

Portland Community College

Multicultural Programs & Services

Program Review 2005-2006

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Special Acknowledgements

The Portland Community College Multicultural Programs & Services Program Review is a culmination of the tremendous support, encouragement, and guidance of several key colleagues.

I'd like to acknowledge the following individuals for their commitment to serve and dedication to understanding the complex issues impacting students of color and multicultural services at Portland Community College.

With my sincerest appreciation for your leadership, friendship, and support in completing the Multicultural Programs & Services Program Review.

Dr. Diane Mulligan, Dean of Student Development, Sylvania Campus

Deborah Evind, Coordinator, Women's Resource Center, Sylvania Campus

Cynthia Sartin, Associated Students of PCC, Sylvania Campus

Craig Kolins, Interim Dean of Enrollment, Rock Creek Campus

Narce Rodriguez, Interim Dean of Student Development, Rock Creek Campus

Mara Silvera, Multicultural Coordinator/OLI, Rock Creek Campus

Mandy Ellertson, Student Leadership Coordinator, ASPCC Rock Creek

Christine Paull, Coordinator, Women's Resource Center, Rock Creek Campus

Dr. Linda Reisser, Dean of Student Development, Cascade Campus

Kendi Esary, Student Leadership Coordinator, ASPCC Cascade Campus

Deborah Cochrane, Director, Portland Teachers Program

Linda Palmer, Associate Dean of Student Development, Cascade Campus

Sue Riches, Student Activities, Southeast Campus

Thank you!

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Introduction

Portland Community College provides multicultural services and programs to the increasing diverse student population throughout the district to assist students of color in their pursuit of success and excellence. As a multi-campus district, the delivery of programs and services for students of color looks different. Currently, the Sylvania campus houses the sole Multicultural Center in the district. In the past year, the Rock Creek campus gained a full-time Multicultural Coordinator for the Oregon Leadership Institute (OLI) program. Moreover, the Cascade, Rock Creek, Southeast, and Sylvania campuses are intentional in providing student activities and services for students of color through the Associated Students of Portland Community College and the Women's Resource Centers.

The following program review is an assessment of the programs and services of the Sylvania Multicultural Center, and a collection of information of the various services throughout the district geared toward students of color. In future program reviews, we will include an assessment of the Multicultural Coordinator, OLI program at Rock Creek.

The Sylvania Multicultural Center (MC) provides comprehensive student services and programs to assist students of color in achieving success. In order to provide these services, professional staff must be continually pursuing excellence and providing ways of developing responsive programs for the advancement and equity of all students of color.

Mission

Founded over a decade ago to address institutional racism and the unique needs of students of color, the Sylvania Multicultural Center provides services and programs that support academic achievement, leadership development, and the retention of students of color.

The Sylvania Multicultural Center is a central place that nurtures learning and the achievement of personal and educational goals through cultural enrichment, peer tutoring, and mentoring.

Goals

- ① **Provide access to higher education** for students of color.
- ① **Encourage empowerment and self-esteem** in students of color by teaching **self-advocacy**.
- ① **Enable students of color to make informed choices** regarding academic, career, and personal issues by providing accurate information, support and education.
- ① **Develop students of color as leaders** by supporting student-initiated programs and providing training in leadership skills.
- ① **Encourage exploration of issues of race, ethnicity, and culture;** to enhance personal development of students of color and white students by integrating theory and learning into their daily lives; to provide programmatic context for informed action and practical experience of issues critical to people of color and society.
- ① **Actively seek the end of oppression** based on race, gender, ethnicity, religion, class, sexual orientation, age, and physical and mental abilities through all our programs and services.
- ① **Form alliances and foster collaboration** between students, college resources, staff, faculty, and members of the wider PCC community.

Values

We are committed to:

- ④ Providing the highest quality services and programs to our constituents.
- ④ Respecting and valuing the differences which enrich our lives and working toward greater diversity and inclusiveness.
- ④ Citizenship - The active participation of people of all cultures in civic life.
- ④ Education - Members of each cultural group pursuing knowledge to raise their individual standard of living and quality of life for the community at large.
- ④ Health - For people of all cultures to live, work and play in environments that are conducive to mental and physical well-being.
- ④ Equality - The respect for all cultural beliefs and practices that preserve human rights.
- ④ Freedom - The right of every individual to pursue his or her dreams.
- ④ Social change - identifying something in your community that is not fair, just or humane and developing a process to address the cause of this issue in hopes of bringing more justice and equity to the situation.

Background

Students of color make up 25.3% of the population of Portland Community College. PCC has demonstrated a commitment to students of color through specific programs, services and resources, campus centers and course offerings; including programs such as the campus based Multicultural Center, Multicultural Coordinator position, multicultural student activities, and various ethnic studies courses in Sociology, History, and English. Moreover, federal grant funded programs such as TRIO and MOTT encourage the retention of underrepresented students in college.

The need for support services for students of color attending predominantly white colleges and universities is well-documented in the literature. Fleming (1984), for instance, points out that alienation, isolation, and loneliness are part of the experience of attending a predominantly white institution for Black students. Similarly, Allen (1981), conducted research over the course of four years, and found that Black students, in particular, will experience an incident of racial hostility. Whether a student of color is entering college for the first time or returning after an absence, support systems and services need to be in place.

All too often, students of color deal with a common set of barriers to entering and staying in college, such as; lack of familiarity with the college process and campus resources, tuition assistance, academic readiness, and career exploration.

The Sylvania Multicultural Center is a retention program that helps students of color achieve their educational, personal, and life goals by fostering transformative learning opportunities, providing education, and creating opportunities for students of color to develop as leaders. The MC ensures that ALL students who utilize the services and programs are provided equal access to educational opportunities.

Status of Students of Color in Higher Education

Students of color continue to make significant gains in college enrollment, but still lag behind their White counterparts in the rates at which they pursue a higher education, according to the "Minorities in Higher Education Twenty-First Annual Status Report (2003-2004)" released recently by the American Council on Education (ACE).

The report finds that from 1991 to 2001, college enrollment of minorities rose by nearly 1.5 million students (52 percent) to more than 4.3 million. Even with this progress, African Americans and Hispanics were not enrolled at the same rate as their White peers. Forty percent of African Americans and 34 percent of Hispanics attended college, compared with 45 percent of Whites.

Unlike minority groups, where the 18- to 24-year-old population increased during the 1990s, the number of Whites in this age group declined. As a result, there was a corresponding reduction in enrollment of Whites from 10.6 million in 1991 to 10.1 million in 2001. The White enrollment decline, combined with significant gains by minorities, was not sufficient to eliminate the large and continuing gap in enrollment rates between Whites and minorities.

"These persistent galls in college participation among Whites and minorities tell us that we must be more creative and imaginative in developing strategies and finding additional resources so that more students of color are successful on our campuses," says report co-author Dr. William B. Harvey, ACE vice president and director of the Center for Advancement of Racial and Ethnic Equity (formerly the Office of Minorities in Higher Education). "The long-term economic and social well being of this country is connected to closing this gap."

Among the report's key findings:

- * College enrollment among African Americans grew to nearly 1.8 million students between 1991 and 2001, a 37 percent increase.

- * Hispanic enrollment led all racial/ethnic groups, up 75 percent to more than 1.4 million students. The largest growth occurred at two-year institutions where Hispanic enrollment grew by 82 percent, compared with a 68 percent increase at four-year institutions.

