



Program Review of the
University of La Verne
Office of Multicultural Services

PROGRAM REVIEW

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Executive Summary

Mission

The mission of the Office of Multicultural Services (OMS) is to (a) create and support programs, services, and resources dedicated to fostering an environment of consciousness raising and empowerment, (b) collaboration and celebration of the diverse cultural communities present, and (c) to create an inclusive learning community by emphasizing and exploring socio-cultural identity and systems of oppression spanning the individual, community, and institutional levels.

Initiatives Assessed

In this administrative review the following initiatives were assessed:

- Cultural club participation assessments
- Workshops/trainings
- First Generation Student Success Program
- Cultural graduation celebration assessments

Process and Method

A committee of seven individuals including two students, three administrators, and two faculty gathered, reviewed, evaluated and interpreted the data focused on these initiative areas. Surveys as well as participation rates were used to assess the effectiveness of these activities. In addition, results from the NSSE (National Survey of Student Engagement) and the CSS (College Student Survey) were used to assess the overall engagement and climate regarding diversity.

Cultural Club Participation Assessments

Regarding the cultural club participation assessments, data from the last two years has been gathered and assessed. Initially, the idea was to survey the participating students three times during the academic year (September, February, & May), but it has proven more difficult than anticipated to acquire the May surveys. Hence, the data is from September and February participation levels. The other challenge has been to share the outcome of the surveys with the respective cultural clubs for their own learning and actions given the outcomes of the data.

Data shows that the majority of students who participated in various cultural clubs found it beneficial to belong to the club. Students also mentioned that it was easy to join the club and that the club was beneficial to the campus. Most importantly, students felt included at functions and meetings (see Appendices C-H).

Workshop Trainings

The workshops/trainings assessments' goal involved a number of different workshops that were assessed including: Latino/a Retreat, Diversity Retreat, Las Posadas, and others. Although deemed beneficial to and by participants, it is unclear if the goals are always met by the workshop/training.

Data shows that the participants were satisfied with the events, the majority of the participants agreed that the event met their expectations and that it was beneficial to the La Verne community. The participants also mentioned learning about different cultures and their traditions (see Appendix I).

First Generation Student Success Program –FGSSP

As a program in evolution, it has been very important to assess the First Generation Student Success Program components to determine if the program is meeting the needs of the first generation student population being served. One of the main challenges of the program has been its limited scope in terms of those served given the total number of first generation students. In fall 2009, the incoming first year, first generation student population was 63.6% of the total incoming class. The components assessed include the current first generation

student participants, the mentoring program, the workshops, and the parent involvement component of the program.

Data shows that the majority of the participants had learned something new. The majority of the participants also found it beneficial to belong to the FGSSP and they agreed that their overall college experience had improved as a result of being part of the program (see Appendix J).

Cultural Graduation Celebration Assessments

A survey was disseminated electronically immediately after the cultural celebrations and again during the month of July.

Data shows that students were pleased with the cultural celebrations; this gave them an opportunity to share this special moment with their families and loved ones. The majority of the participants agreed that the cost of the celebrations were appropriate. All the participants agreed that wearing the academic regalia was meaningful and it was the appropriate symbol for their particular culture (see Appendix K).

Overall Diversity Engagement

The NSSE—Cultural Appreciation Survey, the CSS—College Senior Survey, and the OMS—Office of Multicultural Services' stakeholder's survey data was used to shed light on how the University and the OMS are serving the community relative to addressing diversity related issues. The NSSE and the CSS are surveys provided by the Institutional Research Office, and the OMS stakeholder's survey was a three question survey sent out to students, faculty, and staff who have had some interaction with the OMS—there were approximately 120 individuals who were sent the survey with 23 responding.

Data shows, with the NSSE and CSS, that although we compare favorably with other regional and national data, there is still room for improvement. Regarding the stakeholder's data, there were many accolades given to Daniel and the effort he puts forward, but also a clear identifying that the OMS is in need of additional personnel and resources to carry out the mission of the OMS.

