

CSUEB Student Affairs Assessment Report

<i>Name of Dept/Program</i>	Diversity & Inclusion Student Affinity & Resource Center
<i>Name of Center</i>	Diversity and Inclusion Student Center (DISC)
<i>Staff Completing Assessment</i>	Dr. Cookie Garrett
<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
<p><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 physical 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></p>

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 student 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 indicator 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>
Karaoke Worldbeat Wonder	A Karaoke event designed to engage students to build social skills, networking, & build a community safe space for everyone to enjoy while singing different genres of music. Karaoke Worldbeat includes songs from diverse cultures, genres, and languages of the students represented in the space. Students were able to share their favorite cultural music in a fun way that helped them develop community amongst their peers.	<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 ● 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 ● At least 75% of student indicate that they established a meaningful connection at East Bay through engagement with the DISARCs
Indigenous Gratitude Celebrations	In honor of Indigenous Heritage month, the DISC facilitates a cultural celebration that educates about the history and some of the cultural practices, and ways to help support the Muwekma Ohlone Tribe locally. The event also includes cultural food that was authentic to the local Muwekma Ohlone culture.	<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 ● 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
Holi-slay Drag Brunch	Our Queer culture is alive and vibrant at CSU East Bay. The Holi-Slay Drag brunch was an opportunity for us to celebrate our Queer community and the winter holidays in an entertaining and educational way. Our three Drag Queens gave an overview of the History of Drag and Ballroom and how it impacts	<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 ● The first-year departure of frosh students who engage with the DISARCs is at least 5% lower than the

		<p>institutional average of their corresponding racial/ethnic group</p> <ul style="list-style-type: none"> ● At least 75% of student indicate that they established a meaningful connection at East Bay through engagement with the DISARCs
Culture Fest	<p>The six centers that comprise DISARC collaborate on a welcome event for the students in the beginning of the Fall semester that elevates and celebrates each center that is represented in DISARC. DISARC brings together cultural foods, music, games, and dances in an outdoor festival on the grass in the August sunshine.</p>	<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 ● 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 ● At least 75% of student indicate that they established a meaningful connection at East Bay through engagement with the DISARCs
Runway of Culture	<p>DISARC hosts a cultural fashion show where current students and staff model their traditional or trendy cultural attire. Each model provides a description of their ensemble and its significance to them and their culture to be read as they walk the runway. Once the fashion show is complete participants enjoy a meal that represents the various cultures represented in the space. This event culminates with the Gala portion of the event where participants learn cultural dances from one another as they laugh, dance, connect, and build community.</p>	<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 ● 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
DISARC Student Assistant Staff Training	<p>Training provided to DISARC Student Assistants to equip them with the foundational knowledge, tools, and resources for the student assistants' responsibilities. Additionally, student assistants are engaged in various community building developmental activities to evoke their own community in addition to developing the skills to elicit community building in the centers. This intensive 2-day training provided a benchmark of the required expectations for DISARC student assistants.</p>	<ul style="list-style-type: none"> ● At least 90% of Peer Leaders (i.e., student staff who are hired with these funds) will indicator their positions increased leadership skills and cultural competency ● 90% of Peer Leaders will be retained (or graduate) East Bay by the fall 2024 term
Student Staff Monthly Development	<p>A continued training engagement provided to DISARC student assistants to progressively increase necessary skill sets for community building and event coordination in the centers focused on cultural and identity diversity,</p>	<ul style="list-style-type: none"> ● At least 90% of Peer Leaders (i.e., student staff who are hired with these funds) will indicator their

