



# Cultural Center

Program Review - Annual Update

2023 - 2024

## Program Description (250 word limit)

### 1- Who does your program serve?

Our mission within the Cultural Center is to create spaces of healing, joy, and critical engagement through learning, awareness, and advocacy that empower the campus community to become culturally responsive advocates for justice and liberation.

This space and engagement stated within our mission, in addition to our Office of Equity's work with the Equity and Antiracism Council, is open to serve students, faculty, staff, administrators, and community members.

### a. How many students are served by your program?

5,000

### b. Does your program intentionally serve underrepresented, disproportionately impacted or racially minoritized students (ie. BIPOC, LGBTQIA+, 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations identified in our Student Equity data, etc.)? If yes, how so?

Our aim is to serve all students. Within the very first quarter of the Office of Equity and Cultural Center's Launch (Fall 2023), our active in-person programming is averaging about 15-20 students participating in each event. With our multiple messaging that contains resources and education after incidents of bias occur on campus, we are reaching 100% of students virtually.

How are we measuring program/event reach (# of students impacted)? Our goal is to have sign ins at every event/training/offers in addition to having a quick sign in via QR code for anytime students are visiting the Cultural Center to hang out, study, get a snack, or connect with others. This collection of sign ins for programs and events can lend to critical data collection on reaching out to students for feedback or focus groups, as well as looking at long-term retention and success data linked to participation with our center.

With the start of our new Cultural Center newsletter, we will also be able to track who and how many people the newsletter is sent to, how many people actually open and view the newsletter, and how many people interact with the newsletter on social media via analytics tools in MailChimp and Instagram. This more "passive program" style of education will be important to track and analyze its impact.

Yes, we specifically and intentionally program so that BIPOC and LGBTQIA+ students are celebrated as well as have a place for joy and healing. We also uplift the BIPOC and LGBTQIA+ community through campus wide critical engagement activities and dialogue--these programmatic opportunities will touch on multiple intersections of identity within the BIPOC and LGBTQIA+ community that include 1st Gen, Foster, Homeless, Undocumented, Veteran, Low-Income, or other disproportionately impacted student populations

### What metrics, if any, does your program use to measure its contribution to student access, retention, and completion? How have these outcome measures changed over the course of the last year?

As a brand new Office of Equity and Cultural Center in our first quarter of existence, we are measuring our success by the awareness of and attendance of our offered programmatic events. How are we measuring program/event reach (# of students impacted)? Our goal is to have sign ins at every event/training/offers in addition to having a quick sign in via QR code for anytime students are visiting the Cultural Center to hang out, study, get a snack, or connect with others. This collection of sign ins for programs and events can lend to critical data collection on reaching out to students for feedback or focus groups, as well as looking at long-term retention and success data linked to participation with our center.

Measuring our SAOs: For us to measure learning and impact of our program, we plan to build in pre and post assessment measures at key programs, events, workshops, etc that center the identity of those communities.

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For understanding the impact of our cultural immersion excursions, students have agreed that a post-excursion focus group would be critical. In addition to pre-and post surveys as well as focus groups, our Cultural Center staff will rely on observations within the center as well—noting interactions and quotes of visitors that speak about what the space means to them. An additional assessment method as we build our program and future SAOs is to request at year-end a PRIE data packed utilizing the G#s of everyone who came to Cultural Center offerings and see where patterns of retention and success may lie. With these multiple measures, we can build a container to collect both quantitative and qualitative data.

As we get qualitative feedback from participants in our events or who choose to visit our center, we are collecting this feedback for data analysis to guide future programs that address access, retention, and completion.

We will deepen a measurement of access, retention, and completion by working with PRIE to develop a survey and pull our data from all participants of events to understand better how our programs have affected attendees' awareness to resources, as well as their retention and completion.

## Major Accomplishments and Challenges (500 word limit)

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### 2- Describe major accomplishments within the last year.

