CALIFORNIA COMMUNITY COLLEGES
AND
RIO HONDO
COMMUNITY COLLEGE DISTRICT

#89-0020
### Empowering of Underrepresented Students Through Multi-Cultural Pro-Diversity Course Infusion

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<th>FISCAL YEAR</th>
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<td>89-0020</td>
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#### FUNDING CATEGORY & AWARD
- Grant = $31,000

#### ELIGIBLE PROGRAM
- C --- Special Learning Needs Ed/Dis

#### PROJECT CATEGORY
- Training

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<tr>
<th>PROJECT PRODUCT</th>
<th>PROJECT TOPIC #1</th>
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<td>Resource Materials</td>
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#### PROJECT DIRECTOR
- Carol Sigala, Faculty

#### PROJECT SUPERVISOR
- Fernando Eduardo Nuno, Dir Multicultural Center

### PROPOSAL DESCRIPTION

This is a project to provide faculty training for curriculum enhancement. The project has 3 major components that consist of 1) cultural enhancement of curriculum which incorporates a pro-diversity approach, 2) infusing curriculum with content and organization which is multicultural in focus, and 3) evaluating academic success and retention as indicators of student empowerment. The project will result in models of specific course adaptations.
Empowering of Underrepresented Students through Multi-Cultural Pro-Diversity Course Infusion

In faculty training for curriculum enhancement this program has three major components: 1) cultural enhancement of curriculum which incorporates a pro-diversity approach, 2) infusing curriculum with content and organization which is Multi cultural in focus, and 3) evaluating academic success and retention as indicators of student empowerment. Faculty will be pre- and post-tested for Multi cultural awareness.

In the facilitation semester—the pilot semester, faculty will be prepared to implement multi-culturally infused curriculum. Facilitators will provide support and on-going dialogue for faculty. Through the use of pre- and post-testing, students will be measured for the changes in their awareness of the value of Multi cultural information which has been infused throughout their course.

This project will result in models of specific course adaptations which have been tried and refined. The overall value of this project is that it approaches courses in cross-disciplines which have riot traditionally been considered adaptable for Multi cultural curriculum infusion.

Special Program Features

- The multi-discipline approach to curriculum development speeds up the dissemination of this innovation throughout the college
- The project provides the field with a model of training and development of curriculum that can be easily replicated in other colleges.
- The project approaches the multi-cultural curriculum as a vehicle of student empowerment.
- Faculty will be prepared to mentor department colleagues in the process of expanding their curriculum from the multi-cultural perspective.

Community colleges must begin to create a setting which is responsive to minority students as the new majority. Students and teachers, in a diverse society bring a variety of cultural vantage points into classroom exchanges. Traditionally, the dominant culture's values have been
pervasive in every aspect of education. Consequently, education in the classroom has evolved along monolithic lines which reinforce the dominant culture's values. In addressing minority needs in education, assimilation models have evolved wherein the minority student is expected to give up his or her culture and cultural perspective in the classroom in order to succeed.

In this project, however, students will receive the benefit of an empowered faculty --- at once using a broader range of content and pedagogies --- as well as respecting the students' diversity. At the heart of multi-culturalism is the issue of course content: Rio Hondo's program addresses this issue vigorously.
Empowering of Underrepresented Students through Multi-Cultural Pro-Diversity Course Infusion

1. Specific Educational Program Being Addressed

SPECIFIC EDUCATIONAL PROGRAM BEING ADDRESSED IN THE PROPOSAL

The major goal of this program is to provide faculty training and support for curriculum enhancement. This program has three major components:

1) cultural enhancing of curriculum which incorporates a pro-diversity approach,
2) infusing curriculum with content and organization which is multicultural in focus, and
3) evaluating academic success and retention as indicators of empowerment.

1) Cultural enhancement of curriculum which incorporates a pro-diversity approach will be addressed by faculty training through workshops during Fall semester, 1989. Faculty will participate in a simulation workshop where they can explore their own values about cultural diversity. In addition, they will be provided with pro-diversity, anti-bias perspectives, and methods of infusing this information into curriculum.

2) Infusing curriculum with content and organization which is multicultural in focus involves training of faculty through workshops. Faculty will be provided with information regarding the methods for infusing multiculturalism in their curriculum. Skills to be developed will be the various methods utilized in integrating multicultural issues in curriculum, changing syllabi, evaluating textbooks, organizing courses, and developing supportive resources.