Action Recommendations

Although the OMS depends on collaborative supports for the initiatives that are planned, executed, and assessed, there is much more programming and planning that could be done with additional staff and resources to support the mission of the OMS.

Action Recommendation 1: Cultural Club Participation Assessments: there is a need to improve the ongoing work being done with the cultural clubs and organizations. Assessing them periodically is a means by which we can identify areas for improvement.

Action Recommendation 2: The OMS in close collaboration with the Multicultural Club Council will create opportunities to bring the leadership of the cultural clubs together for the dual purpose of getting to know each other and to create collaborative programming initiatives.

Action Recommendation 3: Diversity retreats/human relations trainings: there is a need to raise the level of consciousness surrounding the role that issues of diversity have on individuals and the community. This includes individual and systemic issues of bias, bigotry, and oppression. These trainings need to have clear learning outcomes in order to better assess whether or not the goals are being met.

Action Recommendation 4: First Generation Student Success Program: given the gap of information that first generation students and their families have about the college experience, there is a need to support first generation students in terms of mentoring, offering workshops and parental involvement.

Action Recommendation 5: Cultural Graduation Celebration Assessments: currently there are a relatively low number of students participating in the cultural celebrations, this may be due to the lack of information of the existence of these celebrations and for the reason they exist. Data shows the need for improving the cultural celebrations.

Action Recommendation 6: Given that there is only one full time staff person to oversee the myriad of initiatives coming from the OMS, there is the need for additional staff. Simply indicating that services rendered must be increased incrementally to meet the needs of students.

Action Recommendation 7: There is a great need to mentor and support the advisors in their role with the clubs. For the last couple of years, clubs have had difficulty in identifying an advisor because there are not sufficient role models and advisors the clubs feel comfortable having as advisors—this is a problem that needs to be addressed.

Action Recommendation 8: There is a need for additional Multicultural Student Leadership training.

Action Recommendation 9: There is a need for a Cultural Resource Library that will allow students ready access to learning tools about various cultures.

Action Recommendation 10: There is a need for a readily accessible child care center on main campus for parents returning to school.

Action Recommendation 11: The Office of Multicultural Services needs to visit the Regional Campus Administration (satellite campuses) to acquaint them with support services provided by the OMS.

I. Department Vision and Mission Statement

Vision

The Office of Multicultural Services supports the students and University of La Verne community in being individually and collectively advocates for social justice and cultural proficiency. We support life-long learning for all!

Mission

The Office of Multicultural Services (OMS), Division of Student Affairs at the University of La Verne creates and supports programs, services, and resources dedicated to fostering an environment of consciousness raising and empowerment, as well as collaboration and celebration of the diverse cultural communities present. The OMS works to create an inclusive learning community by emphasizing and exploring socio-cultural identity and systems of oppression spanning the individual, community, and institutional levels.

The mission will be carried out by:

- Supporting students and the university community by encouraging self discovery and exploration of the relevance of diversity in all its forms to one's life and the life of the community through cultural clubs
- Providing experiences and knowledge to journey toward becoming culturally proficient through training, coaching, and workshops
- Advocating for equity of inclusion and social justice in all areas

II. Department Initiatives Assessed

Initiative 1: Cultural Club Participation Assessments

Purpose: Students will gain an understanding and appreciation of their own and others cultures, and gain leadership experience.

This initiative coincides with the university's Strategic Plan for Diversity, Goal 1, objective 1.1 which is to collect data to assess progress and concerns of groups (<http://sites.laverne.edu/strategic-plan-for-diversity/>).

Initiative 2: Diversity Retreats/Human Relations Trainings

Purpose: Students, staff, and faculty will have the opportunity to better understand human relations issues, as well as the role that systems of oppression have on various ethnic/cultural communities.

This initiative relates to the university's Strategic Plan for Diversity, Goal 1, objective 1.2 and 1.3 which is to develop diversity and educational activities for faculty and staff and to offer student-focused diversity programs and events.