- * Minority full-time college and university faculty members increased from 65,000 positions in 1993 to more than 90,000 positions in 2001, an increase of 40 percent.

- * Minority college presidencies have increased from 12.1 percent in 1994 to only 14 percent in 2004.

"The data illustrate how far we've come in our quest for educational excellence for all students, but they also caution us that equity in education for all Americans remains a goal that we must strive to reach."

"Diversifying the nation's higher education institutions continues to be one of the most important challenges facing our society," said ACE President David Ward.



An and Dez study chemistry together in the Sylvania Multicultural Center.

Peer tutoring supports student success and helps build confidence both in and out of the classroom.



The MC student leaders pose after the Fall 2005 leadership training.



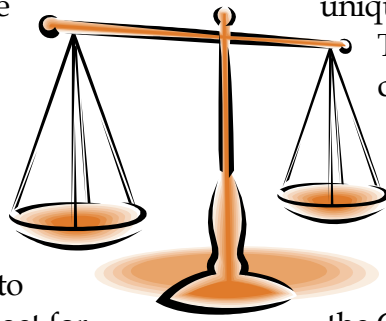
Student leaders Mariam and Madina take time out during a lecture for International Women's Day to pose for a picture.

Relationships among students of color from the same cultural background helps build community for students on campus and improves the campus climate.

History

It was thirty years ago colleges and universities were radically changed by student activism sparked by Black students demanding the increase of faculty of color, Ethnic Studies courses, and recruitment and retention programs to increase the racial diversity of the student body. Ethnic Student Services and Ethnic Studies departments were established in direct response to the demands raised by people of color during the Civil Rights Movement. The public policy of Affirmative Action was created to remedy past racial discrimination and ensure diversity among students, faculty, staff and administrators.

In 1989, a retention program was established by a committee of concerned faculty and staff in response to the unique needs of students of color at the Sylvania Campus. The Ethnic Student Success Program (ESSP) was created to support the academic success of students of color in math and science courses through 1:1 peer tutoring and mentoring. The ESSP received internal grant funding for nearly two years before the college support a professional staff person and operating budget for the Center. The ESSP relocated from a corner office in the Health Technology building to a larger space in the College Center which included a resource center for student leaders to direct and operate their programs and services. In 1998, the ESSP changed its name to the Multicultural Center (MC). The Multicultural Leadership Training Program (MLTP) 60-hour anti-oppression classroom training was developed to prepare students of color to work as peer tutors and student coordinators of the Center. The Coordinator provides academic advising, training and supervision of the student leaders, and the development and implementation of cultural events and programs.



In the fall of 2005, the MC received a part-time administrative assistant position to support the operation of the center. Annually, the coordinator hires an aggregate of eight students of color to participate in the (MLTP) and work as student leaders for the academic year. The MC receives nearly **\$25,000.00** from the general fund to operate the Student Leadership positions, and purchase supplies and materials. Additionally, since 2001 the MC receives **\$12, 075.00** from the Student Activities Fee to coordinate multicultural programming.

The Portland Community College Sylvania Multicultural Center:

- Provides assistance and service directly to students of color to address educational, financial, and personal concerns

- Serves as advocates for students of color on campus to promote educational equity
- Develops partnerships and collaborates with campus and community groups for the empowerment of students of color

Programs & Services

The Multicultural Center staff

- Ⓢ Provide **personalized assistance** with entering college
- Ⓢ Provide **one-on-one peer tutoring** in **math, biology, chemistry, and physics** courses
- Ⓢ Provide **scholarship search** assistance and individual assistance in the application process
- Ⓢ Provide **referrals** to campus and community resources such as:
 - Counseling
 - Women’s Resource Center
 - Office for Students w/ Disabilities
 - ROOTS Program
 - Financial Aid
 - Job Placement
 - Low-income Health Care options
 - Interpretation/Translation Services
 - Immigrant Rights/Advocacy Services
- Ⓢ Sponsorship of performances and special events, lectures, exhibits, films, and conferences
- Ⓢ Assistance planning activities related to race, ethnicity, and culture



The Center is dedicated to developing students of color as leaders and raising awareness of issues of multiculturalism, diversity, and social justice. The MLTP prepares students for leadership roles as Peer Tutors and Student Coordinators. The MLTP helps students develop skills in peer tutoring, advocacy, problem solving, public speaking, and program design and implementation. The student leaders develop educational programs and events to promote understanding of issues of race and ethnicity on campus.

The Multicultural Center sponsors the following programs

- ⓐ Annual Winter Pow wow
- ⓐ Author's Reading
- ⓐ Interactive Educational Bulletin Board Displays
- ⓐ Book Fair
- ⓐ Diversity Fund Awards
- ⓐ Educational Exhibits
- ⓐ Film Series on Race and Ethnicity
- ⓐ Hip Hop Performances
- ⓐ Illumination Project
- ⓐ Multicultural Leadership Training Program
- ⓐ Multicultural Center Completion Ceremony
- ⓐ Spoken Word Poetry
- ⓐ Student Dialogues on Race
- ⓐ Women of Color Gathering



Student Clubs and Organizations sponsored by the Multicultural Center

- ⓐ Collective Voice Multicultural Student Organizations
- ⓐ Samahan - Filipino American Student Association
- ⓐ United Tribes Native American Student Association



Service Standards

According to the Council for the Advancement of Standards in Higher Education (CAS), Multicultural Student Programs (MSP) efforts are supplementary to other institutional functional areas such as admissions, academic advising, and counseling. It is important not to look upon MSP as the only organized agency to meet the needs of students of color. All institutional units should be responsible for meeting the needs of students of color in their areas of responsibility. Coordinated efforts to promote multicultural sensitivity and the elimination of prejudicial behaviors should be made within all functional areas of the institution.

The following outcomes were selected from the CAS Standards and Guidelines for Multicultural Student Programs.

1. Assist students of color to determine and assess their educational goals and academic skills

Goals

- Provide individualized, on-going academic advising with student leaders and students who use the Center.
- Assist students with navigating the system to learn the institutional process and locate various campus resources.

2. Provide support services to help students of color achieve educational goals and academic or refine academic skills necessary to perform adequately in the classroom

Goal

- Coordinate and implement peer tutoring student support services in math and science courses.
- Collaborate with campus Student Support Services and resources such as the Women's Resource Center, Counseling, ROOTS Program, and Financial Aid to integrate students into existing services.

3. Promote and deepen each student's understanding of his or her own cultural heritage

Goal

- Coordinate educational events focused on issues of racial identity development, multiculturalism, racism and other forms of oppression.
 - Promote and encourage conversations and dialogue about race and ethnicity within the Center.
 - Promote the participation in on going diversity trainings.
 - Collaborate with the campus and community to organize cultural diversity events focused on race and ethnicity.
- 4. Provide training in leadership skills and other personal and social skills for students of color and those seeking to assist them**

Goal

- Participate in the Multicultural Leadership Training Program in the fall for an orientation to the MC, learn communication skills, peer tutoring techniques, event planning, and campus resources.
 - Develop strong and healthy working relationship with existing staff and students of the Center.
- 5. Advocate within the institution for change to enhance the education of students of color**

Goal

- Explore contemporary issues impacting students of color, misconceptions, facts, and provide opportunities for conversations around the issues.
- Act as a clearinghouse and information center for activities, services, and resources on and off campus for students of color.
- Celebrate students of color as leaders.