3) Evaluating academic success as an indicator of empowerment will be presented to faculty through workshop information. Since multicultural integration of curriculum is seen as a tool of empowerment, we will measure changes in multicultural awareness in faculty and students participating in the project during the pilot semester (Spring, 1990). Additionally, we will evaluate the academic success of students by comparing grades in these courses with overall GPA.
2. Specific Problems Being Addressed

SPECIFIC PROBLEMS BEING ADDRESSED

1. The Need for Faculty to Adopt a Multicultural Perspective

Students and teachers in a diverse society bring their own cultural vantage point into classroom exchanges. Everyone's vantage point has been shaped by culture, ethnicity, gender, age, and socioeconomic factors. In fact, culture plays a critical role in classroom exchanges and in the learning process itself (Padilla & Ruiz, 1973; Castaneda & Ramirez, 1974; Martin, 1985; Banks, 1987; and Mercado, Fong & Cepeda, 1988).

Traditionally, the dominant culture's values have been pervasive in every aspect of education. As Banks (1986) noted: "teachers are human beings who bring their cultural perspectives, values, hopes and dreams into the classroom. They also bring their prejudices, stereotypes and misconceptions .... teachers values interact with what they teach (p.16-17). Consequently, teaching styles and educational methods in the classroom have evolved in the same manner. As Castaneda and Ramirez (1974) suggest, education models exist within an assimilationist's perspective wherein the minority student is expected to give up his or her culture and perspective in the classroom in order to succeed.

Over two decades ago, assimilationist approaches to education were challenged by the National Advisory Committee on Mexican Americans. This report stated: Failure to provide education to hundreds of thousands of people whose cultural heritage is 'different' has resulted in a shameful waste of resources....educators must search their conscience for the answer to the question: is only monocultural society acceptable in America? (p. 3)

Unfortunately, monocultural approaches to curriculum have contributed to the failure of educational systems in meeting minority students needs (Ryan, 1971; Kagan, 1972; Castaneda & Ramirez, 1974; Gamez, 1988). When students have failed, teachers often feel responsible for that failure. Research on Hispanics indicates that education within a cultural context may provide a more flexible basis for academic success, hence teacher success (Gray, 1981; Gleazer, 1973; and Cummins, 1986). In regards to this issue, Cummins noted: ... the extent to which students'... culture are incorporated into the school program constitutes a significant predictor of academic success....students school success appears to reflect both the more solid cognitive/academic foundation developed through reinforcement of their cultural identity (p. 24).

Pluralistic approaches must pervade every classroom if minority students are truly to succeed; ideally, "culturally related teaching strategies and cognitive patterns are integrated into curriculum on a campus-wide basis" (Mercado, Fong & Cepeda, 1988, p. 3). Course information must be presented in a manner that offers "recognition...of the significant differences in all of us" (King, 1986 p. 4). Providing faculty with multicultural information which
enhances curriculum empowers faculty. As faculty feel more successful student success is reinforced.

2. The Need to Reorganize Course Content with Multicultural Perspectives

Community colleges must begin to create a setting which is responsive to minority students as the new majority. Research on ethnic minorities has suggested a link between college success and curriculum which is sensitive to ethnic minorities (Martin, 1985; King, 1986; Ainsworth, 1987; Duenas-Gonzalez, et al., 1987). Critical to the establishment of minority success, therefore, is the development of a cultural "information bank" from which the ethnic minority student can draw information about him/herself (intracultural). Additionally, this information will provide a basis for the dominant culture student to build intercultural skills. As Cortes (1983) noted:

....advocates of multiethnic education correctly argue that educational institutions must help prepare students for living in a nation and a world inevitably characterized by ethnic and cultural diversity....to help prepare young people for coping effectively with human variety" (Cortes, 1983, p. 568-69).

At the heart of multiculturalism is the issue of course content. In order to promote minority success in the classroom instructors must begin to expand their teaching to include information within their courses which helps students to relate to their own unique backgrounds" (Garcia, et al., 1984). This information must be culturally infused throughout a college course.

