

# Global Education Plan

College: Catawba Valley Community College

Date: July 31, 2001

Name of College President: Dr. Cuyler Dunbar

Name of Campus Global Education Director: Mr. Michael Jenkins

Names of Global Education Committee/ Team Members:

Mr. Fred Bryson

Mr. Bo Glen

Ms. Kassie Hollar

Mr. Michael Jenkins

Ms. Rebecca Jernigan (Recorder)

Ms. Kathleen Irwin

Ms. Sara Loudermelk

Dr. Linda Lutz

Ms. Sallie Neville Merritt

Dr. Linda Phillips

Mr. Ron Valentini

Ms. Shelia Walker

Ms. Kathy Wood

Mr. Wayne Wooten

**1. NEED**

*(What conditions or circumstances exist which need improvement. Identify the needs.)*

Task	Responsibility	Completion Date	Verification
<p>a. Initiate and maintain better communication with ethnic and racial groups and their leaders in the service area. Develop an inventory list and map locations of various ethnic and racial groups in service area, for in-house use only.</p>	David Streater	Fall 2002	Actual Report
<p>b. Initiate staff development programs informing administration, staff, full- and part-time faculty of the existence of the diverse population in Catawba and Alexander Counties (awareness), emphasizing idiosyncrasies of each ethnic and racial group, as well as stressing tolerance, acceptance, and cooperation.</p>	Linda Lutz	Fall 2001	Staff Development Agendas
<p>c. Collect data about ethnic and racial groups' cultural behaviors and expected treatment by others. Publish and distribute data to administration, staff, and faculty for in-house use only.</p>	David Streater	Fall 2001	Actual Report
<p>d. Increase recruitment of all ethnic and racial minority students, especially Hispanic individuals.</p>	Bill Dulin Ron Valentini	Fall 2002 and Ongoing	Demographic Stats
<p>e. Consciously make an effort to hire more minorities in all areas of CVCC operations. Set a goal of a certain percent of employment for all minorities, ethnic, racial, age, and sex.</p>	Mike Kidd	Fall 2002	Employee Roster
<p>f. Offer workshops and seminars for the community</p>	Wayne Wooten	Ongoing	Schedules



<p>foreign exchange programs.</p> <p>m. Develop and implement an International or Diversity Day on campus at CVCC.</p> <p>n. Increase ESL department's space, staffing, funding and operation.</p> <p>o. Develop and offer a developmental English course that will assist ethnic and racial minorities to bridge the gap between ESL and ENG 080 and ENG 090.</p> <p>p. Develop a Cultural and Diversity Awareness presentation that can be used by any staff member for delivery to special groups or social function.</p> <p>q. Employ several multi-lingual persons/counselors in student services.</p> <p>r. Instructors will be using ethnically diverse guest speakers in classes relevant to subject matter.</p> <p>s. Ease assimilation of diverse groups to our campus by having general information on the phone recorded in other languages and some program information available in other languages, too.</p>	<p>Bill Dulin</p> <p>Ron Valentini</p> <p>Wayne Wooten</p> <p>Mid-Range Bill Dulin</p> <p>Wayne Wooten</p>	<p>Fall 2002</p> <p>Fall 2002</p> <p>TBD: Depending on Funding and or Openings</p> <p>On-going</p>	<p>Actual</p> <p>Depending on Funding</p> <p>Performance Portfolios Outlining Use of These</p>
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**2. RELATED EFFORTS**  
*(To your knowledge, what has previously been done by this or any other institution to satisfy these needs?)*