Learning Outcomes

The Multicultural Center determined that student learning outcomes must be accessible and fit into the mission of the MC. Ten learning outcomes were selected and assessment methods were designed to test whether students have achieved these outcomes.

The ten learning outcomes are:

Communication skills: Students will improve skills in listening, speaking, and writing.

Cultural Diversity: Students will gain awareness about the needs, concerns, and issues of students from backgrounds different from their own, will learn about other cultures (life, history, traditions, and experiences), and deepen their understanding of their own culture and heritage.

Goal Clarification: Students will clarify life purposes, career goals, and educational plans.

Interpersonal Skills: Students will increase awareness and skills needed for healthy relationships.

Leadership Skills: Students will gain leadership skills, such as planning, program implementation, leading and participating in teams, motivating, and using creativity and persistence in achieving goals.

Problem Solving: Students will experience increased confidence in ability to resolve problems.

Realistic Self Appraisal: Students will improve ability to objectively assess academic skills (e.g. Reading, Writing, Math, Study Skills, etc.) potential barriers to success, and positive qualities and forces that support academic success.

Self Advocacy: Students will learn to research, analyze, and synthesize information and realize an ability to act on this knowledge to ensure success.

Self Awareness: Students will increase awareness of their strengths, values, beliefs, feelings, and important learning from life experience.

Self Esteem: Students will increase self-esteem and self-confidence.

The learning outcomes demonstrate the integration and application of both knowledge and skills. The learning outcomes are student focused and describe what students achieve as learners as a result of contact with the Multicultural Center.

Learning Outcomes	Drop-in	In-Depth Support	Peer Tutoring	Student Leaders	Speakers Workshops Conferences	Illumination Project
Communication Skills						
Cultural Diversity						
Goal Clarification						
Interpersonal Skills						
Leadership Skills						
Problem Solving						
Realistic Self-Appraisal						
Self Advocacy						
Self-Awareness						
Self-Esteem						

Assessment Tools & Data

A number of different assessment tools were used to test to what degree those utilizing the programs and services of the Multicultural Center are meeting the learning outcomes set by the Center.

Assessment Tools

Numbers Served - Tracking the numbers of individuals served by the program and services offered by the Multicultural Center.

Evaluations – Self evaluations from former student leaders 2004/05.

Focus Groups – A focus group allowed for further exploration of general themes from student responses.

- Nine MC Student Leaders year 2004/05

Campus Climate Surveys – A Student Satisfaction Inventory was disseminated at Sylvania during the 2001/2003/2005 academic years. On the 2001 survey, two supplemental questions were added related to the Multicultural Center.

Multicultural Center Tracking Numbers Served 2004/2005

Program/Service	Number Served
Drop-in	3,200
In-depth support and advocacy	525
Classroom presentations	450
Peer Tutoring	925
Annual Winter Pow wow	1,500
Workshops, Speakers, Lectures, Events, Performers, Exhibits, Films	1,350
Total Contacts	7,650

Summary of Data

Numbers Served

The use of TutorTrac enables the MC to collect fte. and student information based on the type of services received. The majority of students who drop in to the Center seek peer tutoring assistance. During the **2004/2005** academic year, the MC served **925** initial students through peer tutoring estimating **1900** hours of service. On average, first-time students returned to Center for additional peer tutoring.

Often, the MC is the first point of entry to the college for students of color. The TutorTrac system allows students to select other visit reasons including Academic Advising, Club Meeting, or Study. Moreover, student leaders and staff tally the number of drop-in students seeking general information.

Student Self-Evaluations for 2004/05

The student leaders of the MC complete self-evaluations at the end of the term to assess their learning and leadership development. The following is a summary of some of the respondents.

A skill I learned or sharpened:

"I learned more about leadership, communication and time management." - Filipina student

"Assisting people and being helpful." -African male from Ghana

"Communication skills including public speaking, and one-on-one check-ins with co-workers and students I am helping." -Latino female

"Improved my communication skills and developed tutoring techniques to help others. It was scary at first, but I feel more comfortable now - Filipino female

"When tutoring, I approach each student differently because they learn differently." - Vietnamese male

An issue students of color have faced I have learned more about:

"Racism affects everyone. The training was very helpful in preparing me to work at the MC." -Latino female

"I learned more about Islam and have the opportunity to interact with Muslim students on campus." - Indonesian female

"Students of color face a variety of challenges at school. I am glad we received training to be prepared to assist and help students be successful." - mixed race African American/Latino male

Something I am proud of myself for:

"I have stepped out of my comfort zone and have challenged myself to take initiative and lead projects." - Vietnamese female

"The fact that I am still in school and have goals that I am pursuing." - Native American female

"I am able to speak up during meetings. I am more confident in small group settings." - Indonesian male

"I have a lot of support here that I didn't expect." - African female from Kenya

Focus Groups

The focus group interview provides insight into how programs and services are perceived by the group participant. The data are not intended to be reflective of the entire population. The goal is to understand how participants perceive a situation. Because these groups were carefully conducted the reader is able to make generalizations about similar respondents in similar situations.

MC Student Leaders for 2004/05

Student leaders of the MC overwhelmingly expressed appreciation for the opportunity to develop leadership skills while working at the Center. All nine students felt strongly that the 60-hour classroom training and on-going training provided at weekly staff meetings, along with joint trainings among other Student Leadership programs provided them with skill development in the areas of interpersonal communication, cultural competence, leadership, problem solving, and self advocacy. The students discussed at length their level of self awareness, self esteem and self confidence had improved through working as a Peer Tutor and Student Coordinator in the MC. Each student spoke about what they learned about themselves over the year, and that they were most proud of their accomplishments.

Most students described their sense of pride and accomplishment when peer tutoring students who were having difficulty problem-solving. Peer Tutors described being sensitive to and learning strategies for working with diverse students with different learning styles. This helped them to develop their own learning and leadership skills in communication, cultural competence, and problem solving.

Focus group participants stated that through their work at the Mc they had learned how to communicate clearly under pressure and developed skills in negotiating and advocacy.

Campus Climate Survey for 2001/02

During 2001, the Sylvania campus administered a Noel-Levitz Student Satisfaction Inventory. There were ten additional campus specific questions added to the survey. Two of these questions were related to the Sylvania Multicultural Center.

- The Multicultural Center supports students of color to stay in school.
- The Multicultural Center provides student programs that reflect the needs of students of color.

Responses to both of these questions fell into the "STARS" group, meaning that the issues addressed in these questions were perceived to have an importance of great than 5.0 with a gap between importance and satisfaction under .50 which indicates strong importance and a high level of satisfaction.

College-wide Multicultural Programs & Services

The Portland Community College district is dynamic and ever changing in response to multicultural programs and services. The following pages outline the various services geared toward students of color and programs designed to foster cultural understanding and diversity and enrich the campus community. The following outline includes descriptions of the programs and services, office locations, staffing resources, numbers served, and cultural events and activities that occur at Cascade Rock Creek, Southeast, and Sylvania Campuses.

The **Cascade** campus provides multicultural student services through its program and practices within the office of the Associated Students of PCC (ASPCC).