In the past two decades there has been a tremendous effort in education to include the teaching of ethnic diversity in the classroom. However, this attempt has been haphazard and unsuccessful (Hadaway, 1988). Ethnic content in education has usually been translated into the idea of incorporating holidays and birthdays as the primary means of teaching about diversity. The problem with this type of "holiday" approach is that it creates a tourist mentality to culture rather than promoting a genuine respect for different cultures. "Superficial teaching about ethnic groups and ethnic cultures may do more harm than good" (Banks, 1987, p. 533). In this case, ethnic content remains largely invisible in the curriculum during the rest of the year. (Garcia & Gobel, 1985) Therefore, course content on multiculturalism should be infused into curriculum throughout the semester to avoid trivialization of culture.

To appropriately address multiculturalism in curriculum, teachers must provide a variety of cultural perspectives as they relate to individually taught classes (Beals, Spindler, & Spindler, 1967; Geertz, 1973) with consideration for the cultural diversity of the student body. College course planning must take into account characteristics of the minority learner as they relate to course content, the process of delivery and evaluation (Ainsworth, 1987). There are many useful ways of incorporating multiculturalism into daily curriculum: "...culturally oriented topics are particularly useful in raising issues of cultural diversity, of different value systems, different ways of problem solving" (Dean, 1989, p. 293). It is time to infuse curriculum with multicultural perspectives.
3. The Need for empowerment of faculty to create empowered Minority Students through Multicultural Information

"When students feel that their ethnic identity is valued, they begin to view themselves as active and confident participants in a free society" (Cohen, 1986, p. 3). In an educational setting, perhaps the most difficult issue with regard to underrepresented students, is creating an environment where minority students succeed. As Cummins (1986) noted:

Considerable research data suggests that, for dominated minorities the extent to which students’...culture are incorporated into the school program constitutes a significant predictor of academic success....students’ school success appears to reflect... the more solid cognitive/academic foundation developed through... reinforcement of their cultural identity (p. 25).

Education, which includes a minority perspective as a regular part of curriculum, can enhance the self-concept of students who identify with these cultures (de Anda, 1984). For minority students, successful completion of college is closely linked to the recognition of the significant cultural differences in all of us. This provides a sense of identity (King, 1986).

Multicultural information dispersed throughout course curriculum provides minority students with necessary information about their own and others’ cultural identities. This fills an information void, but more importantly, provides the foundation for a positive cultural identity and a rejection of the "deficit" model of minority culture. This leads to empowerment. As Simon (1987) has stated:

...such a concept of empowerment has to provide a curricular and instructional agenda that enables students to draw upon their own cultural resources as a basis for engaging in the development of new skills... (p. 373).

Students who are empowered by their school experiences develop the ability, confidence, and motivation to succeed academically (Cummins, 1986). In the same way, curriculum that includes a multicultural perspective, provides a cultural identity for minority students leading to empowerment and academic success. Thus, the challenge becomes enhancement of curriculum for instructional improvement by infusing a multicultural perspective which will lead to the academic success of our minority students at Rio Hondo College.
3. Population To Be Served

THE POPULATION TO BE SERVED
Rio Hondo Community College District is already what Los Angeles is projected to be in the year 2010 and the State sometime thereafter. The college is a fore-runner in dealing with the critical education issues and pivotal role of education for this new society. The fabric of the district's communities is reflected in the fabric of the college itself. The diversity in ethnicity, socio-economic levels and educational expectations which describes the communities also describes the college's student body. Students run the gamut in their levels of preparation, ability, comfort and expectations. Some are the traditional baccalaureate-bound, middle-class student. The majority are non-traditional, culturally diverse, economically disadvantaged students. As in the community, the traditional white, middle-class student is a minority. Two thirds of our students are ethnic minorities with Hispanics representing over 50% of our total student body. These students bring with them a long list of needs and potentials which the college must address in order for them to be successful.