<p><b>I. Accomplishments by this institution are as follows:</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>1. Corporate and Continuing Education</p> <ul style="list-style-type: none"><li>a). Basic Skills Education<ul style="list-style-type: none"><li>1. Non-English assessments are used in Continuing Education courses</li><li>2. CASAS – Comprehensive Adult Student Assessment System</li><li>3. TABE – Test of Adult Basic Education</li></ul></li></ul> <p>2. Ways in which special training needs of non-English speaking students have been addressed:</p> <ul style="list-style-type: none"><li>a). Job-related English used in work site classes</li><li>b). Family literacy classes in the school system</li><li>c). ESL classes held on campus 6 days, 4 nights a week (enrollment up from approximately 900 to 2400.)</li><li>d). ESL Civics offered on campus</li></ul>			
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<p>3. Grants and other funding sources used to improve occupational training for non-English speaking students:</p> <ul style="list-style-type: none"> <li>a. Basic skills grants within NCCCS</li> <li>b. Grant in partnership with Hosiery Technology Center through NIST (National Institutes of Standards and Technology) and NCMEP (North Carolina State University Manufacturing Extension Partnership), which resulted in production of Hosiery Talk CD for non-English speaking people.</li> </ul> <p>4. Marketing tools used to promote training for non-English speaking students for students/business/industry:</p> <ul style="list-style-type: none"> <li>a. Distribution of Workforce 2000 information letter about work with trends in ESL education</li> <li>b. Individual meetings with industry sharing information about our classes</li> </ul> <p>5. Training materials to help Human Relation Managers deal with non-speaking employees Computer software such as the following are used:</p> <ul style="list-style-type: none"> <li>a. Learning English</li> <li>b. Community Exploration by Center (Jostens)</li> <li>c. Rosetta Stone by Fairfield Language Technologies</li> <li>d. Text Disc (for industry) by Interactive Knowledge at NCSU</li> <li>e. Cassette tapes</li> <li>f. Textbook training</li> </ul>			
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<p>6. Professional development training offered for non-English speaking professionals</p> <ul style="list-style-type: none"> <li>a. Staff development workshops (Workplace Education Workshop was held in January 2001 for all instructors who teach in local industries. Industry-specific reading, math and special ESL needs were topics.</li> <li>b. Fall 2001 instructor workshop had an ESL session with focus on safety.</li> <li>c. Classroom training with ESL specialist from NCCCS and Texas.</li> </ul> <p>7. Methods/materials for offering skill training to non-English speaking students</p> <ul style="list-style-type: none"> <li>a. Job-specific training with ESL materials for industry</li> </ul> <p>8. In the area of Professional Development for Educators (Teacher Renewal), we offer the following courses:</p> <ul style="list-style-type: none"> <li>Conversational Spanish</li> <li>Conversational Hmong Language</li> <li>Understanding Hispanic Culture</li> <li>Understanding Hmong Culture</li> <li>History of Native American Indians</li> </ul> <p>9. CVCC's Small Business Center offered a "How to Start a Business" seminar in Spanish on August 29, 2001. Twenty-two people attended and were positive about the class. Also, we have made registration and evaluation forms available in Spanish.</p> <p>10. CVCC offers ESL classes and GED in Spanish as part of our Basic Skills Program.</p>			
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**II. Other Corporate and Continuing Education Global Outreach**

- A. Occupational Extension Classes
  - 1. Beginning Spanish for Day-Care Providers
  - 2. Classes taught in Spanish
  - 3. Beginning Medical Spanish for Health Care Personnel
- B. Have provided translation services to industries for evaluations and company materials
- C. Personnel have been involved in community diversity committee activities
- D. Articles for classes have appeared in Spanish language newspapers
- E. Small Business Center efforts (addressed separately by Sallie Neville Merritt)
- F. Have utilized Hispanic/Latino instructors to teach some classes
- G. Conducted sessions in Spanish as part of Rapid Response for plant closings
- H. Internet classes available in Spanish for computer training
- I. Some support staff have taken conversational Spanish classes

### III. Supervisor of ESL Laboratory

1. Supervisor has designed a curriculum to bridge the gap that exists with the three current distinct curricula (ESL, Citizenship Preparation, Life Skills) in order to narrow the cultural divide created by the lack of English proficiency and the opportunity to understand important elements of the community.

2. The campus ESL labs have computers with Internet access where students can be in touch with their countries concerning news and can contact their family and friends.

3. Basic Skills Instructors are given statewide and local training opportunities with emphasis on Cultural Awareness and Diversity due to the growing and diverse population of our state.

4. Throughout the community the Supervisor has discovered a need and provided for English language instruction, such as in the following:

- a) Schools
- b) Churches
- c) Industries
- d) Community Centers
- e) Libraries, etc.

5. The Supervisor of “English as a Second Language” program has presented numerous Cultural Diversity presentations throughout Alexander and Catawba counties. She also shared a copy of lecture notes from her presentation on Global Education Packet containing statistics of ethnic and social diversity. Dean of Continuing Education and ESL personnel are often called to be interpreters for numerous and different situations in the service areas.

**IV. Small Business Center**

**A.** On August 29, 2001, the first class in Spanish on the ABCs of Starting a Business was held with 22 students attending. According to a survey that was taken 90% were very enthusiastic about the course. The Director plans to offer at least one class each semester in Spanish and move towards offering our core seminars in Spanish and Hmong.