CASCADE CAMPUS

ASPCC Student Leadership

1 Coordinator (FT) Student Leadership Coordinator

- The Student Leadership Coordinator is responsible for the development of leadership and campus involvement among the students at an assigned campus.
- The Coordinator provides administrative oversight to a variety of programs and clubs and acts as a liaison to staff overseeing other student clubs. The Coordinator represents student needs and issues on college committees and assists students in the grievance process when appropriate.
- Supervises student help and provides training in leadership areas. Acts as advisor to Phi Theta Kappa.
- The Coordinator plans and organizes special ceremonies, service projects, and some club functions. Incumbent oversees intramural sports and Intercollegiate Athletics.
- The Cascade Student Leadership Coordinator also has responsibility for Southeast Center.

1 Classified (FT) Assistant to the Student Leadership Coordinator

- Reception for Student Leadership Office.
- Assists with managing casual and student help.
- Processes all the necessary paperwork in regards to hiring, timecards, emergency loans, etc.
- Books the SC street with vendors.
- Assists the Student Leadership Coordinator as necessary.

Below you will find an inventory of how these standards are currently being met.

1. *Provide access to higher education for students of color.*
 - ASPCC sponsors many scholarships for students of color to encourage students to stay in school.
 - ASPCC and the Multicultural Awareness Council (MAC) plan many events and activities to enhance the diversity of students.
2. *Assess and identify student needs in order to formulate and implement success strategies.*
 - Student needs were assessed and identified through the Boyer Partnership Assessment Project (BPAP).
 - The Educator’s Partnership Inventory (EPI) is designed to assess staff and faculty perceptions of Multicultural Programming at Cascade Open Campus (**see EPI results in appendix**).
 - The student perceptions were collected using the CSEQ (**see survey results in appendix**).
 - Faculty, staff and students also took part in focus group studies (**see focus group results in appendix**).
3. *Assist students in achieving a better understanding of their interests, abilities, and potential.*
 - Provide leadership training for club representatives.
 - Encourage club representatives to attend leadership conferences to expand their skills.
 - Conduct student focus groups to gain a better understanding of their interests, abilities, and potential.
 - Staff, faculty, and students work together to design effective multicultural programs. The Diversity Committee meets three to five times a year to develop diversity events that represent many different population groups. (**See calendars in appendix**).
4. *Expand support services for students of color by facilitating access to institutional information and resources such as: financial aid, career*

services, registration, tutoring, academic advising, and personal counseling.

- This is done informally through club participation and leadership training.

5. *Assist students of color in accessing internal and external support services.*

- This is done informally through club participation and leadership training.

6. *Assist students in understanding institutional expectations, policies, and procedures.*

- Students are encouraged and rewarded for sitting on campus and college committees to work with staff and faculty as equals while representing the student view. This is a requirement for all ASPCC employees. We invite club members and other students at large to sit on committees as well. We have students who attend the EAC, SDC, Board meetings, Auxiliary Service meetings, hiring committees, Budget meetings, Bond and Building Committee meetings and other special meetings as necessary.
- Staff, faculty, and students work together to design effective multicultural programs. The Diversity Committee meets three to five times a year to develop diversity events that represent many different population groups. **(See calendars in appendix).**
- Students offer Classroom Enhancement grants to faculty who would like to enhance their class time with a speaker. Up to \$200 per event is available for faculty. Six grants per term are awarded.
- Students work with faculty union organizers to collaborate on issues that affect students and staff, (student leaders meet with Michael Dembrow to discuss issues that affect the campus and the state of Oregon; bond measures, faculty/AP contract, funding cuts, faculty cuts, and the support or opposition of specific measures that are on the ballot).
- All ASPCC students meet weekly with Student Leadership Coordinator. Together we move towards meeting goals that were set by the ASPCC during our summer retreat. We team build and celebrate achievements regularly.
- Student Leadership Team meets with Campus Executive Dean quarterly.
- Clubs work with their faculty advisor to develop ideas and goals for their particular club (this is measured by having informal discussions with the club advisors).

- Students talk to their instructors and classes to develop cutting edge programming ideas. ASPCC programming board plans events that are social, cultural, intellectual, recreational and/or community service based. **(See calendars in appendix).**
7. *Establish a center for students of color as a focal point.*
 - Do not have this.
 8. *Provide mentors and align students with community advocates.*
 - This is done informally through club participation and leadership training.
 9. *Assist students in meeting their academic and employment goals.*
 - This is done informally through club participation and leadership training.
 10. *Support comprehensive programs that reflect and promote services for students of color by facilitating access to institutional information and resources.*

This is done informally through club participation and leadership training.

Diversity Calendar

Project Goals

1. To create a multicultural event calendar that will honor the diverse cultures, perspectives, and ethnicities of the PCC student body and community.
2. Emphasize the urban experience at Cascade campus, in Oregon and in the United States.
3. To outreach and embrace the many students who represent the diverse cultures of our student population.
4. To educate the campus about the contributions and cultures of our community.
5. To find common ground in issues that affects our society.
6. To provide PCC student leaders, faculty, and staff with a forum to discuss urban issues that affect multiculturalism.
7. To embrace our community neighbors by inviting them to attend our events.
8. To gain awareness of different cultural traditions, holidays, food, dress, etc.
9. To learn about the immigrant experience, through films, personal stories, and presentations.
10. To increase sensitivity to the challenges and barriers faced by individuals from diverse ethnic backgrounds.
11. To gain appreciation of common issues and experiences that face all human beings, regardless of their cultural heritage.

12. To increase awareness of one's own cultural heritage and an appreciation for its contributions and collective experiences.
13. To increase commitment to tolerance, appreciation of differences, and responsibility to a global community.

Number served: Well over 9000 a year. This number includes the Annual African Film Festival.

Staff involved: The Multicultural Awareness Council/ ASPCC Diversity Programming group is open to all students, Staff, Faculty and Administrators to join. We currently have 10-12 active members with participation from all groups.

The Cascade Open Campus participated in the Boyer Center Assessment Study.

Overview

The Boyer Center will conduct an assessment of Academic Affairs and Student Affairs (AA&SA) partnership programs that directly impact student learning at 18 different institutions. Both credit bearing and non-credit bearing partnerships will be assessed at four types of institutions: 1) research/ doctorate I & II, 2) masters I & II, 3) baccalaureate and, 4) community colleges. A full assessment will be conducted at 12 institutions in 2002-2003 and at an additional 6 institutions in 2003-2004. The three-year project, funded by FIPSE, will develop approaches, methods, instruments, and principles of assessment and will identify best practices in AA&SA partnerships that can be adapted to diverse types of institutions across the country.

Goals

The goals of the project include: 1) assessing student learning outcomes in AA&SA partnerships in different institutional settings, 2) developing assessment principles, practices, and instruments that measure the impact of partnerships on student learning in diverse institutional settings, 3) creating a database that provides benchmarks for comparing partnership outcomes in different institutions, 4) identifying and documenting best principles and practices of partnership formation

and sustainability, 5) discovering what types of partnerships and institutional settings produce the most effective learning outcomes, 6) establishing a clearinghouse of resources for assessing partnership programs, and 7) initiating dissemination of the products and approaches developed in the project.