	<p>inclusion, and equity. Monthly development training is also designed to consistently address arising training needs as student assistants encounter and assess specific needs of the population being served in the centers. . as a service to student staff on the 2nd Friday of each month to cover content areas for support needed around topics such as leadership, customer service, event facilitation and planning, marketing and communication strategy.</p>	<p>positions increased leadership skills and cultural competency</p> <ul style="list-style-type: none">● 90% of Peer Leaders will be retained (or graduate) East Bay by the fall 2024 term
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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"> → Karaoke Worldbeat Wonder → Indigenous Gratitude Celebrations → Holi-slay Drag Brunch → Runway of Culture 	<ul style="list-style-type: none"> ● Strongly Agree: I feel a sense of belonging at CSUEB through the connections I have made within DISARC. (60.3 %) ● 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%) ● Biggest obstacles prevent you from engaging in support services and/or events within DISARC: <ul style="list-style-type: none"> ○ “Always feeling tired 35.6% ○ “Easily distracted” 32.9% ○ “Too Shy” 32.9% ● Free Food is factor for engagement (60.3%)
<i>Name of Assessment 2 DISARC Event Evaluation</i>	Google Form created within the department to capture student data. Gathering Submissions throughout academic year after events Analyzed by DISARC Department Staff	<ul style="list-style-type: none"> → Karaoke Worldbeat Wonder → Indigenous Gratitude Celebrations → Holi-slay Drag Brunch → Runway of Culture 	<ul style="list-style-type: none"> ● This event increased my awareness of other peoples' experiences outside of my own. (Strongly Agree: 69.05%) ● I gained more connections within the campus community by attending this event. (Strongly Agree: 65%) ● The content of this event was relevant to my personal experience and/or growth. (Strongly Agree: 66.67%) ● The event was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues. (Strongly Agree: 78.57%)

			<ul style="list-style-type: none"> ○ Comment: Relationship and personal development education are always welcome on campus. It is a helpful resource.
<p><i>Name of Assessment 3</i> <i>DISARC Testimonial Videos</i></p>	<p>Interview Questions 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"> → Karaoke Worldbeat Wonder → Indigenous Gratitude Celebrations → Holi-slay Drag Brunch → Runway of Culture 	<ul style="list-style-type: none"> ● How did you learn about the DISC? <ul style="list-style-type: none"> ○ Walked in and loved the ambiance ○ I used to come when it was just the DISC and started going to the other centers when they came to campus. ○ I was a student assistant in the DISC when the other Affinity and Resource centers were opened. ● What makes you feel welcomed when you enter the DISC? <ul style="list-style-type: none"> ○ Everyone is really friendly, when you come in they all say hi and greet you and ask you how you are. And it's just nice to have a community here! ○ It's bright and welcoming, the people are different and diverse and it's always good energy in the centers. ○ It feels good to claim a space that is supposed to be mine on a campus, a space like this, the DISC. ● How does coming in the DISC and to our events help you as a student? <ul style="list-style-type: none"> ○ The graduation cap decoration event helped me to celebrate and prepare for graduation. The DISC gives a place to sleep and relax between classes when you don't have another comfortable place to go on campus, and they provide snacks when I am hungry and need something to tie me over. It's a safe space where you can leave your stuff for hours and nothing happens to it. ○ Helps meet and build connections with new people, and people that are different, makes you want to explore and search more about the college that you're in, a lot of networking ○ Knowing that this is a place to have community on a college campus that systemically isn't built for BIPOC people, it feels great to take up space in every way possible. Good to not have to fight for a place to belong.

