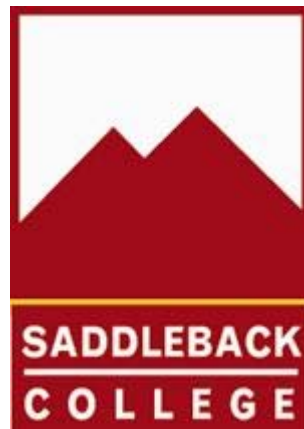


**Saddleback College
Program Review for the
Cross-Cultural Studies Program**



**Originally written Spring 2007;
Updated Fall 2008**

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Program Review Team Members and Approvals

Program Review Team Chair:

Charlie Myers

Program Review Team Members:

Claire Cesareo-Silva

Catalina Durazo-Senkbeil

Carmenmara Hernández-Bravo

Ana María Cobos

Approvals:

Division Dean

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist

Date Completed	Action
September 7, 2005	Contact Program Review Chair for orientation
October 25, 2005	Form Program Review Team
Spring 2007	Gather documents (Org Chart/Staffing Profile/SLO Assessment Forms/Data Sets)
Spring 2007	Solicit input from faculty and students
Spring 2007	Determine if additional research is needed
Spring 2007	Contact College Research Analyst if necessary
Spring 2007	Write Program Review report
August 2008	Submit report to Dean and Program Review Chair for approval
September 2008	Report submitted to Academic Senate for approval
September 2008	Report submitted to Office of Instruction for approval
September 2008	Report submitted to College President and the Office of Institutional Effectiveness
August 2008	Report posted to the IE web site
Fall 2008	Open, formal presentation to the Program Review Committee and other interested parties

Section I: Program Overview

A. The Mission of the Program and its Link to the College's Mission and Goals

The mission of the Cross-Cultural Studies (CCS) program at Saddleback College is to foster students' understanding of diversity as it relates to such topics as ethnicity, race, gender, abilities, sexual orientation, religion, and class. The college's vision statement, its mission, and goal statement all discuss the importance of addressing issues of diversity in order to prepare students to live in the multicultural world of the 21st century. This is evidenced as well by the fact that this college, as well as most colleges and universities around the country, have a cultural diversity requirement for all graduates. Saddleback College has had a cultural diversity graduation requirement in place since 1993-1994. The Cross-Cultural Studies Program serves these goals through both our academic offerings and our extra-curricular activities.

B. Historical Background and Unique Characteristics of the Program

The Cross-Cultural Studies program was created in 1995-1996 in response to students' requests for a relevant ethnic studies program at Saddleback College and a WASC recommendation that the college address racial tensions on campus. The development of CCS was approved by the Curriculum Committee, the General Education Committee, the Academic Senate, and the Board of Trustees, and the Cross-Cultural Studies Advisory Committee. The CCS Advisory Committee oversees the interdisciplinary program and is a standing committee of the Academic Senate.

CCS is both an academic program that offers an Associate degree and an extra-curricular program that organizes events open to the college community. Initially, the extra-curricular activities were organized around the Cross-Cultural Studies Center on campus. Within the past five-years however, although we have continued to provide extra-curricular activities, the Center has been inactive, for reasons that will be documented in this review. The Center will be opening again, in a limited capacity, in fall 2008.

The program is interdisciplinary in nature and several sections of related and linked courses are offered each semester, particularly in the Social and Behavioral Sciences and Liberal Arts divisions. These courses include Introduction to African American Culture, Introduction to Asian American Culture, and Ethnic Women's Issues in Contemporary American Society, among others. The program focuses on the history, literature and cultures of African Americans, Asian Americans, Chicanas(os)/Latinas(os), Middle

Eastern Americans, and Native Americans. Courses within the program also explore the relations of these cultures to each other and to the dominant culture in the United States in order to foster understanding about such topics as ethnicity, race, gender, sexuality/sexual orientation, class, and religion. These classes are not only required for CCS majors, but also are valuable for all students who seek to fulfill the Cultural Diversity Requirement for an Associate degree at Saddleback College.