**B. Small Business Center Globalization Goals**

- Translate basic SBC brochure into Spanish and Hmong
- Offer monthly counseling sessions in Spanish and Hmong
- Translate our booklet, *How to Start a Successful Business*, in Spanish and Hmong
- Post our web-site information in three languages

**V. Educational Support Services**

1. CVCC Day Care Center's license depends on "Environmental Evaluation Scale." The Center scored 7 out of a possible 7 on the diversity aspect of the Evaluation Scale.
2. The Dean has expanded and is planning to continue to expand periodical offerings in the library relating to the globalization issue. Currently, we have McClane's "Canada Magazine" and "China Today" in English. She also reported that CVCC's Hosiery Technology Center has developed a training CD Rom for non-English speaking students. In addition, through telecommunication, CVCC does a significant amount of diversity training.
3. CVCC's Spanish Instructor has produced Spanish 111, Spanish I, telecourse class and Spanish181, Spanish I Telecourse lab in the College's TV Studio. She has also written, printed, and bound the accompanying study guide. These new courses were first offered Fall Semester, 2001.
4. Worked with the CVCC Hosiery Department to develop a Spanish hosiery curriculum. We also filmed a diversity workshop.
5. Discuss with the Dean of Curriculum Programs the feasibility of adding an additional foreign language to the distance education curriculum offerings.

6. The University of North Carolina Center for Public Television has published a series on Diversity. The Dean of Educational Support Services will endeavor to partner with this organization to make available this programming at CVCC.

**VI. Academics**

**A. Dean of Curriculum Programs**

The Dean has conducted a survey of classroom diversity. He reported on a recent survey conducted by his reading department. Twenty-five percent of the students surveyed stated, “English is not the primary language used in our household.” This is a surprisingly high number. Also, of the reading students surveyed, 54% were also taking ENG 080 and 31% were taking ENG 090. Note the birthplaces of the students that completed the survey.

NC	52	FL	01	Laos	06	Moldova	01
CA	02*	CO	01	Peru	01	Philippines	01
MN	02*	KY	01	Columbia	01	Vietnam	01
TN	03	IA	01	Mexico	02		
VA	01	RI	02*	Thailand	04		
AK	01	OR	01*	Costa Rica	01		

\*denotes nonnative speaker (only one in RI)

Twelve states and nine countries were represented in these classes containing 154 students. It is recommended that a study encompassing a larger campus sample be conducted this year.

**B. Humanities Division**

Accomplishments in the Humanities Division are numerous. This Fall this division will be offering a new developmental course, ENG 070, that is supposed to assist students completing the ESL courses prepare more thoroughly for college level English. Many campuses across the country have or will soon have developed such a course.

Also, Literature courses have always provided the student with opportunities to study diverse cultures through poetry and other readings, particularly through world literature courses. Introduction of Literature provided opportunity to study the writings of migrant farmers and Hispanic cultures. The Humanities division has had several authors from diverse ethnic backgrounds present their work at CVCC, exposing students to a plethora of ideas. Most obvious, French and Spanish language courses were offered, studying not only the language but also the culture or cultures of French and Spanish speaking countries.

**C. Business Division**

1. Business Division professors teach International Business courses during which diversity subjects are discussed in class.
2. Another Business Division professor has directed students in her curriculum to enroll in SOC 225 Social Diversity. She is specifically interested in developing diversity consciousness among her students and colleagues. She suggests students have a cultural club

so they can interact with each other.

3. Business Division Professors use textbooks that have global emphasis.

**D. Social and Behavioral Sciences Division**

1. This division promotes diversity by selecting textbooks that have made a conscious effort to include globalization data in their content.

2. One professor has students spend five hours shadowing someone with a different background, analyze the data, and write a report.

3. The division has developed a sociology course, SOC 225 Social Diversity, which specifically studies many different cultures such as African-American, White Ethnic, Hispanic, and Asian. The Division Chairperson suggests curriculum directors add this course to their programs.

4. The Southwest Adventure course is a travel seminar course to the “four corners” of the U.S. Students study diverse Indian cultures, the Spanish influence on the area, and geological aspects of the area.

5. Criminal justice courses utilize information in historical and current views of global race and ethnic cultures. Several courses in this division ie. Criminal Justice, confront racial issues directly as it involves misconceptions and legal practices.

6. A division instructor is involved with the local Conflict Resolution Center, which attempts to resolve various community problems, of which some are related to race and ethnic differences.

7. Psychology Human Relation courses focuses on cultural differences such as customs, gestures, personal space and so on.

**E. Director of Early Childhood Programs Development**

1. The Early Childhood Program is offering Credentials I to ten Hispanic child-care teachers. While the center is providing us with a bilingual teacher, our teacher is adding additional information to the class to assist these teachers.

