Please comment on in person services/instruction vs hybrid services options/instruction vs completely online services/instruction.

- Changes since last Program Review: What has changed, in terms of gaps, since last program review?
- Analysis of gaps: What factors do you feel contribute to these gaps?
- Plans to address opportunity gaps: What has your program done to address these equity gaps? Include information on:
  - interventions implemented
  - any successes in closing gaps
  - ongoing challenges

2023-24 Program Review

Changes since last Program Review	Analysis of Gaps	Plans to Address Opportunity Gaps
<p><b>1.</b> Impact of continued COVID-19 health protocols (see above). Need for additional hybrid and remote programming options to help address changing needs of student population</p>	<p>The MCC/UCC recently moved to Building 18, which will give the MCC an improved physical presence on campus which we hope impacts recruitment efforts moving forward. As stated above, getting a UCC PSC will help free up capacity for the MCC PSC to develop the increased need of hybrid and remote programming. We've used rolled over '21-'22 Dreamer Liaison funding to purchase a NeatBoard which will help deliver any additional hybrid and remote programming opportunities.</p>	<p>Submitting a resource request for a UCC PSC which will open capacity for the existing MCC PSC to reimagine programming and delivery for hybrid and remote programming options.</p>
<p><b>2.</b></p>		
<p><b>3.</b></p>		

(c) **Challenges and Opportunities:** Describe any **other** particular challenges, opportunities, or other factors that impact the success of your program (e.g., natural or health disasters, assessing whether a degree program is meeting its learning outcomes, developing new degree programs or courses, adapting to a changing student population, keeping a flagging program alive, starting a learning community, resources, etc.).

- The largest challenge facing our program is the lack of professional and *specialized* staffing required to properly address current and growing equity gaps faced by our students. While we have made it work throughout the years, the “catch-all” model our centers are currently structured under (which includes one PSC and one Retention Specialist) is unsustainable to successfully delegate and support 6-7 program components and various disproportionately impacted student populations. Our student populations & programs require (and deserve) expert and specialized holistic support. This challenge also creates a decreased capacity for outreach and recruitment across campus, negatively effecting the ability to strengthen relationships across campus and communicate updated and relevant information about MCC and UCC programming. Additionally, recent increased LGBTQ+ grant funding has elevated

the need for long-overdue specialized LGBTQ+ student and academic support programming and services at CSM, which is also falls under the direction and leadership of the Office of Equity. Without the requested UCC PSC, not only will we continue to struggle in developing and connecting students to MCC and UCC programming, but run the risk of further delaying the development and launch of a future CSM Pride Center and connected programming.

## 4. Planning

a) **Discipline-level and SLO (Student Learning Outcomes) assessment/Student Services and SAO (Service Area Outcomes) assessment for 2023-2025:** Describe learning or area assessment plans for this Program Review cycle, **including any activities planned to address equity or delivery mode gaps.** Your summary should explain:

- SLO/SAO
  - What will your assessment focus on?
  - Is it discipline/program/service-specific or will it be interdisciplinary/a collaboration between programs or services?
  - Why is it prioritized (e.g., equity issue, key disciplinary issue, etc.)?
- Assessment plan
  - What is the planned activity or intervention?
  - Describe next steps and the timeline for your SLO/SAO assessment
- Resources for SLO/SAO assessment
  - What resources will you need to assess changes (i.e., PRIE support in the form of specific data, surveys, etc.)?

SLOs/SAOs	Assessment Plan	Resources for SLO/SAO assessment
<p><b>1.</b> Successful outreach and recruitment of traditionally underrepresented college students.</p>	<p>1A) Gather and disaggregate data related to outreach and recruitment of disproportionately impacted, historically underrepresented, and low-income students. Create goals and milestones for number of disproportionately impacted, low-income, and historically underrepresented students outreach and recruited into MCC. Assess and gauge efficacy of outreach and recruitment plan at end of year.</p> <p>1B) Improve data acquisition of MCC-related workshops, trainings, and events to help</p>	<p>1A) Use software (e.g. Formstack and/or Smartsheets) to improve data acquisition efforts.</p> <p>1B) Purchase updated technology (e.g. tablets) to improve MCC check-in efforts and track of participation of individual MCC workshops, trainings, and events.</p>