C. Progress Since the Last Program Review

This is the first program review.

D. Current Strengths, Opportunities, and Challenges

Strengths: The CCS program has strong curriculum that reflects the mission of the program. While CCS course offerings are limited each semester, CCS classes have a healthy enrollment with an average enrollment of 28 over the past five years. Moreover, the program provides a curriculum for all students who seek to gain a better understanding of the diverse society of the United States and their place in it. CCS courses have been particularly relevant and important for students from underrepresented populations, many of whom are the first member of their families to attend college.

Outside of our curriculum, the CCS program has been particularly active in organizing extracurricular activities for Saddleback College students, as well as the community at large. CCS has been actively involved in helping to recruit speakers for the college's Humanities Hour over the last few years, and have brought to campus such notable speakers as Nobel Peace Prize winner Rigoberta Menchú, UC Berkeley Ethnic Studies professor Ronald Takaki, and United Farmworkers' Organizer Dolores Huerta. CCS also has been active in ASB-sponsored multicultural activities, such as Multicultural Week, Black History Month, and Women's History Month.

The program has a supportive advisory committee, made up of faculty, staff and students, that also serves to link the college with community members in local government, educational institutions, and organizations. Members of the CCS advisory committee have actively participated in the development of the Saddleback College Student Equity Plan.

Opportunities: Over the past five years, members of the CCS Advisory Committee have been committed to working with the college in recruiting more students from underrepresented populations to the college. We feel that the development of this program is essential for this purpose, and we look forward to continuing to work in this area.

Challenges: CCS has never had any dedicated full-time faculty member assigned to the program. Classes have been taught by both full- and part-time instructors from a variety of different disciplines. As a result, CCS has only been able to offer a single section of its core curriculum each semester. Since CCS lacks a full-time faculty member with a focus in Cross-Cultural or Ethnic Studies, some courses in the CCS curriculum have been offered infrequently.

The Cross-Cultural Studies program has been in jeopardy over the past several years because it has never enjoyed the benefits of having a full-time faculty member to anchor and develop the program. It is imperative that the college hires a faculty member whose responsibilities include teaching courses in the discipline, developing and maintaining contacts with diversity organizations in the area, and overseeing the Cross-Cultural Studies Center on campus, which houses teaching and learning resources for the entire college community.

Section II: Review Report

A. Faculty and Staff

CCS has never had any full-time faculty. A new full-time faculty position was requested in fall 2005 for 2005-2006 hiring but the CCS position was ranked as # 31 on the list and was not among the positions approved to be hired.

In the past, CCS had a part-time classified position to help staff the Cross-Cultural Studies Center, an important resource for faculty and students, and to assist the CCS chair with outreach activities and events. The funding for this position was never institutionalized and CCS has not had a classified staff member for more than five years.

B. Curriculum and Instruction

CCS has a small but innovative core curriculum for its program that has been successfully taught by a team of faculty members over the years. The courses are continually reviewed to ensure that they are current and relevant to trends in ethnic studies throughout the CSU and UC systems.

As an interdisciplinary program, most courses are taught and listed in other disciplines. In the past, the CCS chair tried to get CCS courses cross-listed with courses such as Anthropology and Sociology in order to make CCS courses more visible to all students and for those students interested in CCS to see the full extent of our program (similar to the Environmental Studies program on campus). The Vice-President for Instruction at the time did not support the CCS request to cross-list CCS courses in other disciplines and vice-versa. Listing CCS courses only under the CCS section in the Schedule of Classes has definitely been a hindrance to attract students to the major and increase enrollment in CCS sections.

In addition to team teaching, CCS incorporates pedagogy that helps students to become more self-reflective about their lives while learning about the history and experiences of other groups of people in American society. The teaching is generally student-oriented and requires students to openly discuss difficult and often controversial material in a non-judgmental atmosphere.

C. Student Success

With the exception of a dip in 2005 for unknown reasons, CCS courses have had excellent student success and retention rates. Over the past five years, the average success rate has been 69% and the average retention rate has been 84%.