Initiative 3: First Generation Student Success Program—FGSSP

Purpose: Provide support to first generation students by offering support through scholarships, mentoring, workshops, parental involvement and research.

In accordance with the university's Strategic Plan for Diversity, Goal 2 objective 2.7 and 2.8, the FGSSP's components of scholarship, mentoring, workshops, parental involvement, and research are being expanded, but only incrementally because of the limitation of personnel to assist with the logistics and details.

Initiative 4: Cultural Graduation Celebration Assessments

Purpose: Celebrate the success of students by hosting the African American, Latino/a, Pacific Islander/Asian American, and Rainbow cultural graduation celebrations that provide meaning for students, parents and families of what the college experience encompasses.

Similar to Initiative I, this initiative also relates to the university's Strategic Plan for Diversity, Goal 1, objective 1.1 and 1.3 which is respectively to collect data to assess progress and concerns of groups, and to offer student-focused diversity programs and events—specifically to adequately support the cultural graduation celebrations.

III. Description of Program/Department Capacity

The Office of Multicultural Services (OMS) is currently served by one professional staff that is responsible for the day-to-day operations of the Office of Multicultural Services. This includes the planning, recruiting, training, implementing, and assessing of all program initiatives coming out of the office. The capacity to implement various program initiatives would be drastically minimized if it were not for the Federal Work Study students employed to assist with the running of the office. During academic year 2009-2010, there were three undergraduate students, and two graduate students working under the Federal Work Study program. Additionally, for the spring of 2010, there were two graduate student interns. The level of expertise that the graduate student workers and the interns brought was phenomenal in terms of increasing the amount of program offerings. This was mainly due to the level of competence by the graduate interns; they were able to plan, recruit, implement, and assess workshops and other presentations.

In terms of the allocation of time and resources for the programs and services offered by the Office of Multicultural Services, these vary significantly depending on the collaborative partnership in place and/or if the initiative is solely coming from the OMS. The following description of programs and services illustrate the allocation of time and resources necessary for supporting various initiatives, and the inherent challenge for the work to be undertaken by one individual. These programs and activities support the Strategic Plan for Diversity by creating an environment that supports the goals of collecting data, providing learning opportunities through various program offerings and diversity trainings.

A: Programs and Activities

1. Act as ombudsperson for diversity issues impacting students and campus community

The role of ombudsperson for diversity issues is an advocacy role for issues of diversity as it relates to students. This role is an unpredictable one given the uncertainty of when situations and circumstances require that the OMS get involved. For example, this past year there was separate training required for two groups on campus because of an incident of insensitivity around gender issues and the role of power.

2. Direct, advise, mentor, and support cultural clubs on campus

The support of cultural clubs on campus is a role that involves advising, mentoring, guiding, challenging, encouraging, and training students in their roles within the framework of the various cultural clubs on campus. This particular role is perhaps the most challenging because it requires much more time than one person can possibly provide given the need to comprehensively support the cultural clubs on campus. For example, if time allowed there would be much more feedback provided to clubs from their cultural club participation assessments done which would give them information about how each club is benefitting its membership. Additionally, there would be much more communication with each of the club advisors.

3. Direct the First Generation Student Success Program (FGSSP)

Directing the First Generation Student Success Program involves disbursing a scholarship, and working with all incoming first generation and currently attending first generation students to be part of the mentoring, parental involvement, workshop component, and research components of the program. Having taken over this program two years ago, the OMS is aware that there is so much more that can be done to serve our first generation student population.

In accordance with the university's Strategic Plan on Diversity, Goal 2 objective 2.7 and 2.8, the FGSSP's components of scholarship, mentoring, workshops, parental involvement, and research are being expanded, but only incrementally because of the limitation of personnel to assist with the logistics and details.