2023-24 Program Review

	gauge participation of selected events.	
2. Student Satisfaction and Program Success surveys and assessments	Gauge efficacy of resources and programming effort throughout MCC. Create surveys for individual workshops, trainings, events, fellowships, etc. to inform student satisfaction with selected program efforts and assess gaps in programming and delivery. Create beginning of year and end-of-year surveys to align program goals, objectives, and deliverables with student needs.	Survey/assessment software to help provide consistency across survey and assessment efforts and streamline data gathering and collecting.
3.		

**b) Program goals**

Based on your current review of your program’s equity gaps, learning assessments and challenges and opportunities, identify specific goals and plans. Please note that whereas SLOs/SAOs involve assessing and measuring a specific skill or knowledge students will be able to do/understand upon successful completion of a course, program, service, and/or degree/certificate, program goals reflect overall aspects of your program or service you hope to improve.

Please note that closing equity gaps is a College-wide priority. If there are significant equity gaps in student success, persistence, satisfaction, utilization or enrollment, and student population served in your program, these should be addressed in at least one of your goals (see 3a and 3b).

For each goal, you should include:

- A brief description of the issue being addressed (equity gap, etc.)
- What actions you plan to take
- What measurable outcomes you hope to achieve
- A timeline
- Who is responsible
- What support do you anticipate needing in order to achieve your goals and plans, including:
  - Professional development activities
  - Institutional support

## 2023-24 Program Review

- Collaborations
- Training
- Resources

Goal	Actions	Measurable Outcomes	Timeline	Responsible Party	Support Needed
1. Increased recruitment of disproportionately impacted and historically underrepresented student populations	Create MCC outreach and recruitment plan including mission, goals, and objectives. Improve data collection to track efforts and make changes to plan where needed.	Increase participation numbers of disproportionately impacted and historically underrepresented student 50% to 150	Fall 2024	David Galvez	ITS for software and updated technology implementation and PRIE to assist with data tracking and collection
2. Creating student satisfaction and program success surveys and assessments	Create program goals that include mission, goals, and objectives of MCC programming. Create individualized beginning-of-term, end-of-term, workshop, trainings, fellowship, and event surveys and assessments to gauge efficacy of MCC student programming.	Ensure the vast majority of MCC program goals and objectives are met and gaps in programming are addressed as needed. Ensure MCC programming is meeting existing and changing needs of CSM's disproportionately impacted and historically underrepresented student populations.	Fall 2024	David Galvez	PRIE consulting and advice on developing successful surveys and assessments that to effectively gauge student satisfaction and program success.
3. Increased professional staffing capacity for MCC	Creating an Undocumented Community Center PSC position to increase capacity for MCC PSC to focus on and improve MCC programming efforts, including developing and an MCC outreach/recruitment plan and developing an improved MCC assessment plan to better gauge program successes and gaps.	Creating 50% more capacity for MCC PSC to prioritize and center work efforts towards MCC programming.	Spring 2024	David Galvez	Approval of an Undocumented Community Center Program Service Coordinator through the Resource Request Process will consequently free up capacity for the MCC PSC to shift 100% of their job responsibilities to MCC responsibilities.

## 5. CE Only

## 2023-24 Program Review

- a) Review the program's available labor market data, as applicable, and explain how the program meets a documented labor market demand. Here are two relevant links:
  - [State of California Employment Development Department, Labor Market Information Division](#) (the official source for California Labor Market Information):
  - [Employment data](#) (by Program Top Code) from the State Chancellor's Office
- b) Summarize student outcomes in terms of degrees and certificates. Identify areas of accomplishments and areas of concern.
- c) Review and update the program's Advisory Committee information. Provide the date of most recent advisory committee meeting and outcomes of the meeting (updates, changes, new members, etc.).
- d) What strategies have you discussed in your recent Advisory Committee's meetings to meet the needs and challenges of getting people retrained and back to work?