Beyond numbers, faculty members who have taught the courses relate that most students who take the classes are truly affected by what they learn and experience. Moreover, our classes draw a disproportionately high rate of students from underrepresented ethnic groups in the area, in some semesters it is as high as 61% of the class composition. Most CCS students are young, in most semesters over 70% and sometimes as high as 86% are between 18-21 years of age. For many of these students, this is the first time they are exposed to the varied experiences of different ethnic groups in the United States or read works by non-European authors. For this reason, it is imperative that these courses continue to be available to Saddleback College students because they provide excellent opportunities to prepare themselves to live and work in our diverse society. Indeed, in the 21st century, the visibility of CCS courses and enrollment in them must increase.

D. Facilities, Technical Infrastructure, and Resources

CCS has an extra-curricular component and through the years the program chair, in collaboration with the CCS Advisory Committee, has produced a wide variety of civic and cultural programming for the college community and beyond. From its inception, CCS was conceived as both an academic program and a CCS Center. In the beginning, the program was given both funding and office space on the main quad where students and faculty congregated to discuss issues of importance to an understanding of multiculturalism on campus and in our society and to organize events for the college community. The Center also housed an excellent collection of teaching materials and other resources. Over the years, however, the funding for the program was cut (other than a small stipend for the department chair) and the space has been lost due to facility problems. Since 2003, the program has not had any space in which to carry out its work. The valuable teaching resources are currently in storage.

However, with the renovation of the BGS building, the CCS program was able to procure a shared office space on the main hall of the third floor of the building. CCS believes this is an important first step in the revitalization of the program. This space will be organized and equipped during fall 2008.

The CCS resource collection, while excellent, is dated. New materials have not been purchased for at least five years.

E. Service, Community Outreach, and Economic Development

Several of the CCS sponsored programs have attracted a wide range of community members, and the CCS Advisory Committee has established connections with numerous individuals and organizations in the

community. For a number of years, we had a CCS Advisory Board which included members of the community, but over the last 5 years the Advisory Board has not existed, because there has not been a CCS Director with reassigned time as there was in the beginning of the program. In 2002-2003 CCS attempted to organize an alternate Parents' Night for the Spanish-speaking community, but were unable to coordinate our efforts with the college. In addition, CCS has approached schools in San Juan Capistrano to have CCS students establish a tutoring center, but were unable to proceed because of funding. In the future, with the hiring of a full-time faculty member and part-time classified staff, CCS hopes to be able to bring some of these plans to fruition.

In addition, several members of the CCS Advisory Committee participated actively in the creation of the college's Student Equity Report that was submitted to the State Chancellor's Office in May 2005.

Section III: Needs Assessment

A. Human Resource Needs

CCS needs a full-time faculty member who can develop and promote the program. In addition, if the program is to have a functioning Center, open to both faculty and students, CCS must have a part-time classified position.

B. Instructional Needs

Through its core courses and linked interdisciplinary courses, the CCS program is quite extensive and academically developed. The biggest problem has been the visibility of the program due to the fact that the program has only three courses in the course catalog (the core courses). CCS believes it is necessary to have all of the linked interdisciplinary courses cross-listed in the catalog and class schedule so that students looking for courses that emphasize diversity or who are interested in our entire program can have a better sense of what is offered. This would require curriculum changes and approval of the Vice-President for Instruction and the Curriculum Committee. Previous VPIs have been sympathetic to this, but have not let us cross-list due to budgetary restraints (i.e., the size of the catalog and class schedule). We believe that if the college is serious about continuing the program and continuing its dedication to courses on diversity, a solution must be found. Moreover, since we are now moving more towards digital catalogs and schedules, the size of the Schedule of Classes should not be a determining factor for cross-listing courses. There is also a precedent since at least one other program, Environmental Studies, is almost entirely interdisciplinary and yet cross-lists all of its courses.

C. Research Needs

If the program had at least one full-time faculty member, it would be valuable to explore the needs of local businesses and school districts in assisting them with courses that can prepare their employees for the diverse workforce. Some ideas that have been proposed are diversity training seminars and developing new curriculum to address a wide range of diversity topics.