2. The book, Multicultural Issues in Child Care, by Janet Gonzales-Mena (ISBN 0-7674-2072-1), is being used as a reference for several classes and she suggests it would be a good reference book for workshops. Handouts have been included with Early Childhood Credentials pertaining to being a culturally-competent person:

- Ten Ways to Learn More about Other Cultures
- A Child's Bill of Rights
- Stereotypes Commonly Accepted by Young Children
- Stages of Cultural Awareness

3. At the CVCC Lab School, we are starting Spanish lessons this Fall, 2001, using a Spanish Instructor. She will teach Spanish to three- and four-year olds at the Lab School.

4. Plan to utilize more interpreters in our classrooms in the future where there are other cultures (if budgets will allow).

**E. College Student Success**

Every class of this course requires the study of diversity, and this is a required course. In the study of diversity the students do a collage of their own ethnic background. Approximately 1 hour is dedicated to diversity and change in our society, and in their lives.

**G. Horticulture Department**

1. In our HOR 273 Horticulture Business Management and Marketing class professors invite graduates of our programs that are supervisors of different ethnic and cultural groups to inform our future supervisors how to be open and sensitive to all groups in society. Students of different ethnic and cultural backgrounds are invited to share “how life in their country” is different than in the United States.

2. We choose and invite members of our professional community who are minorities to be on our Advisory

Committees for both programs in the division, along with students.

**H. Furniture Division**

We have run special classes for Hmongs only.

**I. Foreign Language**

In Spanish III, students focus on learning the second language of Spanish within a cultural context. Throughout the year, students focus on various Spanish-speaking countries (customs, traditions, foods, etc.). SPA 112 students are required to complete a semester project using Power Point on a Spanish speaking country. Intermediate level students complete cultural notebooks, which include songs, recipes, maps, etc. Students participate in El Dia de Los Muertos (Day of the Dead) on November 1st and 2<sup>nd</sup> by decorating a “class alter.”

**VII. Student Development Services**

Two members of the Student Services staff are learning to speak Spanish in order to ascertain better communication with students

**VIII. Accomplishment by other local institutions are as follows:**

A. Lenoir-Rhyne College – has been conducting diversity workshops and seminars for over a year. Funded by

<p>Federal Grants.</p> <ul style="list-style-type: none"> <li>B. Social Services Parenting Department</li> <li>C. Western Piedmont Council of Government</li> <li>D. Religious Institutions</li> <li>E. Ethnic Centers</li> </ul>			
<p><b>3. CLIENTELE</b>  <i>(What group or groups are the intended beneficiaries of this initiative?)</i></p>			
<b>Task</b>	Responsibility	Completion Date	Verification

<p>The groups that are the intended beneficiaries of this initiative are as follows:</p> <ul style="list-style-type: none"> <li>a. All racial and ethnic groups in the service area</li> <li>b. All industries and businesses in the service sector area</li> <li>c. Religious institutions in the service area</li> <li>d. Public schools in the service area</li> <li>e. Medical institutions in the service area</li> <li>f. Social Services in the service area</li> <li>g. Public Service Institutions in the service area</li> </ul>			
<p><b>4. COLLABORATIVE EFFORTS</b>  <i>(Will any other agency(ies) or organization(s) be involved in collaboration or partnership in this initiative?)</i></p>			
Task	Responsibility	Completion Date	Verification

<p>a. Lenoir-Rhyne College has been involved in Globalization projects for over a year. We have met with LRC personnel and have plans to develop several projects in the coming year.</p> <p>b. Developing a partnership with Catawba County Social Services is planned for the coming year.</p> <p>c. Developing a partnership with Western Piedmont Council of Government is planned for the coming year.</p> <p>d. Catawba Valley Community College Continuing and Corporate Education Division contacts industries/businesses in the service area. We plan to enhance the division's excellent relationships, partnering for globalization educational growth.</p> <p>e. CVCC personnel will present diversity information to Chamber of Commerce and various service organizations in the area.</p> <p>f. Carolina Hosiery Association</p> <p>g. United Hmong Association</p> <p>h. Latino Centro</p>	<p>David Streater</p> <p>Ron Valentini/Job Link</p> <p>David Streater</p> <p>Ron Valentini</p> <p>David Streater Ron Valentini</p>	<p>Fall 2002</p> <p>Fall 2002</p> <p>Ongoing</p> <p>Fall 2002</p>	<p>List of Projects</p> <p>Specific Project/Evaluation</p> <p>Actual Presentations</p>
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**5. OBJECTIVES**  
*(What are the specific and measurable ends to be achieved by the proposed project? These should be related to the needs identified in Section 1.)*