With the scholarship component, there is not any currently planned expansion because the connected funds are predetermined and limited. However, the mentoring, workshop, and parental involvement components allow for expansion given the nature of each. For example, the mentoring component used to be only for the scholarship recipients. Last year we opened the mentoring program up for non scholarship first generation students—we were late in getting the information out, but were able to pull in an additional 8 non-scholarship first generation students. Our hope is to offer the mentoring program to all first generation students and to have sufficient faculty and staff serve as mentors. As of November 2010, it has been possible to expand the mentoring program from 28 students to approximately 120—a five-fold increase, with approximately 75 faculty and staff mentors assisting. The parental component has been expanded to three meetings a year, instead of one, with an invitation expanded to include both first and second year parents of first generation students.

The OMS with the First Generation Program will have the opportunity to offer the mentoring program to all incoming first generation students and their families. During the 2009-2010 academic year, there were 36 faculty/staff mentors and 28 students involved with the mentoring component. The list of confirmed incoming, first year, first generation students for 2009-2010 included a total of 279 students who were either regular, transfer or advanced freshman status first generation students. This is a very large number of students who could be tapped to participate.

The workshops may be problematic because it depends on whether or not there are grad students with the competency to plan and implement the workshop portion of the FGSSP. We will have the parent/student sessions that will allow for additional parents to be involved. Finally, the research component of the FGSSP has suffered with only minimal assessment being done given the limitations of time and personnel.

4. Advise the Multicultural Club Council (MCC)

This initiative is in accordance with the university's Strategic Plan on Diversity, Goal 2 objective 2.9 which mentions the development of a multicultural student leadership program.

Advising the Multicultural Club Council involves working closely with the leadership of the MCC to support them as an umbrella organization that convenes all the cultural clubs and organizations on campus for the purpose of encouraging collaborative program initiatives.

The Director of the Office of Multicultural Services is the advisor for the Multicultural Club Council. This is one of the more time consuming areas of focus given the importance that the MCC plays with regard to supporting the cultural clubs and organizations on campus. The MCC, in its capacity as an umbrella group for the cultural clubs and organizations on campus, still struggles to have constant representation from each of the cultural clubs.

MCC is going into its 4th year and it has continued to evolve and articulate its role as an umbrella group for the cultural clubs and as a partner with student government. The structure of the MCC includes the executive officers: President, Executive Vice President, Treasurer, Secretary, and Vice President of Programming and Marketing as well as the respective delegate representatives from each of the cultural clubs.

The cultural clubs active during the span of 2009-2010 were: African American Student Alliance (AASA), Brothers' Forum, International Student Organization (ISO), Latino Student Forum (LSF), Rainbow Alliance, Shades of Essence, and Working on Not Disappointing Our God (WONDOG). There are currently several cultural clubs that are inactive; this includes Kanaka Hui Ohana, Mujeres Unidas, and United Hermanos. Also, there are several new cultural/religious clubs that have not been brought on board because of their recent existence—this includes the Saudi Students Association, Muslim Students Association, Christ's X Factor, and Campus Crusade for Christ.

Again, the challenge is having time to follow up with these clubs to encourage their participation with MCC. Aside from collaborative partnership creation, there are financial incentives offered for attendance with MCC—even with this it is still a challenge having representatives present because of scheduling conflicts. One of the areas that MCC could be of greater assistance is in gathering cultural club participation assessments from the cultural clubs and organizations.

5. Direct and support the Black and Latino Alumni Associations

The Black and Latino Alumni Associations are affinity alumni groups that were created for the purpose of encouraging more active participation from alum representing these affinity groups. My role is to actively support these affinity alum groups as liaison to the university; someone who oversees all their university related administrative requests.

This could be a full time job for someone if this were managed with the hope of actively engaging and growing the level and number of alum involved with the university. The most challenging aspect of the Black and Latino alum associations has been in identifying alum to assume the leadership role for the associations. Two years has been the maximum duration for the leadership and then it has been difficult to replace. The Black and Latino Alumni Associations both have Facebook accounts. The idea is to tap these alum associations for the purpose of assisting with meeting the mentoring needs for current students.