D. Technical, Equipment and Other Resource Needs

Our needs in this area are many. Without office space since 2003, our immediate needs include the updating of our teaching resources, such as books and DVDs. These will be housed in the CCS Center, along with older resources. These materials are available for students to use internally and faculty to borrow. When CCS is able to secure more space, the program will need a desk, computer, and printer.

E. Facilities Needs

Although the shared office space in BGS is not ideal due to its small size, the location will help CCS to become more visible among the student body. The CCS Committee will continue working with the college to identify dedicated space for the program (perhaps the same office location, which we were in the process of negotiating for with the College President when it was decided that the BGS building would be closed for remediation). The current configuration enables CCS to have a small conference table and bookcases for the storage of materials and other supplies. There will be no desk or computer. These things will be necessary for the growth of the CCS program and Center.

F. Marketing and Outreach Need

The Advisory Committee of CCS has been dedicated to the recruitment of underrepresented populations to Saddleback College. CCS would like to work with the Director of Public Information and Marketing, the Outreach and Recruitment Committee and EOPS, and the new Academic Senate Equity and Diversity Action Committee to develop more resources for this purpose.

Overview

Currently, the primary needs of the CCS program include having CCS courses cross-listed and acquiring a budget to purchase teaching resources as well as annually update and publish the CCS program brochure.

Section IV: Appendices

A. Program Organizational Chart

Not available as there is no current permanent staffing.

B. Five-Year Program Staffing Profile

Not available as there has not been any staff for five years.

C. SLO Assessment Forms

See attached.

D. Data Sets

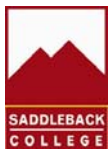
See attached.



*Student Learning Outcomes:
Improving Teaching and Learning*

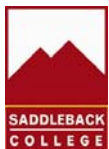
Cross Cultural Studies Fall 2008

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
<p>The mission of the Cross Cultural Studies program at Saddleback College is to foster students' understanding of diversity as it relates to such topics as ethnicity, race, gender, abilities, sexual orientation, religion, and class.</p>	<p>1. Students who take the Multicultural Experiences in the US course (CCS 1) will be able to critically evaluate the theory of racial formation in the United States.</p>	<p>1. On a take-home essay exercise, students will score an average of 4 out of a possible 5 on a grading rubric.</p>		



*Student Learning Outcomes:
Improving Teaching and Learning*

I Expanded Statement of Institutional Purpose	II Program Student Learning Outcomes	III Assessment Method and Criteria for Success	IV Assessment Results	V Use of Results
	2. Students who take the Multicultural Identities in the United States course (CCS 2) will be able to compare the cultural construction of gender differences among the different cultural groups studied.	2. On a take-home essay exercise, students will score an average of 4 out of a possible 5 on a grading rubric.		



*Student Learning Outcomes:
Improving Teaching and Learning*

I	II	III	IV	V
Expanded Statement of Institutional Purpose	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
	<p>3. Students who take the Margins and Border Crossings course (CCS 10) will be able to discuss the importance of the Mexico/United States border in the creation of Chicana/o identity.</p>	<p>3. On a group project depicting the Mexico/United States border from a variety of perspectives, students will adequately incorporate the contributions of Chicana/o artists and intellectuals by scoring an average of 80 out of a possible 100.</p>		

**Cross-Cultural Studies
Program Review Data Set
June 2007**

Cross Cultural Studies Program Review Data Set

The following pages include:

1. **Course Section Count**
2. **C1 & End of Term Headcount**
3. **Overview of Courses, Grades, Success/Retention**
4. **Course Grades, Success/Retention**
5. **Cross Cultural Studies Program Students' Duplicated Headcount**
 - a. **Gender**
 - b. **Zip Code**
 - c. **Age Groups**
 - d. **Ethnicity**
 - e. **Educational Goal**

**Data Source: SOCCCD Management Information System (MIS) Data Warehouse June 2007
Prepared by Shouka Torabi, Research and Planning Specialist, Saddleback College**