Starting the summer of 2023, with the hiring of our new Director of Equity, within the first quarter we have been able to:

Host our first Equity and Antiracism Planning Council summer retreat with the council members and multiple student representatives

Connect with Chief Equity Office of the County of San Mateo and attend quarterly convening to get information about county-wide equity training and how to do this at Cañada

Connected the Chief Equity Office of the County of San Mateo to Outreach so that we have Cañada enrollment information going out in their newsletter to the full county

Partner with Puente to host a painting flex session and create a Puente mural

Connected with San Mateo County Office of Education's Executive Director of Curriculum and Instruction and Executive Director for Equity, Social Justice, and Inclusion on an equity internship for our students

Open the Cultural Center space, creating full banners, stickers, website, and decorations that the community can see their identities represented

Interview, hire, and on-board a new Program Services Coordinator and 8 new student ambassadors

Work with the college leadership team to send out two campus-wide responses to bias, and host an unpacking anti-Blackness workshop that was attending by 40+ people

Host multiple events in our first quarter, including our first equity excursion and LatinX Heritage Month Events that collaborated with multiple departments across campus. In detail, we have helped put on the following equity programming: FilipinX Heritage Month Celebration, Frame Drum Afro-Latine workshop, Selena Sing-A-Long, Bay Area American Indian Two Spirits Keynote, AANHPI STAR Launch and Mid-Autumn Moon Festival, Indigenous People's Day Sunrise Gathering on Alcatraz, Juevas Gigantes, National Coming Out Day, Maneki-Neko Workshop, and an Open House.

With the first flex day in August, the Office of Equity hosted four workshops/panels including a district conversation on equity, a discussion on the district Anti-racism Council, a Puente collaboration, and an Equity and Antiracism Planning Council workshop.

In the October Flex Day, the Office of Equity helped to co-plan four workshops/opportunities: the opening Reflecting OUT Testimonio play, TRANScend, Faculty Learning Pods with an equity lens, and a Tea and Takeaways unpacking session—with at least 10 employees coming up to our team and saying it was the best flex session they have ever attended.

Work with multiple English faculty on an English and AB1705 inquiry assessment plan.

Disaggregate BIPOC and LGBTQIA+ data from the ASE raw data and present this in conjunction with the rollout presentation of the Bias Education Support Team.

Go to every division and do equity check-ins as well as seek what employees would like to see for equity professional development experiences.

Prepare and facilitate a K-14 Equity Leadership Academy with the District Chief Diversity Officer and Sequoia Union High School District.

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Apply for and be granted two Learning Aligned Employment Program (LAEP) students.

Add the Cultural Center on Google Maps, Facebook Maps, and Instagram Maps garnering 1,000 views in the first month.

Work with administration to extend the hours of the all-gender restroom in Building 8.

### **a. Did your major accomplishments help to close the opportunity gap for disproportionately impact, underserved or racially minoritized students? If yes, how so?**

Yes. In the qualitative feedback we've received from students in the mere months we have been open, we've had multiple BIPOC and LGBTQIA+ students tell our staff that this space makes them feel at home, that they want to stay at Cañada because of the community they feel, that this space is everything they'd hoped for, and that the opportunities we have provided through events or work have given them a reason to continue. As the year(s) continue with this program, we will solidify this qualitative feedback with PRIE and through the growth of our SAOs.

Additionally, with the Office of Equity now overseeing the college's SEAP plan and supporting the DHSI grant, we have numerous goals and benchmarks working with various programs and departments to intentionally support the work to close opportunity gaps for disproportionately impacted, underserved, and racially minoritized students. Through these SEAP goals, the Center in collaboration with Umoja, Puente, the DHSI grant, AANHPI STAR, and the Men of Color Coalition, will address the disproportionately lower number of Black students accessing the College, and the disproportionately lower number of Latinx male students completing/transferring.

### **3- Describe major challenges since the last program review cycle.**

One of the major challenges is full awareness of the program's scope and team. As a brand new program, anyone would face this. With our heavy marketing and community building campaigns, we have had significant improvement in the campus understanding our role of solidarity and action with this community. The Office of Equity is still learning what it means to have a new Director of Equity, a new Equity and Antiracism Planning Council, a new Cultural Center, and how these entities work together—in addition to what partnerships look like with programs like Umoja, Puente, Brave Spaces, and the Undocumented Community Center.

