

CSUEB Student Affairs Assessment Report

<i>Name of Dept/Program</i>	Diversity & Inclusion Student Affinity & Resource Center
<i>Name of Center</i>	Black Student Success Center - BSSC
<i>Staff Completing Assessment</i>	LaRon McCoy
<i>Dept/Program Lead</i>	Dr. Cookie Garrett
<i>Dept/Program AVP</i>	Dr. Martin Castillo

1) DEPARTMENT MISSION

(i.e., What is the purpose of the department? How does the department serve East Bay?):

Departmental Mission Statement
<i>The Diversity and Inclusion Student Resource and Affinity Centers (DISRAC) recognizes the intersectionality within diverse ethnicities and identities from which our students and campus community belong. DISRAC aspires to create spaces of inclusion and social justice as we engage in and with the Cal State East Bay community. We use a holistic approach to strengthen an environment that values culture, identity, social change, and transformational experiences to promote social, cultural and academic success at Cal State East Bay.</i>

2) **ASSESSABLE DEPARTMENTAL OUTCOMES**

i.e., what measurable impact(s) will the department demonstrate related to effectiveness? List additional outcomes as needed.

Departmental Outcome Statement
Students who engage with the DISARCs will have a yearly retention rate that is at least 5% higher than the institutional average of their corresponding racial/ethnic group (as defined on Pioneer Insights dashboards)
The first-year departure of frosh students who engage with the DISARCs is at least 5% lower than the institutional average of their corresponding racial/ethnic group (as defined on Pioneer Insights dashboards)
At least 75% of students indicate that they established a meaningful connection at East Bay through engagement with the DISARCs (will be measured by an end-of-term/year survey)
At least 90% of Peer Leaders (i.e., student staff who are hired with these funds) will indicate their positions increased leadership skills and cultural competency
90% of Peer Leaders will be retained (or graduate) East Bay by the fall 2024 term

3) **SIGNATURE PROGRAMS or SERVICES**

i.e., what are the departmental Center’s key programs or services? Complete the chart below by giving a short description of each signature program or service, and then indicate which of the departmental outcomes identified in prompt #2 align with the program or service.

Name of Signature Program or Service	<i>Description of the signature program or service</i>	<i>Which departmental outcomes from prompt #2 Does the program or service address?</i>
<i>Educated Black Men</i>	During this program, we explore the challenges of being a black man in the higher education setting. The challenges that exist navigating the balance between wanting better for yourself and not leaving behind loved ones in the process.	<ul style="list-style-type: none"> ● At least 75% of students indicate that they established a meaningful connection at East Bay through engagement with the DISARCs (will be measured by an end-of-term/year survey)
<i>Black Tuesday</i>	The students have created a culture of showing up in the space during the lunch hour to engage with each other, with faculty and staff through games, music, dancing, and having conversations about what's going on around campus.	<ul style="list-style-type: none"> ● Students who engage with the DISARCs will have a yearly retention rate that is at least 5% higher than the institutional average of their corresponding racial/ethnic group (as defined on Pioneer Insights dashboards)
<i>Protecting Black Women</i>	This program is an opportunity for us to explore and discuss the experiences of Black Women in the workplace, health care, and areas where they felt support would have been appreciated.	<ul style="list-style-type: none"> ● At least 75% of students indicate that they established a meaningful connection at East Bay through engagement with the DISARCs (will be measured by an end-of-term/year survey)
<i>Meet Your Folx</i>	This event was cultivated as an opportunity for Black Faculty and Staff to have face time with our students. It also served as a chance for students to see that there are more Black faculty and Staff than those of us that they see on a daily. Faculty and staff introduced themselves and were able to extend themselves as resources to the students.	<ul style="list-style-type: none"> ● The first-year departure of frosh students who engage with the DISARCs is at least 5% lower than the institutional average of their corresponding racial/ethnic group (as defined on Pioneer Insights dashboards) <ul style="list-style-type: none"> ○ ● At least 75% of students indicate that they established a meaningful connection at East Bay through engagement with the DISARCs (will be measured by an end-of-term/year survey)
<i>DISARC Student Staff Training(s)</i>	The DISARC holds student staff training throughout the academic year and a 2-day training before the fall semester begins to prepare our student assistants for the rigor of the upcoming year. Not only does this provide us with the opportunity to introduce them to center procedures, event planning, campus resources, and collaborative partners, but	<ul style="list-style-type: none"> ● 90% of Peer Leaders will be retained (or graduate) East Bay by the fall 2024 term <ul style="list-style-type: none"> ○ ● At least 90% of Peer Leaders (i.e., student staff who are hired with these funds) will indicate their positions increased leadership skills and cultural competency