Overview of Partnership Project

1. Name of institution and number of undergraduates.

Portland Community College, Cascade Campus 15,500

2. Name and nature of partnership programs.

Diversity Committee - The partnership includes student affairs professionals, faculty and students. Using funds from student government and a college Diversity Fund the committee works closely using creative strategies to involve over 1500 students per term in diversity events.

3. Approximate number of participants in the partnership program each year.

Students	5,000	Student Leaders	2-4
Faculty	5	Student Affairs Professionals	5

4. Is the partnership credit bearing or non-credit bearing?

Non-credit bearing

5. When did the program begin?

3 years ago

6. Which group or person has primary responsibility for administering the partnership?

Student Leadership Coordinator has primary responsibility for the program.

The Office of Student Leadership.

7. Is the partnership aligned more with Academic or Student Affairs?

Student Affairs 60%

Academic 40%

8. How has the program changed since its inception?

The program has grown along with more participation from faculty. Students have been brought more fully into program planning and direction.

The academic and student affairs staff have become more creative and collaborative.

9. Has any assessment been conducted? If so what?

Limited assessment -activities and events are evaluated, attendance is tracked and some evaluations are used.

10. What are the most important successes of the partnership?

- **Creating a multicultural event calendar that will honor the diverse cultures, perspectives, and ethnicities of the PCC student body and community**
- **Streamlining the diversity planning from many different committees down to one committee working together**
- **Providing PCC students, faculty, and staff with a forum to discuss multicultural issues**
- **Leadership opportunities for students, faculty and staff**
- **Collaboration between Student Affairs and other divisions within the institution**
- **Informal interaction between students, faculty, and staff**

11. What are the most significant challenges that the partnership program faces?

- **The program is not institutionalized and if the key players leave most likely the program will also.**
- **Resources and time are also challenges.**
- **Encouraging participation by the campus community.**
- **Increasing involvement across the board.**

PORTLAND TEACHERS PROGRAM (PTP)

"PTP has given me the opportunity to fulfill this goal of becoming a teacher by helping me financially, but it also offered me a network of support. It has been so empowering to participate in PTP activities. There is nothing like walking into a room full of people who look like you and have had similar experiences as you. It is simply healing."

Anibal Rivera, 1999 PTP Graduate

What Is the Portland Teachers Program?

PTP is a partnership effort among **Portland Public Schools (PPS)**, **Portland Community College (PCC)**, **Portland State University (PSU)** and the **University of Portland (UP)**. It is designed to recruit and help prepare culturally competent teachers, **with a special focus on historically under-represented groups in the teaching profession**. As a retention/scholarship program, it assists selected students in completing teacher education through the regular coursework at PCC and PSU or UP.

PTP is a nationally recognized program with over 100 graduates, most of who are now working in Portland Public Schools. Several have become principals or vice principals. It is a program committed to *diversity, equity, excellence and collaboration* through the development of a multicultural workforce in the educational system. There are approximately 65 students in the PTP pipeline.

Why Do We Need the Portland Teachers Program?

Developing a truly multicultural/multiethnic society requires educators who are not only academically prepared, but who can integrate the richness of their cultural heritage, and that of others, into every aspect of their teaching. Teachers with diverse backgrounds and experiences are critical to the education of **all children** as they prepare to join an increasingly diverse workforce where valuing and understanding differences are key to creativity, productivity and personal enrichment. These teachers serve as role models for **all children**, and can assist in breaking down the stereotypes that inform racism in American society. The need for teachers who reflect the growing diversity in public school classrooms is acute.

How does the Portland Teachers Program work?

Portland Community College:

Students with little or no college credit apply to PTP at PCC. Tuition is provided for completion of lower division transfer coursework. Eligibility requirements include:

Oregon residency; readiness for Writing 121 and Math 65; experience working with

youth in culturally/ethnically diverse educational settings; ability to attend school full time and maintain a minimum 2.5 GPA; background/experience demonstrating contributions to cross-cultural learning and understanding based on a belief in the value of racial, cultural and ethnic differences; application for Federal Financial Aid.

Approximately 18 new students are selected to begin each Fall at PCC; after completing lower division requirements at PCC, they transfer to PSU for two years of upper division coursework to complete a baccalaureate degree, and then a year in the Graduate Teacher Education Program. Qualified students may opt to apply to UP and complete a baccalaureate in Education.

Portland State University:

This is for students who have junior level status or higher. To be eligible, students must be an Oregon resident; have all lower division coursework completed; be able to attend full time; be able to maintain a minimum 3.00 GPA; have documented experience with youth in culturally/ethnically diverse educational settings; have background and experience that demonstrates contributions to cross cultural learning and understanding based on a belief in the value of racial, cultural and ethnic differences; apply for Federal Financial Aid. Students are accepted throughout the year, as slots become available.

University of Portland: Students who joined PTP as freshman and who meet UP admission criteria may opt to apply for transfer to UP for a four-year degree in education. UP will provide partial assistance to those students to complete their Master's degree while they are teaching.

Students at all levels of PTP are required to attend seminars, colloquia and other meetings; practice PTP values; meet or exceed all program requirements involving academic performance, professionalism and attendance. Special advising, advocacy, peer networking and a range of support services continue throughout the program.

Portland Public Schools:

Once students graduate from PTP and obtain their Oregon teaching license, they must apply for employment with Portland Public Schools. If hired, they must agree to teach for a minimum of three years; otherwise, they must repay the scholarship money. Graduates are expected to serve as resources to other PTP students and to the program.

For More Information: Deborah Cochrane, Director
Phone: (503) 978-5444 Email: dcochran@pcc.edu

Cascade Women's Resource Center

Cascade Campus Women's Resource Center is dedicated to providing a supportive, comfortable, encouraging, and safe environment to all PCC students. It offers programs to support personal and academic growth. Staff and student leaders provide ties to other student support services and community based social services.

Cascade Women's Center services include:

- personalized assistance with entering college
- a place to connect with other students
- crises intervention and problem solving
- leadership opportunities for women
- community resource referrals
- information about PCC's educational programs
- workshops on topics of current interest
- lending library
- student gather area with coffee and comfortable seating
- place for students to study in groups

Project Independence

Single parents, displaced homemakers and women returning to college can take advantage of Project Independence. The tuition free program focuses on both personal and professional development. Students gain access to a variety of educational and training opportunities to help on the road to economic self sufficiency. The program has an excellent retention rate. 90% complete the program and 75% of that matriculate to the college the following term.

Program topics include:

- self confidence building
- values clarification
- personal skills assessment and development
- transferable skills identification
- career research
- time and stress management skill building
- overcoming math anxiety

Cascade Women's Leadership Program

Cascade Women's Resource Center hires students to work in the Center. The students learn leadership skills and provide peer mentoring to other students who access services through the Center. The WRC student leaders are responsible for co-curricular programming which services to enhance the learning experiences of students.

ROCK CREEK CAMPUS

The **Rock Creek** campus provides multicultural student services through a newly developed position. The Multicultural Coordinator is responsible for the leadership and development of the Oregon Leadership Institute and multicultural student activities in partnership with ASPCC Rock Creek. Moreover, the Women's Resource Center provides direct services to women of color attending the Rock Creek Campus.