The BAA has actively promoted a mentoring relationship with current students, but with mixed results in terms of getting mentor and mentee to meet on a regular basis. As of fall 2010, BAA is being challenged with having someone step forward to assume the presidency and guide the association. Alumni are still called upon for mentoring and other larger community celebrations and events, but are not active organizations.

6. Direct and sponsor the cultural graduation celebrations

The cultural graduation celebrations are graduation celebrations that take place within a cultural context to acknowledge, celebrate, and engage the family of African American, Latino, Pacific Islander/Asian American, and Gay/Lesbian/Bisexual communities that have historically experienced marginalization.

The cultural celebrations which take place at the end of the spring semester begin consuming a substantial amount of time as soon as March begins. In March, there is the Grad Fair which is the first opportunity to inform the spring graduates in a face-to-face interaction about the cultural celebrations. Currently, the African American, Latino/a, Pacific Islander/Asian American, and Rainbow cultural celebrations are hosted by the OMS. This past year, the Pacific Islander/Asian American cultural celebration was cancelled due to lack of participation. However, the Rainbow cultural celebration was inaugurated.

The challenges presented by the cultural celebrations are three-fold: 1) the amount of time involved in arranging the logistics, 2) the time and effort to advertise and promote the celebrations to all the students whether on main

campus or regional campus sites, and 3) having the financial resources to host the celebrations. The students currently pay \$25.00 which basically covers the cost for the sash they receive. Additional costs include food, music, printing, keynote speaker honorarium, etc.

The challenge with advertising and promoting has more to do with a shifting away from hard copy mailers to electronic publicity. In the end, the electronic route will be more beneficial but it has taken more time than anticipated to get website information and advertising to full strength. Eventually, I would like to post video and photo montages which will help students visualize what the cultural celebrations consist of and include. Student workers both undergrad and graduate, as well as assistance from Laura Rich and Martina Mirafior have been critical to complete all the logistics with the cultural celebrations. Also, Cindy Gaytan from the College of Law has been an incredible help with the cost of the two larger cultural celebrations since we utilize the same stage and chairs from their law school commencement. Our utilization of the stage and chairs is a great savings to us.

7. Sponsor students to attend leadership forums and conferences

This activity revolves around identifying leadership forums and conferences and encouraging students to attend and bring back what they learn to the campus community. This idea has only been nominally pursued mainly due to lack of funds. However, there have been some local conferences and forums that we have actively participated in and will continue to do so. This includes the Inaugural Latino Education and Advocacy Day—LEAD conference sponsored at Cal State University, San Bernardino (3 in attendance), the regional meeting of the Southern California Consortium of Hispanic Serving Institutions (2 in attendance), the California Forum for Diversity in Graduate Education (35 in attendance). There is a need to be more proactive in encouraging the attendance at regional conferences.

This initiative is in accordance with the university's Strategic Plan on Diversity, Goal 2 objective 2.9 which mentions providing resources to allow student participation in national leadership conferences.

8. Provide diversity training/workshops to the university campus

The OMS has been at the forefront supporting the diversity training at the University of La Verne. The current diversity training initiatives include: Resident Assistants/Program Assistants (RA/PA) from Student Housing and Residential Education—SHARE diversity training, Latino/a retreat, Diversity Week Retreat, and assist with the Black Student Retreat and the Safe Zone Trainings. Over the past several years, the OMS has been asked to do the RA/PA diversity portion of their training—this has been a full two-day training which has included an outside facilitator to help. The RA/PA group has averaged between 25-30 individuals.

The Latino/a retreat has averaged between 30-40 individuals and this past year included students from Azusa Pacific University that joined us for a day-long retreat. The Diversity Week Retreat, which is co-hosted by the Multicultural Club Council, is also a day-long retreat looking at a multitude of human relations issues and how they impact us individually and collectively as a community. For the Diversity Retreat, over the last several years, there has been a mixed attendance of between 15-35 students, faculty and staff. With the Black Student Retreat, there is a concerted effort to individually invite all African American students, staff and faculty. There is an average of about 35 individuals in attendance which is a much larger percentage of students when compared to the Latino/a retreat attendance.