	they also have the opportunity to begin building community with their coworkers.	
<i>Black Cultural Game Night</i>	The Black Student Success Center hosts the Black Cultural Game Night to expose students to the games that our elders have played throughout the years. Spades, Dominoes, and then moving to more popular games that are played today like Uno, Black Card revoked, Culture Tag, and Lyrically correct. Using the space for community building, learning through play, and fostering an inclusive environment for our students.	<ul style="list-style-type: none"> ● Students who engage with the DISARCs will have a yearly retention rate that is at least 5% higher than the institutional average of their corresponding racial/ethnic group (as defined on Pioneer Insights dashboards) <ul style="list-style-type: none"> ○ ● At least 75% of students indicate that they established a meaningful connection at East Bay through engagement with the DISARCs (will be measured by an end-of-term/year survey)
<i>Center Snacks</i>	In order to assist our students who may be facing food insecurity, the center keeps easily accessible snacks and quick food options for students.	<ul style="list-style-type: none"> ● Students who engage with the DISARCs will have a yearly retention rate that is at least 5% higher than the institutional average of their corresponding racial/ethnic group (as defined on Pioneer Insights dashboards)

4) **ASSESSMENT ACTIVITY/DATA ANALYSIS**

i.e., how has the department evaluated its effectiveness (e.g., surveys, dashboards, other assessment methods) in meeting the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

Type of Assessment	<i>Description of the assessment activity (e.g., how data collected, when collected, who analyzes, how findings are shared, etc.)</i>	<i>List the signature programs/services from prompt #3 that this assessment evaluates:</i>	<i>What are the major findings/data elements that you consider as the “key takeaways” from this assessment?</i>
<i>Name of Assessment 1 DISARC Needs Assessment</i>	Google Form created within the department to capture student data. Gathering Submissions April 2024 which were then analyzed by DISARC Staff .	<ul style="list-style-type: none"> • Educated Black Men • Protecting Black Women • Black Cultural Game Night • Black Tuesday • Meet Your Folx • Black Cultural Game Night 	<ul style="list-style-type: none"> • Students who participated in our events enjoyed the fact that students facilitated these conversations. • Our student leaders received this feedback “facilitated the discussion and did an amazing job. They kept the conversation moving and all of those in attendance engaged” • 78% of participants felt The event was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues • 64% of participants felt they gained more connections within the campus community by attending this event • 69% said the event increased their awareness of other peoples' experiences outside of their own
<i>Name of Assessment 2 DISARC Event Evaluation</i>	Google Form created within the department to capture student data. Gathering Submissions throughout the academic year after events Analyzed by DISARC Department Staff	<ul style="list-style-type: none"> • Educated Black Men • Protecting Black Women • Black Cultural Game Night 	<ul style="list-style-type: none"> • Students who participated in our events enjoyed the fact that students facilitated these conversations. • Our student leaders received this feedback “facilitated the discussion and did an amazing job. They kept the conversation moving and all of those in attendance engaged” • 78% of participants felt The event was meaningful and stimulated f urther interest in multiculturalism, diversity, and social justice issues