Oregon Leadership Institute

Rock Creek Campus

Building 3, Room 223b

<http://www.pcc.edu/oli/>

Program Description

Oregon Leadership Institute at Portland Community College, Rock Creek Campus, is an eight-month leadership development program for Latino high school youth ages 15 to 19 living in Washington County and neighboring areas. The goal of OLI is to provide opportunities for Latino students to develop leadership skills, explore career options, gain access to institutions of higher education, and become positive role models in their communities.

The Oregon Leadership Institute started in 1999 at PCC in partnership with Oregon Council for Hispanic Advancement (OCHA). Over 350 high school students have graduated from OLI since 1999. These graduates have gone on to institutes of higher education and challenging careers, and have become respected, active community members.

A primary component of OLI is that of the mentors. The group is comprised primarily of Latino college students who attend a two hour class every week to discuss mentoring techniques and ways in which the mentors can support the high school students. The major focus of the mentors is in helping to facilitate the OLI sessions which are conducted one Saturday each month. However, mentors also contact students between sessions to create relationships and support student interests.

OLI at PCC Rock Creek also has a parent component to this program. Parents of the high school students enrolled in OLI are highly encouraged to participate in all of the nine OLI Sessions. Some of the parent sessions run independently or in combination with their children's sessions.

Parents are provided with classes related to college and career choices, cultural heritage, leadership, and personal responsibilities.

The high schools students enroll in the Oregon Leadership Institute - Career Development Class, CG 180L, 1 Credit. The college students enroll in Mentorship/Latino (a) Student, CG 190, 3 Credits.

Number Served

50 mentees/high school students each year

16 mentors/college students each year

15 parents each year

Staff Involved

Mara Silvera

OLI Coordinator

Nery Reyes

OLI Assistant Coordinator and Parent Liaison

New Directions Program & Women's Resource Center

New Directions is a "Women in Transition" program focusing on helping low income women transition to college or a career. This tuition free 4 credit class focuses on job readiness, education, college preparedness and employment.

Program Emphasis:

- Career Research
- Job finding Skills
- Values Clarification
- Goal Setting
- Time Management
- Self Esteem
- Self Confidence

Students are required to:

- Fill out FAFSA application
- Prepare a resume
- Research Careers
- Complete Informational Interviews
- Set educational goals

- Complete Learning Styles Inventory
- Complete Myers Briggs Personality Inventory
- Complete Strong Career Interest Inventory
- Compile a portfolio of work completed during program
- Write goals and an Action Plan when they leave the program

New Directions is held every term serving 75 women annually
90 % of participants complete the program – More than 50% of students go on to take other college classes

Christine Paull is the coordinator/teacher
Peggy Olson is adjunct faculty for the class

Women’s Resource Center – Rock Creek

A wealth of information is available to students in the Women’s Resource Center. The center is staffed by experienced student advocates and the coordinator who is also a PCC graduate.

Information is available on childcare resources, health care, financial aid, safety and housing resources.

Practical assistance is offered in the form of text book and calculator loans, clothing exchanges, and a privacy room for nursing mothers to express milk. Work shops on a variety of issues are offered including, self defense, financial aid and scholarships and family health. Referrals are made to a professional clothing bank.

Approximately 3,000 women are seen annually for a variety of reasons from brief drop in questions to in depth support and advocacy and crisis intervention.

The center is staffed by the coordinator, Christine Paull and 3 student advocates.

Rock Creek Child Care programs

A subsidized program starts in spring 06 which will serve up to 30 student families each term during the day. The evening childcare center currently serves 30 student families each term.

Multicultural Committee ASPCC Rock Creek

The Rock Creek Campus takes a very collaborative approach to multicultural programming. Between a core group of staff, faculty and students we manage to produce numerous activities, lectures, performances, trainings, and discussion groups to increase awareness, respect, knowledge and understanding of our complex world.

Below is a list of the events that ASPCC and the Multicultural Committee sponsored during the 2005 – 06 academic year. Many of the programs are complete, but there are still several on the horizon.

September

Diversity Training – Power and Privilege Exercises for all student leaders (ASPCC, Clubs, MiRCs, WRC Advocates, and OLI Mentors totaling 40 student leaders)

Courage To Lead – Speakers Narce Rodriguez, Linda Hummer and Jim Eustrom spoke to 200 student leaders from the PCC district and others from around the state about how to succeed as a student leader. Their perspectives offered students from marginalized communities a sense of empowerment to become strong student leaders.

October

National Coming Out Day – Guest Speaker shared personal story about coming out to family and friends. We also tabled that week with Safe Zone materials and other information about homophobia (50 attendees at speech and over 200 visited the table).

Dios de los Muertos – ASPCC and a Spanish class joined forces to put on an event in the mall area focusing on this Latin American ritual. It involved students creating displays and providing information in the mall area about the Day of the Dead. (100 people stopped by the table)

December

Traditions Week – A week focusing on the traditions of different during the Fall and Winter (Ramadan, Christmas, Hanukah, Solstice).

January

Martin Luther King Celebration – In collaboration with the campus President, the City of Beaverton, and the Washington County Inter Religious Action Network, a celebration happened honoring the spirit of Dr. King. The poetry of Langston Hughes was highlighted along with a tribute to Rosa Parks. Music and speeches also took place. (150 people in attendance)

No Easy Road Display – This display documents the history of discrimination in Oregon. It has been in Building Nine for two months (1000 people have easily seen this display)

Poetry Reading of Langston Hughes – On two separate occasions, students and staff were given the opportunity to hear the words of Langston Hughes through the voice of a local artist (130)

February

Comedian Debbie Wooten – Wooten is a comedian who brings the perspective of the poor, African Americans, and the disabled. She is a positive woman who empowers numerous people to do their best in life and possess a positive attitude. (140 people)

Darcelle – Performance and Q and A. (75 people)

Brokeback Mountain – A group of students and staff went to see the film and then engaged in a discussion afterward.

March

Film Critic David Walker – David spoke about bigotry in film and provided staff and students with a unique perspective on the Oscars that called out the shallowness of the industry – especially in terms of the way it looks at poverty, class, and race. (40 people)

Women's History Month – The WRC center is doing a number of events and giving out free items in the center to honor Women's History Month (200)

International Women's Day Luncheon – Our colleague Jean D'Arc Campbell Kakusu will speak about his first hand experience in Hotel Rwanda and give his account of the genocide.

Upcoming Events

April

Global Green Day (What on Earth is in your Food?) This day has a focus on sustainable practices as related to food and how those practices affect the others in the world. The day will feature the talent of the African American Ballet, foods grown in Oregon and how they used by immigrant communities, and a speech by Linda Hummer on the treatment of farm workers (expecting 250 people).

May

Cinco De Mayo – The students want to celebrate the holiday with a fun and cheery event (a little lighter than the rest of the list). The event will include music, food, and games.

Stop The Hate, Train the Trainer – Once again, the committee supports this training. We will send 3 or 4 staff, faculty and students to this training.

June

2006 Oregon Hate Crimes Conference – See attached. Expecting 400 people.

This event will feature both a Day for Youth and a three day conference for educators, students, law enforcement, the faith community, public employees, etc.