Task	Responsibility	Completion Date	Verification

The needs expressed in “Section 1, Needs” are written as measurable objectives. They will be measured as “accomplished” or “not accomplished”.	As Assigned	As Assigned	As Assigned
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**6. PROCEDURES**  
*(How will the objectives be met? What activities or experiences will be provided and how are these expected to accomplish the stated objectives?)*

Task	Responsibility	Completion Date	Verification
“Needs” satisfaction will be assigned to specified personnel and follow-up will indicate whether procedures have or have not been accomplished by a specified date.	As Assigned	As Assigned	As Assigned

**7. EVALUATION**  
*(By what means will it be possible to determine the extent to which initiative objectives have been accomplished? What criteria will be used for evaluation?)*

Task	Responsibility	Completion Date	Verification
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<p>Some “Needs” satisfaction activities will be evaluated by a questionnaire at the conclusion of each task (i.e. seminar &amp; workshops)</p> <p>Others will be evaluated by “accomplished/not accomplished</p>	As Assigned	As Assigned	As Assigned
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**8. BUDGET**  
*(List an estimated total cost for the initiative and give some general idea of the major categories of funds, for example, personnel, travel, supplies, etc., that will be needed. A highly detailed budget is not necessary, as this will be developed later.)*

Task	Responsibility	Completion Date	Verification

<p>1. Many needs listed in “1 Need” can be completed during the routine work week and will not require additional finance, i.e. mapping ethnic groups, contacting partners, hiring practices and so on.</p> <p>2. Additional funds will be required for workshops and seminars, approximately \$10,000.</p>	<p>Linda Lutz Linda Phillips</p>	<p>June 30, 2002</p>	<p>Budget Printouts</p>
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**9. COMMITMENT**  
*(What kind of commitment—money, time, space, etc.—is the institution willing to make toward implementation of the initiative?)*



Task	Responsibility	Completion Date	Verification

**10. ADDITIONAL INFORMATION OR COMMENTS:**

Task	Responsibility	Completion Date	Verification
None at this time			

## **Abstract:**

(one page abstract of the Global Education plan outlined above)

**College name:** Catawba Valley Community College      **Date:** October 2001

Catawba and Alexander counties are experiencing significant growth in diverse ethnic and racial groups. We believe it is imperative to develop a means of recognizing and assisting these newest citizens. It is the right thing to do for the individual, the counties, and for everyone involved with the persons migrating to our areas.

Many different institutions in the area have been assisting the new citizens but the efforts have had limited coordination and even more limited sharing of knowledge of actual wants and needs. The same is true for our college. The committee was surprised to learn about services the college has been providing the various ethnic and racial groups in the community. The college should strive to coordinate our effort and to communicate our accomplishments to the various sectors of the college. Indeed, this is our goal for the project, to assist in coordinating the activities in the community, by communicating a wide variety of data to the community, through various institutions. It is our goal to become a more active partner in champion diversity in the community.

CVCC will continue to increase programs in Corporate and Continuing Education Division. This division has been providing tremendous services to a diverse community for many years. The college plans to build off this division's success.

The Small Business Center outreach to the area's diverse population has intensified significantly in the past year. The center provides registration and evaluation forms in Spanish. Personnel in the center developed and have offered to the public several business seminars in Spanish.

Also, ESL laboratories are overflowing. Plans to expand the laboratories are currently underway. This will be a much-needed addition to our program.

CVCC is reaching out beyond the local community, attempting to assist other communities that have had significant diverse growth. The Support Services division is offering numerous courses in Spanish, cultural diversity studies (Sociology) through Internet courses, Information Highway courses and Telecourses. Tremendous success has been and is being experienced in these delivery systems, reaching unique populations.

The academic divisions have been and will continue to be active in developing and offering diversity training material as either part of course offering or complete courses. Examples of such work are the college's International Business curriculum, social diversity course, and the intent of instructors to add a section of social diversity discussion to their courses by adopting textbooks that are diversity conscious.

Finally, the administration of the college has been supportive of the notion of globalization education and has significantly encouraged participation in this project by all members of the campus. CVCC has always been and will continue to be an institution providing the opportunity to "understand our commonalities and celebrate our differences." CVCC will continue this practice because globalization has become an important part of the college's overall mission. Summary of Proposed Action Steps

Please submit a one-page summary of the action steps your team worked on while at this conference. This must be turned in on disk prior to the end of the conference. Several campus teams will be randomly chosen to present their summary at the last session of the conference.