			<ul style="list-style-type: none"> ● 64% of participants felt they gained more connections within the campus community by attending this event ● 69% said the event increased their awareness of other peoples' experiences outside of their own
<p><i>Name of Assessment 3 DISARC Testimonial Videos</i></p>	<p>Interview Questions were provided to frequent users of DISARC Centers with media release form and QR code. Instructions for collection of responses provided with instructions to student staff who proceeded to identify, interview, and record students for uploading to specific departmental Google Drive.</p>	<ul style="list-style-type: none"> ● Center Snacks ● Meet Your Folx 	<ul style="list-style-type: none"> ● How did you learn about the center(s)? <ul style="list-style-type: none"> ○ the student was referred to the BSSC by Project Rebound and was also introduced to Cookie and LaRon by another student ○ I noticed there were a lot of Black people in the space and I'm Black. So why not go be with my people. ● What makes you feel welcomed when you enter the center? <ul style="list-style-type: none"> ○ I can be myself, it's a place where I can study and do my homework, think about what I'm going through, and not have to worry about what other people think of me because of how I look. ○ I usually know the people that are there. It's my community ● How does coming in the centers and to our events help you as a student? <ul style="list-style-type: none"> ○ Helped him by providing him a space to do work in a peaceful environment. ○ It's a place where I can sit and relax, network, and study. The center is open when I

			<p>arrive on campus early and I can get work done without interruptions</p> <ul style="list-style-type: none"> ● What was your favorite event this school year and what future events are you looking forward to? <ul style="list-style-type: none"> ○ He would like to see more Black Excellence programming. ○ Trap Bingo and Karaoke were fire events. I wish we could get all of the Black people involved in these events.
<p><i>Name of Assessment 5 Pre/Post Student Staff Assessment</i></p>	<p>Qualtrics Survey Created Assessment given to student staff at the first and last training of the year Provided to student staff on the first and last day of Student Staff Development sessions</p>	<ul style="list-style-type: none"> ● DISARC Student Staff Training 	<p>Student Assistant Staff improved their awareness and understanding of the following:</p> <ul style="list-style-type: none"> ● Identity ● Values ● Challenging Biases ● Facilitating group discussions ● Leading an event
<p><i>Data Compiled by the Department of Institutional Effectiveness and Research (IRE)</i></p>	<p>Retention and engagement data pulled by the Institutional Effectiveness and Research team through a confidential data source.</p>	<ul style="list-style-type: none"> ● Educated Black Men ● Protecting Black Women ● Black Cultural Game Night 	<ul style="list-style-type: none"> ● Less than 5% of students that engage are residential students ● 70% of the students that engage in DISARC are not SEAS students

5) **CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION**

i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

Contribution to/Impact on DEI	Data/Evidence of contribution/impact
<p><i>Physical Affinity & Resource Centers provide space for community development, belonging, and DEI exploration</i></p>	<p><u>DISARC Needs Assessment</u></p> <ul style="list-style-type: none"> ● I feel a sense of belonging at CSUEB through the connections I have made within DISARC. (Strongly Agree: 60.3 %) ● The DISARC has helped develop my personal experience and/or growth outside of academics. (Strongly Agree: 50%) ● Students who indicated interest in: “increasing knowledge to include diversity, inclusion, equity in my future" or "developing cultural understanding." (35.14%) ● Cultural Social connections (connect with others that share your culture and of diverse cultures) a unique DISARC service (60.3%) ● Exploring Diversity (39.7%) ● Cultural Education (46.6%) ● Equity and Inclusion (45.2%)
<p><i>DISARC encourages and creates opportunities for community building</i></p>	<p><u>DISARC Needs Assessment</u></p> <ul style="list-style-type: none"> ● The DISARC has helped develop my personal experience and/or growth outside of academics. (58.9%) ● The DISARC has helped expand my knowledge about multiculturalism, diversity, and social justice issues on campus. (64.4%)
<p><i>Cultural and Affinity Identity events inspire exploration of identity and further learning about DEI</i></p>	<p><u>DISARC Event Evaluation</u></p> <ul style="list-style-type: none"> ● Strongly Agree: The event was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues
<p><i>DISARC promotes opportunities to engage and increase socialization beyond individual affinity groups</i></p>	<p><u>ISARC Needs Assessment</u></p> <ul style="list-style-type: none"> ● This event increased my awareness of other peoples' experiences outside of my own. (Strongly Agree: 69.05%) ● The event was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues. (Strongly Agree: 78.57%)

Physical Affinity & Resource Centers provide space for community development, belonging, and DEI exploration