SOUTHEAST CAMPUS

SE CENTER DIVERSITY EVENTS

FALL TERM 2005 – SPRING TERM 2006

Month	Event	Attendance	Budget
January 23, 2006	Tea Transcending Cultures	150 attended	
	This was a new event for us and turned out to be extremely successful. Tea was donated by various businesses around the Portland Metro area. Participants sampled teas and were able to “fill” their own teabags. Various tables were set-up with tea and serving pieces from different areas of the world. Speakers from various countries shared their cultures tea drinking habits and products. In addition, a formal Japanese tea ceremony was conducted and the various rituals and customs were explained. This event was “free” to all.		
February 20, 2006	Asian New Year	350 attended	
	This has become a showcased event for SE Center for many years. The general public is invited and many attend as this event is always scheduled on President’s Day when Portland Public Schools are closed. The event included entertainment such as martial arts, tai chi, singing, dancing from various cultures, and a children costume contest. Various tables are set-up for participants to learn how to use chop sticks, make paper lanterns, receive a Chinese Zodiac calendar, receive a free Chinese brush painting, have their fortune read. There are games for the children in addition to face painting. Snacks are provided free and a box lunch of several dishes is sold for \$1.00. Many door prizes are given away. Vendor tables are also on board selling items that		

compliment the event. This is always a very well attended event.

April 18-28, 2006 ESL Awareness 300+ attended

This event was structured completely different from past years. A large map of the world was located in The Great Hall and students and staff were asked to mark with a push pin where they were born and then with a different push pin to mark an area they would like to visit. Over 300 students and staff visited the map to and used the pins to mark their country of birth and areas to visit in the future. In addition, ESL student and Chinese watercolor artist, Luo Jin, shared his story along with a display of his work. An informational DVD was on continuous play about ESL, tutoring, and resources. Several classes made tours of the displays in the Great Hall. All display cases were filled with artifacts from various cultures representing the diverse student population at SE Center. In addition, the Tutoring Center held a reception that was attended by 100 plus students and staff. ASPCC donated notebooks & candy bars for the event.

May 1, 2006 Beltane Festival

A celebration of spring with music, dancing around the Maypole, Henna tattoos, the making of May baskets filled with fresh flowers, and hair crowns of silk flowers will make a special day for students & staff. This is a new event for SE Center. The event is scheduled from 11:00 am – 5:00 pm.

May 2006 Russian Film Evening

This committee is planning a simple evening of a film & lecture along with light refreshments of Russian snacks. In alternate years a major event similar to Asian New Year is held.

June 2006 Start-up for Day of the Dead

A committee will begin work prior to the end of spring term to start planning for this event since it occurs so quickly after students return in the fall. Staff member, Sharon Hennessey is advisor to the committee.

SYLVANIA CAMPUS

ASPCC Programs and Multicultural Events Information

Goal of ASPCC:

To act as a united voice for the student at Portland Community College, Sylvania; to express the needs of students to PCC administrators, faculty, the Board of Directors, and local and state political figures through campus committee work and political activity; and, to serve the student population by implementing services and programs that are responsive to the changing needs of community college students.

ASPCC provides services and activities to promote diversity through social, educational and cultural programs. Students in ASPCC engage in an intense leadership program to develop their skills. Four leadership programs through the Associated Student of aid retention at PCC Sylvania:

- Student Programs and Involvement Network (SPIN)
- Student Senate
- Phi Theta Kappa
- Student Clubs and Organizations

Student Programs and Involvement Network (SPIN)

SPIN actively works to bring a wide variety of programs to Sylvania. SPIN provides programs, activities and events that enhance campus life and contribute to student persistence. Some of the programs organized are educational programs such as Ramadan Awareness, Stop the Hate, the Great American Smoke Out and the International Showcase. Others are social Programs help students connect through music, food and fun events such as Halloween, Welcome Week and the Year End Celebration. Students Helping Instructors grants for faculty wanting to bring extra resources to the campus.

Student Senate

The Senate works on local, state, and federal issues affecting students and provides for student input and representation on campus. The Senate represents the voice of the student body at Sylvania to the faculty, staff, and administration. The senators represent specific academic

departments in order to better focus representation in accordance with the unique needs of the students.

Phi Theta Kappa

PTK is an international national two year honor society. We provide recognition for academic achievement. We promote fellowship with other honors students. We provide opportunities for leadership experience, and make scholarships available. We conduct service projects that allow us to give back to the community.

Student Clubs and Organizations

There are over forty clubs at Sylvania, whose interests and focus are as varied and diverse as our student population at PCC Sylvania.

Events Calendar

Oct. 19 A Bridge in Rwanda

Carl Wilken's story has been featured in many documentaries, including American Radio Works documentary, "The Few Who Stayed: Defying Genocide" and a Frontline documentary, "Ghost of Rwanda" among others. Director of Adventist Development & Relief Agency in Rwanda when the genocide erupted there in 1994, Carl Wilken chose to stay in Rwanda during the genocide and bring food, water and medicine to several groups of orphans around the city of Kigali.

Nov. 1 Los Dia de los Muertos

On November 1st and 2nd SPIN celebrated Los Dia de los Muertos. A speaker from the Miracle Theater Company to came in on November 1st. She talked about the traditional holiday of Dia de los muertos. There was an alter built by the SPIN office and volunteers from a Spanish class.

Nov. 17 International Showcase

International Student Showcase in the Upper CC Mall. Students showcasing their culture and countries through food, music, national costumes, and a fashion show.

Nov. Ramadan Awareness Event

Celebration and awareness of the Ramadan the ninth month of the Muslim calendar.

Dec. 1 Safe Sex Awareness Fair and HIV Testing by Cascade AIDS Project.

Dec 5 Winter Holidays of the World

Displays and actives from different winter holidays around the world such as Ramadan, Christmas, Hanukah and Winter Solstice.

January 17 Martin Luther King Jr. Birthday Celebration
Celebration of Dr. Martin Luther King Jr.'s legacy.

Jan 18 Dialogue on Diversity- Student Fishbowl

The "Fishbowl" activity is a unique way for students to discuss campus diversity issues among their peers. This facilitated activity involves a small group of students sitting in an inner-circle participating in dialog. The outer-circle is open to all to listen in. There will be opportunities to enter into the student dialog once the facilitator indicates. At the end of the session there will be a facilitated large-group discussion.

Feb. 2 Poetry Slam

Poetry slam is the competitive art of performance poetry. PCC Students will compete against each other for the chance to attend the regional ACUI Poetry Slam Competition.

Feb. 8-10 Rosa Parks' Display

Rosa Parks' action sparked many laws banning segregation including the Supreme Court ruling banning segregation on city public transit vehicles. This display will commemorate the life and many achievements of Rosa Parks during and after the Civil Rights Movement.

Feb 15 PCC Black History Month Luncheon

Location: Sylvania,

Black staff, faculty and students are invited to take part in this luncheon to network with other Black staff and faculty. Black students are encouraged to participate to hear the stories of how Black professions have come to work for PCC.

Feb. 1 Chasing Daybreak Film & Discussion

Film: Chasing Daybreak with producer Matt Kelley

April 24 Earth Day

Tree planting ceremony and tree sapling give away. Eco-friendly food vendors, product vendors that do not test their products on animals as well as guest speakers addressing the issue of bio-diesel.

May 5 Cinco de Mayo

Students learn the significance of this day.