Regarding Safe Zone Trainings: these are sensitivity training sessions to help individuals be more conscious of how best to serve the Gay/Lesbian/Bisexual/Transgendered community. Professors Thierry Kolpin and Laurie Schroeder are the prime facilitators with John Bartelt and Kathy Duncan also assisting periodically. My role has

been to handle all the logistics including publicity, RSVPs, food and site arrangement. This past year, we were able to offer three separate Safe Zone Trainings. The Safe Zone Trainings were limited to 35 persons with 1 of the trainings geared for faculty and staff, 1 for students, and 1 was offered as a combined training for students, faculty and staff with a majority of staff present.

9. Represent and advocate for diversity on various university committees

Representing diversity on various university committees involves simply having the voice of the Office of Multicultural Services present for any and all conversations related to diversity. This is an area of great need which can suddenly consume lots of time if there are initiatives being undertaken by the committees. Belonging to committees on campus is essential in terms of working collaboratively, but it also requires a certain level of leadership and initiative from the OMS when dealing with diversity related initiatives. It is important that the OMS take a lead role with these initiatives. Some examples of committees where there is substantial time commitment required includes the President's Diversity Work Group, the Coalition for Diversity, the Presidential Search Committee, and the AP Committee.

This initiative is in accordance with the university's Strategic Plan for Diversity, Goal 1 objective 1.7 which consists of creating a university-wide diversity communication plan and objective 1.8 which is to represent members of community in printed materials and on the University website.

10. Scholarship Funds

Out of the Packard Foundation Endowment there are annual revenues generated that are then disbursed as part of the First Generation Student Success Program (FGSSP) and the Brothers' Forum Scholarship. These revenues average approximately \$24,000 annually which are then divided equally among the two programs. Each of the programs is set up to meet certain needs within the student population that they are designated to serve. The FGSSP is set up to be a two-year disbursement to first year, first generation students with a financial need. The amount provided each student is \$300 per semester for four semesters (their first and second year of college). Every year there are approximately 20 students receiving the FGSSP scholarship (see Appendix A).

The Brothers' Forum Scholarship originated out of a study done back in 1999 that identified African American males as having the highest drop out rate and in need of intervention. It was out of this that the Brothers' Forum was born and the scholarship was then provided from the pre-existing First Generation monies. A student with The Brothers' Forum Scholarship is eligible for up to four years given good standing and meeting the scholarship criteria. The amount given each year will vary, but over the last couple of years students have received between \$600-\$1200 per year, with an average of 12 students receiving scholarships (see Appendix B).

B. Staffing and Personnel

The Office of Multicultural Services has one administrative professional running the day-to-day duties of the office. During fall 2009 and spring 2010 semesters, the OMS has been able to secure a variety of student workers and graduate interns. This past academic year 2009-2010, OMS had a total of 5 students working under the Federal Work Study program. Three of these students were undergraduates and two were graduate students. In addition, the OMS had two graduate interns which, unfortunately, is being phased out and will no longer supply grad interns as an option for the OMS. Lack of personnel continues to be a challenge especially with hopes of expanding the First Generation Program offerings.

C. Department Resources

Due to budget constraints, the amount of material resources contained within and utilized by the OMS are minimal. There is a computer, phone, and scanner in the OMS office, and the student work study module has a computer, but it is a substandard computer. Both of these computers are connected to printers in the module area. It would be monumentally helpful to have another phone placed in the student worker module work area—this would allow for ready communication to take place when having to contact program participants.

The other area of challenge is storage. Previously, OMS would help the cultural clubs to store some of their program decorative items and this is no longer feasible given our new space in the Campus Center. Student clubs continue to be challenged with where to store their items—in fact, for the summer months they have to relocate their decorations and again move them when the year begins. There needs to be a more permanent response to this need.