Section Count

Cross Cultural Studies Courses Course and Section Count by Term and Year

	Fall					Spring				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count	Section Count
CCS 1	1	1	1	0	0	0	0	0	0	1
CCS 2	0	0	0	0	0	1	0	1	1	0
CCS 10	0	0	0	1	1	0	1	0	0	0
Total	1	1	1	1	1	1	1	1	1	1

Census Headcount

Cross Cultural Studies Courses C1 Headcount by Course/Term/Year

	Fall					Spring				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount	C1 Headcount
CCS 1	34	48	30	.	.	.	.	.	.	17
CCS 2	.	.	.	.	.	14	.	27	29	.
CCS 10	.	.	.	22	29	.	33	.	.	.
Total	34	48	30	22	29	14	33	27	29	17

End of Term Count

Cross Cultural Studies Courses End of Term Enrollment by Course/Term/Year

	Fall					Spring				
	2002	2003	2004	2005	2006	2002	2003	2004	2005	2006
	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment	End of Term Enrollment
CCS 1	35	48	30	0	0	0	0	0	0	17
CCS 2	0	0	0	0	0	14	0	27	29	0
CCS 10	0	0	0	22	29	0	33	0	0	0
Total	35	48	30	22	29	14	33	27	29	17

Summary of All Courses by Grade/Success/Retention

Cross Cultural Studies Courses Summary of All Courses by Grade/Success/Retention

		Grades										success	retention
		A	B	C	CR	D	F	I	W	XX	Total		
		Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
2002	Spring	3	6	3	0	0	1	0	1	0	14	85.7%	92.9%
	Fall	18	2	1	0	1	4	0	7	2	35	60.0%	80.0%
2003	Spring	12	10	1	0	0	0	1	8	1	33	69.7%	75.8%
	Fall	28	10	3	0	0	2	1	4	0	48	85.4%	91.7%
2004	Spring	15	4	0	0	0	1	0	4	3	27	70.4%	85.2%
	Fall	12	7	2	0	0	1	0	2	6	30	70.0%	93.3%
2005	Spring	12	2	0	0	3	0	0	10	2	29	48.3%	65.5%
	Fall	11	2	0	0	3	0	0	4	2	22	59.1%	81.8%
2006	Spring	7	1	3	0	1	0	1	2	2	17	64.7%	88.2%
	Fall	17	0	4	1	0	1	1	4	1	29	75.9%	86.2%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I, XX) by denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Summary of CCS 1, CCS 2, & CCS 10 by Grade/Success/Retention

Cross Cultural Studies Courses Courses by Grade/Success/Retention

			Grades									success	retention	
			A	B	C	CR	D	F	I	W	XX	Total		
			Count	Count	Count	Count	Count	Count	Count	Count	Count	Count	Percent	Percent
CCS 1	2002	Fall	18	2	1	0	1	4	0	7	2	35	60.0%	80.0%
	2003	Fall	28	10	3	0	0	2	1	4	0	48	85.4%	91.7%
	2004	Fall	12	7	2	0	0	1	0	2	6	30	70.0%	93.3%
	2006	Spring	7	1	3	0	1	0	1	2	2	17	64.7%	88.2%
CCS 2	2002	Spring	3	6	3	0	0	1	0	1	0	14	85.7%	92.9%
	2004	Spring	15	4	0	0	0	1	0	4	3	27	70.4%	85.2%
	2005	Spring	12	2	0	0	3	0	0	10	2	29	48.3%	65.5%
CCS 10	2003	Spring	12	10	1	0	0	0	1	8	1	33	69.7%	75.8%
	2005	Fall	11	2	0	0	3	0	0	4	2	22	59.1%	81.8%
	2006	Fall	17	0	4	1	0	1	1	4	1	29	75.9%	86.2%

Grade XX = None of the above/unknown.

Success Rate: Percent of students successful in courses out of total enrolled in courses (RP Group, 1996).

The success rate is calculated by dividing the numerator (number of students duplicated with A, B, C, CR) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX)

Retention Rate: Percent of students retained in courses out of total students enrolled in courses (RP Group, 1996).