The minority population enrolled includes many distinct cultures and various socio-economic backgrounds within these cultures. Besides first, second, and long-established generations of Hispanics of Mexican ancestry, there is an increasing number of students from other Latin American countries, American-born and immigrant students from Japan, Taiwan, the Philippines, and various Southeast Asian countries, as well as Middle Eastern and European-born students. Blacks and native-Americans are also represented minorities on campus. The current faculty is demographically similar to the Statewide norms --- predominantly Anglo and older. Most faculty have worked for many years at the college.
4. Objectives

Specific Project Objectives
The specific project objectives fall into cognitive, affective and behavioral areas for faculty and students:

- **Faculty Objectives**
  - **Cognitive:**
    a. will focus on culture as a component of classroom success.
    b. will increase their repertoire of course information to include a multicultural approach to teaching.
    c. will expand their awareness of the three major principles of the project.
    d. will increase their awareness for the value of multicultural research projects for students as a tool of empowerment.
  - **Affective:**
    a. will develop respect for the effects of their behavior while incorporating culturally sensitive material.
    b. will increase their valuing of cultural diversity in course material.
    c. will increase their respect for the value of the various cultures.
    d. will increase their sensitivity to culturally based information
  - **Behavioral:**
    a. will develop their role as learning coaches and resource managers of multiculturalism.
    b. will integrate multiculturalism throughout course content.
    c. will provide supplemental materials throughout the semester which employ multicultural, pro-diversity perspectives.

- **Student Objectives**
  - **Cognitive:**
    a. will increase their awareness of the use of multicultural information in the courses using features of the pilot.
    b. will prepare students to use information for problem-solving using a multicultural framework.
    c. will prepare students to develop an information bank as a resource for intra- and inter-cultural skills.
  - **Affective:**
    a. will increase their valuing of multicultural information.
    b. will begin the process of sensitizing themselves to the inevitability of cultural diversity in the work force.
    c. will begin to appreciate the value of their own cultural diversity as well as diversity of others.
Behavioral:
  a. will increase persistence in the multiculturally infused course
  b. will increase their success in the multiculturally infused course
  c. will begin to demonstrate a genuine respect for different cultures.
5. Workplan Narrative

Scope of Work
The three components of the project suggest a set of work tasks to be completed. In the first semester, the three major activities are:

1) train a group of 10 faculty in the principles of pro-diversity, anti-bias curriculum,
2) infuse cultural content as course based information into 10 courses in a spread of disciplines, and
3) develop understanding of the role of multiculturalism as a tool for empowerment.

In the second semester, the classroom-based pilot semester, the focus will be implementation and evaluation.

1) The faculty will apply the concepts of pro-diversity, anti-bias, cultural diversity, and student empowerment as they relate to given courses.
2) The faculty and facilitators will address classroom implementation issues during problem-solving sessions during the semester.
3) Evaluation, using classroom-based research methods will be done by faculty.

Program:
Workshop Topic Sequences
1st Introduction to research of the power of pro-diversity and experiential learning using Bafa Bafa, a simulation activity developed by the government to prepare people for cross cultural interaction.

2nd The cultural implications of multiculturalism in curriculum

3rd Engaging faculty in multicultural curriculum development which is syllabus bound
4th Introducing the implications of multicultural information as a tool of empowerment
5th Measuring progress of multicultural curricular development: debugging the process of curricular integration

6th Evaluating classroom pilot. Preparing individual reports.

Schedule of Activities for Facilitators

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<th>Task</th>
<th>Who</th>
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<td>Gather and refine materials</td>
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<td>Meet with Consultants</td>
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<tr>
<td>Select Pilot Faculty</td>
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<td>Select and duplicate materials</td>
<td>Team Leaders\Support Staff</td>
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<tr>
<td>Finalize Arrangements</td>
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<td>Follow-up with Faculty</td>
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<td>11-01-1989</td>
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Personnel Requirements and Qualifications (See also complete resumes in Appendix)

Under the auspices of the Multicultural Center, this project will be led by a well-experienced faculty team augmented by programmatic specialists and resource consultants. The project will fund 10 faculty for their time and effort in the extensive training, development of course materials and activities, and systematic implementation into actual classroom settings.

Faculty Leadership Team

Carol Sigala, Ph.D., as Project Director, will be responsible for the day to day management of the project. Along with Mary Rivera, M.S., and Christine Sutow-Winternheimer, M.A., Project Coordinators, this team will serve as lead faculty facilitators because of their extensive experience in the issues and methods of multicultural curriculum, demonstrated sensitivity to serving diverse student needs, and leadership in these areas. The project coordinators win provide peer support and problem-solving contacts as well as assist with overall project coordination.