## **Impact of Resource Allocations Process (250 word limit)**

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### **4- Describe the impact to date of previously requested resources (staff, non-instructional assignment, equipment, facilities, research, funding) including both resource requests that were approved and were not approved.**

Countless employees have expressed their joy and relief at the hiring of a new Director of Equity and Program Services Coordinator for the Cultural Center. The hiring of these new positions is something the college has requested since 2016, and the college President herself after the October 2023 flex day stated "we don't know what we've done without these positions, they are so integral to our college".

### **a. What impact have these resources had on your program/department/office and measures of student success or client satisfaction?**

Without these positions and this opportunity to open a Cultural Center, many of the opportunities listed above simply did not exist in the same capacity.

### **b. What have you been unable to accomplish due to resource requests that were not approved?**

What would our offerings look like if we were able to hire student ambassadors to program plan with us for more hours? What would our trainings look like if we were able to bring in trained facilitators who could support us in knowing where to start and frame our trainings to be successful? What could our equity excursions or even an equity retreat look like if we were able to bring our learning communities all together for foundational trust, bonding, and training? What would our campus look and feel like if our students literally saw themselves and their identities in art all across campus?

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As this is our very first resource request as a center and office, we haven't put in a request that was not approved, however in thinking about what we could/could not accomplish the above questions arise.

### **c. How have these resources (or lack of resources) specifically disproportionately impacted students/clients?**

There were numerous Black and Indigenous students who wanted to attend the Indigenous program that could not attend due to the limited budget (we met our capacity and went beyond it for this educational event). There is so much critical reflection in doing cultural and equity work when it comes to how we do this work with what we have. For example, in our first equity excursion, there was so much appetite for students to come learn about Indigenous peoples and activism in the community at Alcatraz. 20 students were willing to wake up at 2am and travel across the Bay with us. There were so many more students we could have brought to the Indigenous People's Sunrise gathering, had we more sound funding. This annual update and resource request truly shows how each and every event is affected by the funding we are allotted. With more funds, we are able to purchase more materials that allow for additional students to deepen their cultural learning opportunities. For those students who we couldn't bring, in what ways can we still connect students who identify as Indigenous with additional events, programs, and workshops that also expand upon similar content, values, and learning as the ones provided at Indigenous People's Sunrise Gathering? Of course, it would not be the same as attendance at the trip. Still, in which ways can we recreate similar events or programs that draw upon a clear interest to connect from our Indigenous students if we were not to garner more funding in the future?

## **Program Improvement Initiatives/Resource Requests (250 word limit)**

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### **5- With an equity and antiracism lens, what changes could be implemented to improve your program? Please include meaningful action plans to improve student access and success**

There is much to still be done with the new Bias Education Support Team, specifically with including BIPOC voices in the process mapping and implementation.

In our start and infancy, we are learning how to navigate how we approach equity and anti-racism work with the Cultural Center, Office of Equity, and EAPC while maintaining sustainability and health. Every issue on campus can be seen as an equity issue--how do we do this in solidarity and health as an Office of Equity?

### **6- How will you address the opportunities for improvement that you identified throughout the prior sections of this Program Review?**

Continuing to collect feedback and work in solidarity with our leadership and colleagues is critical in these starting years.

#### **a. What additional antiracism training do you/your program need in the upcoming year?**

It would be good if our Director of Equity could get Intercultural Development Inventory certification as well as be an active part in the Colegas, A2MEND, APAHE, and NCORE opportunities.

Additional research, connections, and learning will also occur from attendance at CaCCCHE (the state-wide Cultural Center organization) and the CSSO Leadership Conference (the state-wide Chief Student Services Officer Association).

#### **b. What research or training will you need to accomplish these plans?**

Training: Being able to find an equity and anti-racism in depth training and community building program is critical. Not just for myself as a new Director of Equity for the college, or my new Program Services Coordinator, but also for the Equity and Anti-racism Planning Council Tri-Chairs--as both teams in the Cultural Center and EAPC is expected to frontload and lead so much equity and anti-racism work. This opportunity for community building, trust building, and knowledge gathering is deeply needed as we are all new in these positions (just a few months for each of us).

Research: A goal for this upcoming year.