May 5 Tibetan Cultural Event

May 19 Stop the Hate
Stop The Hate

Train The Trainer Program supports Portland Community College in preventing and combating bias and hate crimes on campus as well as fostering the development of community. Students, faculty, and staff are trained on anti-hate initiatives and are given suggestions on how to respond to hate crimes and bias-motivated incidents.

Sylvania Women's Resource Center

Program Name	Sylvania Women's Resource Center
Location	PCC SY CC 273
Program Description	The Sylvania Women's Resource Center provides a central location for services that support the academic achievement of women, while working to increase access to education for women, improve the retention of women students at PCC and encourage women's leadership development. The Women's Center, through its programs and practices, is committed to increasing the campus awareness of oppression in all forms, particularly sexism, racism, heterosexism, and classism. The program is designed to challenge these barriers which inhibit the advancement of women while it promotes a broader understanding of the diverse experiences of all women.
Current Findings	<p>When presenting programs and events the Sylvania Women's Resource Center either examines the topic through the lens of the intersection of race and gender, ensures that a strong representation of our presenters/performers are people of color, performs outreach specifically to women of color to participate in our activities, or specifically address culture or cultural issues with our events. It is our goal to not only provide culture specific programming but as importantly to weave race and culture throughout our programming.</p> <p>2004/2005 Workshops, Speakers, Performances, Exhibits and Films</p> <ul style="list-style-type: none"><input type="checkbox"/> Domestic Violence Awareness Month Speakers<input type="checkbox"/> Film Series: Global Issues<input type="checkbox"/> Illumination Project<input type="checkbox"/> Laundry Soap Project - El Programa Hispano<input type="checkbox"/> Lecture: Economics is a Women's Issue<input type="checkbox"/> Lecture: Feminist Analysis of Violence Against Women

- Love Your Body Day
- National Young Women's Day of Action
- Native American Medicine Woman
- Native American Storyteller
- Native American Women in Art
- Native American Women in Higher Ed
- Oregon Women's Summit
- Panel: Same Sex Marriage
- Panel: Impact of War on Women
- Personal Safety Workshop for International Students
- Sexual Assault Awareness Month Speakers
- STI Prevention Program
- Teen Parent College Visit
- Vagina Monologues
- Women Moved by the Muse
- Women Student Art Exhibit
- Women's Health Fair
- Women's Self Defense Program

Number Served 7,500 / year
 Drop-In, In-Depth Support & Advocacy, Workshops, Speakers, Lectures, Performances, Exhibits, Films, Illumination Project, and Vagina Monologues

Staff Involved 1 - .80 FTE WRC Coordinator
 1 - .70 FTE Illumination Project Coordinator
 1 - .50 FTE Administrative Assistant
 8 - Student Advocates - Women's Resource Center
 20 - Student Educators - Illumination Project
 1 - Student Coordinator's Assistant - Illumination Project

Sylvania Illumination Project

Program Name **The Illumination Project**

Location PCC SY ST 208

Program Description The Illumination Project (IP) is Portland Community College’s innovative student leadership and education program designed to foster a climate of equality, compassion, justice, and respect for all people in the PCC academic community and the community-at-large.

The Illumination Project uses interactive social justice theater as a venue for Student Educators and audience members to join together to rehearse ways of solving problems. Interactive theater, with its capacity to engage diverse learning styles and members of a community, is an ideal way to challenge racism, sexism, heterosexism, and other forms of oppression.

The Illumination Project is a program of the Sylvania Women’s Resource Center and finds additional support from the Sylvania Campus President’s Office, Multicultural Center, Sociology and Theater Departments.

Current Findings The Illumination Project exists to foster deeper understanding of oppression in all its forms, to increase awareness of the lived experiences of oppressed peoples, to facilitate students developing skills in problem solving, communication, and assertiveness, to strengthen the capacities of students to work for social justice, to enable all workshop participants to become more effective grassroots anti-oppression activists through a collective learning process and to support and advocate for people experiencing oppression.

The Illumination Project exists because oppression exists at PCC and in our community and because everyone has the right to live, study and work in an environment free of demeaning comments and actions based on racism, sexism, homophobia, ableism, or ageism.

We believe that oppression is an attack on our individual and collective humanity.

We believe that power and privilege can play out in destructive ways. We must challenge supremacist practices which marginalize, exclude or de-humanize others. Privilege, like power can be used for positive purposes but should be used with awareness and care.

We believe that dialogue and discussion are necessary and we need to learn how to listen non-defensively and communicate respectfully if we are going to have effective anti-oppression practice.

Number Served 1,500 / year

Staff Involved 1 - .70 FTE Illumination Project Coordinator
20 - Student Educators
1 - Illumination Project Coordinator's Student Assistant

Discussion & Recommendations

According to the last three Institutional Effectiveness Factbooks the racial/ethnic distribution of the PCC district has remained constant. While the demographic distribution has remained constant, each campus has its own distinct and dynamic culture and emerging trends.

A college wide committee was formed during the Winter of 2006 to review and discuss PCC's Multicultural Programs & Services. Program directors and the Deans of Student Development met to exchange information and engage in a rich discussion about the existing programs and services focused on students of color.

There are critical issues being raised across the district on how we can improve services for students of color and underrepresented groups. Further investigation is required. Some of the questions raised in discussions include: What do we want programs for students of color to focus on? What are we doing specifically to support the retention of men of color throughout the district? How are the campuses responding to the emerging immigrant and refugee populations coming to campus? How do we develop equity throughout the district to provide adequate space for programs and consistency of services throughout the district? These questions helped shape the broader discussion of recommendations for the improvement of Multicultural Programs and Services at PCC.

The following is an outline of the committee's recommendations in no particular order.

College-Wide Recommendations

Campus Life

- ⓐ To provide leadership development opportunities for students of color throughout student development and student services college-wide.
- ⓐ To provide leadership development opportunities for students of color, by students of color, for students of color focused on a social justice model of education.

Research

- ⓐ Develop methods to disaggregate the data collection by race/ethnicity for accuracy in identifying specific ethnic/racial groups within the district.
- ⓐ Conduct Needs Assessment to determine needs of college, campus, and students and integrate initiative throughout college.

For example:

- Student involvement/participate in study

- Campus Presidents charge to create Diversity committees on each campus
- Internationalizing the Curriculum

Professional Development/Hiring Practices

- ⓐ Develop hiring practices, and curriculum policies across campus that integrate cultural competencies.
- ⓐ Revise Sylvania Multicultural Center job description to reflect SYL MC Coordinator's role and responsibilities.
- ⓐ Develop college wide cultural competence training for all administrators, faculty and staff beyond diversity training.
- ⓐ Integrate knowledge and skills of multicultural competence, power, privilege and difference into existing curriculum and college committees such as Education Advisory Committee, faculty institutes, and college in-services.

Resource Allocation

- ⓐ Increase part-time funding to full-time funding for the administrative assistant position of the SYL Multicultural Center.
- ⓐ Create space and provide staff at CA and RC for consistent level of service to all students in district.
- ⓐ Increase PCC's Diversity Fund college wide.

Intentional Partnerships

- ⓐ Empower and develop existing multicultural councils and committees to form college wide initiatives.
- ⓐ Develop multicultural program and services advisory board linked to the Internal Diversity Committee of Affirmative Action.
- ⓐ Integrate "best practices" related to multiculturalism and diversity throughout student development, student services, and curriculum.