Carol Sigala, Ph.D., is presently serving as project director for the Underrepresented Students Special Project at Rio Hondo. She has served as research analyst for the
Metropolitan Life Project which focused on retention of high risk student at Rio Hondo. She also received a mini-grant for Title III, multicultural student support for research regarding learning styles and underrepresented students. She has taught multicultural issues and language development for fifteen years at Rio Hondo. As a specialist in bi-cultural development, she is particularly concerned with Hispanic student success. For her sabbatical leave, 1985, she completed her post-doctoral studies at Pacific Oaks College where she studied pro-diversity, anti-bias and multicultural development. She was a contributing author to Joan Moore’s publication, *Home Boys: Gangs, Drugs and Prison in the Barrio of Los Angeles* in 1978. Her dissertation topic was, "Internal Colonialism and Chicano Mental Health." For her MSW thesis her research was titled "Assimilation, Self-Concept and Social Class of Mexican-American Students."

Mary E. Rivera, M.S., has been involved in student services for over ten years. During this time she has provided educational, vocational and personal counseling to a diverse ethnic student population. She has been involved in all phases of student support including outreach, orientation, registration, career planning and transfer. Her expertise in student services has resulted in many successful retention programs and activities. These programs have targeted high-risk, underrepresented and Hispanic students. At the present time, she is responsible for coordinating Rio Hondo’s New Student Orientation Program. This is a comprehensive effort to increase student retention. Her program accomplishments are complimented by her active involvement in numerous campus support projects including Title III Task Force, Genus Planning Group and the Latina Network.

Christine Sutow-Winternheimer, M.A., has been teaching Psychology at Rio Hondo College since 1981. For the last few years, she has been directing her focus of activities on understanding the needs of ethnic minority students, who are the "new majority" on campus. She has been a member on the Presidential Task Force for understanding the needs of minority students, and with its transition into the Task Force for advisement for the Multicultural Center on campus. She will be participating in a summer workshop in Honolulu, Hawaii, in order to develop a multicultural perspective in her course work. The workshop is directly related to the year’s sabbatical that she has been awarded beginning in Fall, 1989. Her sabbatical has three goals: 1. incorporation of a multicultural perspective in her psychology courses; 2. recommendations to the Psychology faculty on how to change curriculum to provide a multicultural perspective; and 3. investigate the cultural diversity of four to five Asian-Pacific groups as represented on campus and in the local community to evaluate the potential impact of their diversity on the educational system at Rio Hondo College.

Project Consultants

Three Project Consultants will serve as program specialists. Louise Derman-Sparks, M.A., Richard M. Diaz, M.S., and Kikanza Nuri Robins, Ph.D., will be used to augment the expertise of college staff. They will conduct workshops and provide technical guidance during project development.
Louise Deman-Sparks, M.A., specializes in implementing anti-bias curriculum. She serves as full-time faculty at Pacific Oaks College, in Pasadena. She is actively involved in teacher training and incorporates an anti-bias approach to training. She has served as a consultant to a wide variety of public, community and educational agencies on such topics as racism and human development, woman's studies, social, political context of human development and developmental theories of cognition. She was a scholar for the Fund for the Improvement of Post Secondary Education to write a book about facilitating anti-racist consciousness and behavior in adults. She also has published several documents regarding the incorporation of anti-bias concepts into curriculum.

Richard M. Diaz, M.S., specializes in bi-cultural, multicultural development. He has served as faculty at Immaculate Heart Teacher Training Program and University of Southern California Teacher Corps in the development of multicultural teacher training program. He has also worked at California State University at Los Angeles for Project Racee where he was responsible for coordinating and supervising multi-cultural training sessions for faculty. He has worked as a consultant for a wide variety of public, community and educational agencies.

Kikanza Robins, Ph.D., specializes in the area of multicultural education. She has published several documents concerning educational excellence and minorities. She has served as faculty for California State University at Los Angeles and Northridge, Loyola Marymount University, Peperdine University and the University of Redlands. She has also served as the Director for Kawaida Educational Center, Los Angeles and the Reading Center, Upward Bound, Occidental College. She is currently active as a consultant to develop and conduct training for teachers regarding multicultural issues and student empowerment.