#### **c. What supplies, equipment, or facilities improvements do you need?**

With the immense popularity and usage of our new space, we have already outgrown the space--with not having enough chairs or be in ADA compliance in our current space when we host events or trainings. We ask

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for the classroom beside us as a designated training and meeting space so that our current classroom space can remain a lounge--this way we do not have to unintentionally kick students out of a lounge and study space when there is a meeting that needs more privacy due to delicate equity or bias matters.

**If your program is requesting resources, please go to “STEP 2: Resource Request (OPTIONAL)” and submit your specific requests there.**

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Non-Personnel Item (2023 - 2024)

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Program Requesting Resources

Office of Equity

Item Requested

Office of Equity Budget Proposal

End of the Year Celebrations	4510	
LatinX Celebration		\$4,500.00
Lavender Grad		\$4,500.00
AAPI Celebration		\$4,500.00
Undocu Celebration		\$4,500.00
Umoja Grad		\$4,500.00

Summer Equity Retreat 4510 \$8,000.00

Overnight summer equity series: food, facilitator costs, overnight costs, travel costs for 40 people for 3 days

Campus-Wide Equity Excursions:4000 / 4510 Estimate 20 people, travel, registration, breakfast,lunch

Equity Excursions: Angel Island		\$900.00
Equity Excursions: Castro + GLBT Museum		\$900.00
Equity Excursions: Black Panther Mini Museum + Wahpepah's		\$900.00
Equity Excursions: Alcatraz Indigenous People's Sunrise		\$900.00
Equity Excursions: Second Harvest Food Bank		\$500.00
Equity Excursions: North Fair Oaks Tour		\$500.00

Heritage Month Celebrations 4000 / 4510

LatinX, African American, AAPI, LGBTQ+, Native American Heritage, Women's \$2000 per month (Federal designations) \$12,000.00

Cultural Center Programming 4000 / 4510 \$10,000.00

Dia de los Muertos, FilipinX arrival day, Lunar New Year, National Coming Out Day, Autumn Moon Festival, Diwali, Transgender Remembrance Day, International Persons with Disabilities, Drag Show, Holi, etc.

Equity Speaker Series \$20,000.00

Hosting speakers on campus to provide insight and training on diversity, equity, and inclusion

Student Assistants Salary and Benefits 2392 \$30,000.00

8 student assistants at 7 hours a week at \$19.20 plus benefits (2%) at 26 weeks left (starting October) is 27,955 with meetings and trainings and events

Equity Art Series TBD \$40,000.00

Students have asked for more mural/public art after the success of our first mural. Our Office of Equity could engage in bi-annual sustainable equity art projects where BIPOC and Queer students can see their identities celebrated on campus

Office Supplies 4510 \$3,500.00

Printing, markers, paper, staples, stapler, scissors, etc.

Total Budget \$150,600.00

## Cultural Center - Resource Request

### Item Description

Descriptions included above.

### Program Goals this Request Supports

Open a Cultural Center Location

On Boarding Cultural Center Staff

Providing training for Classified, Faculty, and Staff

Programming Heritage Month and End of the Year Cultural Celebrations

Start a signature Summer Equity Retreat

Create relationships and Inroads for cross collaborative training and community building with Jobtrain, Boys and Girls Club, RWC Library, Sequia Union High School District (feeder high schools about 12 and principals and vps and directors), ALAS/Pescadero, San Mateo County of Education (bias or Brave and inform it and participate as a leadership team in the training)

### Status

New Request - Active

### Type of Resource

Non-Instructional Expenses (under \$5,000) e.g., printing services, printing, supplies, etc.

### Cost

150,600

### One-Time or Recurring Cost?

Recurring Cost

### Critical Question: How does this resource request support closing the equity gap?

By creating spaces of healing, joy, and critical engagement, research shows that our students will be more successful as well as become culturally responsive advocates in the community.

### Critical Question: How does this resource request support Latinx and AANAPISI students?

Our programmatic efforts are largely geared to support latinX and AANAPISI students.

## Map Request to College Goals and Strategic Initiatives

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### Which of Cañada College's Goals does this resource request support?

Equity-Minded and Antiracist College Culture

### Which of Cañada College's Strategic Initiatives does this resource request support?

Ensure students (particularly part-time students) experience a sense of belonging and connection to the College that helps them persist and complete, Create and sustain an inclusive, antiracist, and equity-minded campus culture