The retention rate is calculated by dividing the numerator (number of students duplicated with A, B, C, D, F, CR, NC, I*, XX) by the denominator (number of students with A, B, C, D, F, CR, NC, W, I, XX).

Gender by Year/Term

Cross Cultural Studies Courses Gender by Year/Term Duplicated Headcount

		F		M		X		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2002	Spring	10	71.4%	4	28.6%	0	.0%	14	100.0%
	Fall	19	54.3%	15	42.9%	1	2.9%	35	100.0%
2003	Spring	19	57.6%	14	42.4%	0	.0%	33	100.0%
	Fall	24	50.0%	24	50.0%	0	.0%	48	100.0%
2004	Spring	17	63.0%	10	37.0%	0	.0%	27	100.0%
	Fall	19	63.3%	11	36.7%	0	.0%	30	100.0%
2005	Spring	13	44.8%	16	55.2%	0	.0%	29	100.0%
	Fall	13	59.1%	9	40.9%	0	.0%	22	100.0%
2006	Spring	9	52.9%	8	47.1%	0	.0%	17	100.0%
	Fall	11	37.9%	18	62.1%	0	.0%	29	100.0%

Cross Cultural Studies Courses by Zip Code

Cross Cultural Studies Courses by Zip Code
Duplicated Headcount

		Saddleback		Irvine		Out of District		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2002	Spring	14	100.0%	0	.0%	0	.0%	14	100.0%
	Fall	30	85.7%	2	5.7%	3	8.6%	35	100.0%
2003	Spring	30	90.9%	1	3.0%	2	6.1%	33	100.0%
	Fall	41	85.4%	1	2.1%	6	12.5%	48	100.0%
2004	Spring	22	81.5%	1	3.7%	4	14.8%	27	100.0%
	Fall	25	83.3%	1	3.3%	4	13.3%	30	100.0%
2005	Spring	29	100.0%	0	.0%	0	.0%	29	100.0%
	Fall	20	90.9%	0	.0%	2	9.1%	22	100.0%
2006	Spring	17	100.0%	0	.0%	0	.0%	17	100.0%
	Fall	25	86.2%	0	.0%	4	13.8%	29	100.0%

Age Group Distribution by Year/Term

**Cross Cultural Studies Courses
Age Group Distribution by Year/Term
Duplicated Headcount**

		Age Groups															
		Below 17		18-21		22-25		26-35		36-50		51-65		Over 65		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2002	Spring	0	.0%	12	85.7%	0	.0%	0	.0%	2	14.3%	0	.0%	0	.0%	14	100.0%
	Fall	2	5.7%	26	74.3%	2	5.7%	2	5.7%	2	5.7%	1	2.9%	0	.0%	35	100.0%
2003	Spring	3	9.1%	26	78.8%	3	9.1%	0	.0%	1	3.0%	0	.0%	0	.0%	33	100.0%
	Fall	2	4.2%	41	85.4%	3	6.3%	2	4.2%	0	.0%	0	.0%	0	.0%	48	100.0%
2004	Spring	0	.0%	19	70.4%	2	7.4%	3	11.1%	1	3.7%	1	3.7%	1	3.7%	27	100.0%
	Fall	3	10.0%	20	66.7%	4	13.3%	2	6.7%	1	3.3%	0	.0%	0	.0%	30	100.0%
2005	Spring	0	.0%	22	75.9%	5	17.2%	1	3.4%	1	3.4%	0	.0%	0	.0%	29	100.0%
	Fall	2	9.1%	16	72.7%	3	13.6%	1	4.5%	0	.0%	0	.0%	0	.0%	22	100.0%
2006	Spring	0	.0%	13	76.5%	2	11.8%	1	5.9%	1	5.9%	0	.0%	0	.0%	17	100.0%
	Fall	1	3.4%	20	69.0%	4	13.8%	3	10.3%	0	.0%	0	.0%	1	3.4%	29	100.0%