DISARC Needs Assessment

- I feel a sense of belonging at CSUEB through the connections I have made within DISARC. (Strongly Agree: 60.3 %)
- The DISARC has helped develop my personal experience and/or growth outside of academics. (Strongly Agree: 50%)
- Students who indicated interest in: “increasing knowledge to include diversity, inclusion, equity in my future” or “developing cultural understanding.” (35.14%)
- Cultural Social connections (connect with others that share your culture and of diverse cultures) a unique DISARC service (60.3%)
- Exploring Diversity (39.7%)
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6) **ACTION PLANNING**

(List at least 3 takeaways related to your department’s effectiveness or areas of growth that will inform continuous improvement. Identify the assessment findings that justify your effectiveness or areas of growth, and then indicate an action plan (e.g., changes to your practice, audiences to share findings, etc.) you will take as your next steps.

Key Takeaways	<i>Specific data that justify effectiveness or area of growth</i>	<i>Action plan/next steps related to your takeaway</i>
<p><i>Effectiveness: Physical Affinity & Resource Centers provide space for community development, belonging, and DEI exploration</i></p>	<p><u>DISARC NEEDS ASSESSMENT</u></p> <ul style="list-style-type: none"> ● I feel a sense of belonging at CSUEB through the connections I have made within DISARC. (Strongly Agree: 60.3 %) ● The DISARC has helped develop my personal experience and/or growth outside of academics. (Strongly Agree: 50%) ● Students who indicated interest in: “increasing knowledge to include diversity, inclusion, equity in my future” or “developing cultural understanding.” (35.14%) ● Cultural Social connections (connect with others that share your culture and of diverse cultures) a unique DISARC service (60.3%) ● Exploring Diversity (39.7%) ● Cultural Education (46.6%) ● Equity and Inclusion (45.2%) ● The DISARC has helped develop my personal experience and/or growth outside of academics. (58.9%) ● The DISARC has helped expand my knowledge about multiculturalism, diversity, and social justice issues on campus. (64.4%) 	<p>Continuing to utilize the center to foster the following:</p> <ul style="list-style-type: none"> ● The space for students to be themselves and engage with other students who share similar identities ● To provide students with learning opportunities that will increase their understanding of diversity, equity, and inclusion. ● To provide the space for students to learn about the different communities that exist outside of their own
<p><i>Effectiveness: DISARC encourages and creates opportunities for community building</i></p>	<p><u>DISARC NEEDS ASSESSMENT</u></p> <ul style="list-style-type: none"> ● Strongly Agree: The event was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues ● The DISARC has helped develop my personal experience and/or growth outside of academics. (58.9%) ● The DISARC has helped expand my knowledge about multiculturalism, diversity, and social justice issues on campus. (64.4%) 	<p>The Black Student Success Center will continue to:</p> <ul style="list-style-type: none"> ● Engage students around their ethnic identity through explorative and experiential learning outside of the classroom ● provide a safe space for students for students to freely exist in their Blackness while also engaging with and learning about the many cultures that exist on campus ● support students on their academic journey by connecting to campus resources

<p><i>Area of Growth:</i> More opportunities for students to engage across identities and in their intersectional identities.</p>	<p><u>DISARC Student Engagement Videos</u></p> <ul style="list-style-type: none"> ● What events do you want to see done next year? ○ We should have a Diversity and Inclusion club where students can engage in their intersecting identities. <p><u>DISARC event evaluation</u></p> <ul style="list-style-type: none"> ● 80% of the events that were evaluated were focused on a single identity 	<ul style="list-style-type: none"> ● Work collaboratively with campus partners to form a group that focuses on the intersecting identities of the students that engage in the centers. ● Incorporate intersectionality into our student engagement events
<p><i>Area of Growth:</i> Engage more residential students in the DISARC spaces</p>	<p><u>Institutional Effectiveness and Research Data</u></p> <ul style="list-style-type: none"> ● DISARC engages less than 5% of residential students 	<ul style="list-style-type: none"> ● Work Collaboratively with Student Housing to develop effective programming based on the data they have about the students living in housing <ul style="list-style-type: none"> ● Work collaboratively with Residence Hall Association to provide engagement events in housing to draw participation