Administrative Support

This project is considered a very important component of a campus-wide effort to address its changing student population—reflecting already the California of the future in its ethnic diversity—and the changing role of education for today’s society. Leading the way in this effort is the multi-faceted strategy of the Multicultural Center in its programs for minority student support, community outreach for underrepresented populations, and staff development programs. Under the direction of Fernando Eduardo Nuno, the Center provides leadership, support, resources, expanded materials, and networking. Two faculty members, Martha Carreon, M.A. and Lynette Nyaggah, M.A., will serve as curriculum consultants to the project based on their work in the Center.

Others who will provide their expertise and assist with the integration of the project on campus are Tony Nevarez, Ph.D., Assistant Dean, Social Science and Bernard L. Martinez, M.A., Assistant Dean, Counseling. In addition to their regular duties as Assistant Deans, both have served significant roles in Title 111 development activities linking student service and instruction in support of the new majority student. They will assist in linking student services to
instruction. Susan Obler, Ph.D. will provide the support of the Teaching Learning Center; Linda Umbdenstock, Ph.D., the services of the Office of Institutional Research and Planning.

Project Support

The project will require clerical support to assist with arrangements and materials management, documentation, etc. A research coordinator will assist with evaluation, resulting data analysis and advice for faculty on research issues. Part time assistants will support faculty in searching and gathering special disciplined-based materials for their courses.

Materials and Equipment Required

Workshop supplies (including materials to be purchased and duplicated) and testing supplies (including the Multicultural Attitude Survey and scantron forms for project-devised instruments) will be needed for the project. The Bafa Simulation Activity will also be purchased for use in one of the workshops. The new materials used in adapted course outlines and activities will be obtained through regular means. No equipment is required.

Evaluation Process

The project will employ the methods of classroom-based research techniques as advocated by Cross and Angelo to appraise the merits of the approach on a personal faculty basis as well as on a project-wide basis. As part of the workshop training, a process of guided self-reflection will be introduced to evaluate progress. Faculty self report and student feedback are incorporated into the methods for trying new materials and approaches. Standardized inventories as well as faculty and team devised instruments will be used to measure changes in attitudes over the course of the project. Assistance will be provided in collection and management of the project data and include pre- post- comparison and outcome measures.
6. Expected Outcomes

EXPECTED OUTCOMES

Project Objectives

The overall objectives were given on page 5. In summary, these are training faculty to build the skills needed for multicultural infusion of courses and facilitating the actual incorporation of multicultural perspectives into courses. Cognitive, affective, and behavioral changes are involved and are the basis for the evaluation of the project.

Probable or Eventual Impact of the Project

The expected impact of the project can be gauged by its contributions to the Board of Governors’ Basic Agenda and the legislative mandate of the Fund for Instructional Improvement itself. The five areas of greatest impact on the Basic Agenda are:

1) Academic Standards and Quality (Educational Excellence)
   This project will improve academic quality by providing a broader multicultural perspective. It will also improve academic standards by creating a more appropriate basis for course content which appropriately expands the concept of academic excellence.

2) Defining and Integrating Student Services with Instruction (Student Access and Success)
   This project will provide the basis for later coordination of student services and instruction by providing the necessary information for tailoring counseling for minority students. This type of counseling enhances student access and success.

3) The Underrepresented (Student Access and Success)
   This project will address the underrepresented student population of Hispanic and other minorities in two manners: One by enhancing curriculum with multicultural perspectives, and two, by creating a vehicle for minority student success.

4) Student Retention (Student Access and Success)
   This project serves as a model for modifying traditional services to meet the needs of the new majority. Minority student retention is facilitated by the acknowledgment of the value of a multicultural, pro-diversity curriculum.

5) Teaching Incentives (Human Resources)
   By providing the training support and recognition for more effective teaching with diverse students, faculty will experience greater success in terms of student retention, student success, and overall classroom compatibility. This climate of success provides the necessary skill to abandon the "blaming the victim" mentality and bridging with minority students. In addition, the faculty participants will be developing an expertise
which will allow them to mentor other faculty.

The long term significance of the project relates to the established purposes of the funding in specific ways:

1) Efforts to improve traditional instructional programs: Traditional instructional programs are ethnocentric. In these programs minority success—especially Hispanic—has been extremely limited. Traditional instructional programs must maintain academic rigor while creating a focus which is multicultural in nature so that minorities will succeed. This project will facilitate faculty skills development along a multicultural problem-solving mode.