			<ul style="list-style-type: none"> ● What was your favorite event this school year and what future events are you looking forward to? ○ Graduation cap decoration ○ Karaoke Worldbeat Wonder ○ Holi-Slay Brunch
<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>	<p>→ DISARC Student Assistant Staff Training → Student Staff Monthly Development</p>	<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>	<p>→ Karaoke Worldbeat Wonder → Indigenous Gratitude Celebrations → Holi-slay Drag Brunch → Runway of Culture</p>	<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. (Agree or Strongly Agree: 85%) ● Students who indicated interest in: <ul style="list-style-type: none"> ○ Increasing knowledge to include diversity, inclusion, equity in my future (63%) ○ Developing cultural understanding." (54.8%) ○ 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%) ● The DISARC is a place on campus where I connect with peers with similar identities as mine. (86.3%)
<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"> ● The event was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues (Agree or Strongly Agree: 97.6%) ● The content of the event attended was relevant to my personal experience and/or growth (Agree or Strongly Agree (97.6%)
<p><i>DISARC engagement supports students' educational advancement inside and outside the academic classroom.</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 (Agree to Strongly agree: 83.6%) ● My DISARC connections help with my academic success. (Agree or Strongly Agree: 72.6%)
<p><i>DISARC promotes opportunities to engage and increase socialization beyond individual affinity groups</i></p>	<p><u>DISARC 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%)

	<ul style="list-style-type: none"> ● The event was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues. (Strongly Agree: 78.57%)
<p><i>DISARC Student Assistants Staff Development comparatively show an increase in awareness and interest in learning about the experiences of others than students who attend events</i></p>	<p><u><i>Pre-/Post-Student Staff Assessment</i></u></p> <ul style="list-style-type: none"> ● I am open to considering perspectives different from my own. (Strongly Agree: 76.92%) ● I educate myself about the culture and experiences about diverse groups. (Strongly Agree: 61.54%, Agree: 30.77%)

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>Effectiveness: DISARC provides space for community development, belonging, and DEI exploration</p>	<p>DISARC Needs Assessment</p> <ul style="list-style-type: none"> ● I feel a sense of belonging at CSUEB through the connections I have made within DISARC. (Agree or Strongly Agree: 85%) ● Students who indicated interest in: <ul style="list-style-type: none"> ○ Increasing knowledge to include diversity, inclusion, equity in my future (63%) ○ Developing cultural understanding." (54.8%) ○ 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 (Pro45.2%) 	<p>Continue to provide and work to improve the following:</p> <ul style="list-style-type: none"> ● Community building model that has been implemented in DISARC ● Provide opportunities for students to increase knowledge to include, diversity, inclusion, and equity into their future ● Provide opportunities for cultural understanding and development. ● Engage students in cultural social connections, exploring diversity, cultural education, and equity and inclusion practices
<p>Effectiveness: DISARC encourages and creates opportunities for community building</p>	<p>DISARC Needs Assessment</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%) ● The DISARC is a place on campus where I connect with peers with similar identities as mine. (86.3%) ● My DISARC connections help with my academic success. (Agree or Strongly Agree: 72.6%) 	<p>Continue to help students develop and expand the following:</p> <ul style="list-style-type: none"> ● Personal experience and/or growth outside of academics ● Knowledge about multiculturalism, diversity, and social justice issues on campus ● Engagement with peers with similar identities ● Support students academic success
<p>Area of Growth: More opportunities for students to engage across identities and in their intersectional identities.</p>	<p>DISARC Student Engagement Videos</p> <ul style="list-style-type: none"> ● What events do you want to see done next year? <ul style="list-style-type: none"> ○ We should have a Diversity and Inclusion club where students can engage in their intersecting identities. 	<ul style="list-style-type: none"> ● Focus group for how students would want to engage in a intersectionality club ● Pull in campus partners to discuss support of an intersectional student club

	<p><i>DISARC event evaluation</i></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"> ● Integrate intersectionality in events and engagement opportunities within the DISC
<p><i>Area of Growth:</i> Engage more residential students in the DISARC spaces.</p>	<p><i>Institutional Effectiveness and Research data:</i></p> <ul style="list-style-type: none"> ● DISARC engages less than 5% of residential students 	<ul style="list-style-type: none"> ● Assess what type of engagement would be most beneficial for residential students. ● Collaborate with Campus Housing to provide tours of DISARC for residents ● Collaborate with Campus Housing to engage residential students in the residential area providing cultural and identity based engagement opportunities ● Utilize residential student engagement to educate students on DISARC engagement opportunities