Ethnicity by Year/Term

**Cross Cultural Studies Courses
Ethnicity by Year/Term
Duplicated Headcount**

		Ethnic Groups																	
		Asian		African American		Hispanic		American Indian/Alaskan Native		Other		Pacific Islander		White		Unknown		Total	
		Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
2002	Spring	1	7.1%	0	.0%	1	7.1%	0	.0%	1	7.1%	0	.0%	9	64.3%	2	14.3%	14	100.0%
	Fall	7	20.0%	2	5.7%	8	22.9%	2	5.7%	1	2.9%	0	.0%	13	37.1%	2	5.7%	35	100.0%
2003	Spring	4	12.1%	0	.0%	5	15.2%	0	.0%	1	3.0%	2	6.1%	19	57.6%	2	6.1%	33	100.0%
	Fall	6	12.5%	2	4.2%	20	41.7%	0	.0%	0	.0%	1	2.1%	15	31.3%	4	8.3%	48	100.0%
2004	Spring	4	14.8%	0	.0%	9	33.3%	0	.0%	1	3.7%	0	.0%	10	37.0%	3	11.1%	27	100.0%
	Fall	0	.0%	2	6.7%	8	26.7%	1	3.3%	1	3.3%	1	3.3%	13	43.3%	4	13.3%	30	100.0%
2005	Spring	4	13.8%	2	6.9%	8	27.6%	0	.0%	0	.0%	0	.0%	14	48.3%	1	3.4%	29	100.0%
	Fall	3	13.6%	3	13.6%	6	27.3%	0	.0%	1	4.5%	0	.0%	6	27.3%	3	13.6%	22	100.0%
2006	Spring	2	11.8%	1	5.9%	3	17.6%	0	.0%	0	.0%	0	.0%	8	47.1%	3	17.6%	17	100.0%
	Fall	5	17.2%	0	.0%	7	24.1%	0	.0%	1	3.4%	1	3.4%	14	48.3%	1	3.4%	29	100.0%

Educational Goals by Year/Term

Cross Cultural Studies Courses Educational Goals by Year/Term Duplicated Headcount

	2002				2003				2004				2005				2006			
	Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring		Fall	
	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %	Count	Column N %
AA/AS and transfer	3	21.4%	7	20.0%	17	51.5%	9	18.8%	11	40.7%	10	33.3%	10	34.5%	12	54.5%	6	35.3%	15	51.7%
Transfer w/o AA/AS	1	7.1%	3	8.6%	2	6.1%	2	4.2%	3	11.1%	4	13.3%	5	17.2%	3	13.6%	3	17.6%	3	10.3%
AA/AS w/o transfer	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	3.4%
2-yr Voc. w/o transfer	0	.0%	0	.0%	1	3.0%	3	6.3%	1	3.7%	0	.0%	0	.0%	0	.0%	1	5.9%	1	3.4%
Voc. certif. w/o transfer	3	21.4%	3	8.6%	5	15.2%	17	35.4%	4	14.8%	6	20.0%	3	10.3%	3	13.6%	2	11.8%	1	3.4%
Discover interests	0	.0%	3	8.6%	1	3.0%	1	2.1%	2	7.4%	1	3.3%	1	3.4%	0	.0%	0	.0%	1	3.4%
Acquire job skills	3	21.4%	3	8.6%	2	6.1%	2	4.2%	2	7.4%	3	10.0%	1	3.4%	1	4.5%	2	11.8%	1	3.4%
Update job skills	0	.0%	2	5.7%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Maintain cert. or lisc.	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	1	3.4%	0	.0%	0	.0%	0	.0%
Ed. development	1	7.1%	4	11.4%	1	3.0%	1	2.1%	1	3.7%	2	6.7%	1	3.4%	1	4.5%	0	.0%	1	3.4%
HS or GED	0	.0%	0	.0%	0	.0%	1	2.1%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%	0	.0%
Undecided	3	21.4%	10	28.6%	4	12.1%	12	25.0%	3	11.1%	4	13.3%	7	24.1%	2	9.1%	3	17.6%	5	17.2%
Total	14	100.0%	35	100.0%	33	100.0%	48	100.0%	27	100.0%	30	100.0%	29	100.0%	22	100.0%	17	100.0%	29	100.0%