2) Programs for improving teaching abilities of faculty members: Through training and peer interaction with the concepts of pro-diversity, anti-bias, and multicultural empowerment, the faculty will develop their roles as learning coaches and resource managers of multiculturalism. Additionally, they will increase their awareness for the value of multicultural research as a tool of empowerment related to student performance.

3) Programs addressing special learning needs of educationally disadvantaged students: Classroom settings which include a minority perspective can enhance the self-concept of students who are culturally diverse. Minority students rely on the infusion of multicultural information in the classroom as a basis for empowerment. Through multicultural infusion students will begin the process of sensitizing themselves to the inevitability of cultural diversity in the workforce. As students ethnic identity is valued, they will develop the ability, confidence, and motivation to succeed academically.

4) Program for improvement of intellectual development of faculty: This program will provide a format for collaborative, multicultural development between outside scholars and existing campus expertise for the benefit of faculty. One of the major outcomes of this project is to provide faculty with the intellectual information necessary to successfully deal with pro-diversity, anti-bias, and multiculturalism within a discipline perspective. A focus of this project is to provide faculty with enough information regarding the need to incorporate multiculturalism not only as a tool of empowerment but as a necessary element in minority students classroom success.

Potential for Continued Support after the Expiration of the Grant

The potential for continued support of multicultural curriculum enhancement after the expiration of the Fund for Instructional Improvement grant is excellent. The goals of this project complement the College's Multicultural Center which has been chartered as a visionary change agent by the College's Multicultural Task Force, Administration and Board of Trustees. Supplemental support for this project is being provided by District overhead funds and administrative support.

Potential for Adaptation to Other Institutions or Programs
The potential for adaptation of this multicultural curriculum enhancement project is significant. Multicultural education is an important and timely issue in California Community College education. As California increasingly becomes a minority state, the importance of and urgency to infuse multicultural perspectives in education is a State-wide task. This pilot exemplifies the type of program change mandated by AB1725. It is vital that pilots such as this be funded in order to develop the skills necessary to comply with this law.

What is established in this program is a working model based on sound principles and demonstrated across various disciplines.

The potential for adaptation to other institutions or programs is present in two manners: 1. Adaptation at Rio Hondo College to include faculty beyond the pilot participants, and 2. the creation of an inter-campus consortium.

1) As faculty begin to infuse their curriculum with multicultural diversity, they will begin to model a new type of instructional method from which faculty at other college campuses and schools can learn and adapt to the needs of their particular setting.

2) With second year funding, Rio Hondo College would be in a position to engage in inter-campus collaboration on the infusion of multicultural curriculum perspectives. The pilot will have created faculty expertise which may serve as the basis for inter-campus faculty collaborations.

The pilot also has the potential to create a residual effect among students: As students begin to experience the value of multicultural education, they will carry the expectation for this type of education to other educational settings and institutions.
7. Evaluation Plan

Evaluation Plan
This project will incorporate two types of evaluation methods for measuring outcomes for faculty and students.

Faculty will be given a pre- and post-evaluation instrument (Multicultural Attitude Survey, Simms, W.E. and Bass de Martinez, B., 1980) that will measure the degree of knowledge, awareness, value and respect for multicultural information. It will also serve to assist faculty with strategies for infusing their curriculum with multicultural information. Faculty will also be evaluated throughout the process by an evaluation instrument.

Students will be given a pre- and post-test that measures their awareness and value for multicultural information. A secondary measurement will include student retention and academic achievement.
8. Dissemination Plan

Dissemination Plan
On campus, presentations and workshops will be given to entice others into curriculum enhancement efforts. In particular, those with shared courses will be sought out for increasing the number of offerings which include this approach. Future staff development programs under the flex calendar can use modules which have been developed here.

Various professional organizations serve as a vehicle for spreading successes in these areas. They include: LARC, CACC Research Conference, RACHEE, HACU, Commission on Instruction, specific discipline-based organizations and the emerging staff development organization at CACC.
9. Budget Narrative

[NO “BUDGET NARRATIVE ACCOMPANIES THIS DOCUMENT.”]
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