D. Department Workspace

The Office of Multicultural Services, by its nature, should have a “welcoming space” that students can make their own. This is a particular need that is unfortunately not able to be met given the lack of space. This space should function for students to be able to congregate and make into a “living room”. There is no such space here for cultural clubs and organizations, and this is something students verbalize from time-to-time.

E. Departmental Budget

A history lesson: when my position (Director of Office of Multicultural Services) was under the Mosaic Cultural Institute (MCI), there was the position of Multicultural Affairs Director, and the position of Intercultural Director. Both of these positions had a combined budget of approximately \$24,000.00. When the Intercultural Director left the university, their program budget was eventually eliminated. 5 years ago, when my position was transferred over to the Division of Student Affairs, the OMS was stuck with a budget that would year-to-year be reduced in terms of the funds disbursed from MCI. This arrangement was first year to receive \$8,000.00; second year to receive \$6,000.00; and third year to receive \$4,000.00. This has been probably the most difficult situation to contend with because it then required that I pursue other avenues and collaborations to support every initiative for which I did not have sufficient funds. This was time consuming. During academic year 2009-2010, I was finally provided with a budget that was for \$7,500.00. This was after having requested a budget adjustment to cover all programmatic initiatives in the amount of \$28,000.

Even now, for fiscal year '10-'11, I requested a much larger budget in order to also hire an additional administrative professional position, in particular to work with the expansion of the first generation program. After initially being denied any budget increase, we resubmitted and asked for basic funding increase simply to make the services of OMS viable. We requested an additional \$10,000.00 and were granted these funds on top of the continued budget of \$8,000 for a total of \$18,000.00 that is welcomed good news. This will allow the OMS to finally take some initiative with program supports and initiatives. We will continue to encourage collaborative partnerships and expand the options we now offer students. There is so much more that can and will be done with this budget, but it still is quite limiting when serving the amount of students and programs. In the long term, much more is needed. (The budget of the last three years may be seen in Appendix O).

IV. Effectiveness Indicators

Initiative 1: Cultural Club Participation Assessments

These paper surveys were provided to student representatives from each of the cultural clubs and organizations at the beginning of the 2009-2010 academic year and again mid-way through the academic year during the month of February 2010. The purpose of these surveys was to share information that would guide the club leadership in terms of what and how they engage their membership in order to provide a meaningful growth filled experience. The paper surveys also served as an indicator of participation levels within each club. Surveys were received from 6 of the cultural clubs (see Appendices C-H).

Initiative 2: Diversity Retreats/Human Relations Trainings

These trainings and workshops are surveyed by attendance sheets as well as paper surveys to capture satisfaction, and to determine whether or not learning outcomes were met. On occasion, there have also been pre and post self assessments to measure participant's cultural competency levels. While several opportunities were available, we only received responses from those who attended Las Posadas, the Latino/a retreat and the Aztec stories presentation. For Las Posadas, we were able to gather a total of 45 surveys from participants. For the Latino/a retreat, we were able to gather a total of 26 surveys from participants. For the Aztec stories, we were able to gather a total of 11 surveys from participants (see Appendix I).

Initiative 3: First Generation Student Success Program

The use of paper surveys, as well as attendance records for orientation sessions, and workshops offered were utilized to ascertain participation levels. Paper surveys were used for the purpose of ascertaining satisfaction levels and whether or not learning outcomes were met. These surveys and attendance records were utilized for participation from students, parents, and faculty/staff mentors. For the First Generation Program, we received surveys from 20 parents who attended the Parents' Homecoming Weekend. We were also able to gather surveys from 10 students at the end of the academic year who participated in the program (see Appendix J).

Initiative 4: Cultural Graduation Celebration Assessments

Student participants from the African American and Latina/o cultural celebrations were sent electronic surveys via their email. Part of the assessment is ascertaining how many students from the undergraduate, graduate and doctoral programs participate as well as what the percentage of participation is based on gender. This was done immediately following the cultural celebrations, but the timing was still deemed to be rather hectic because it was during finals week and right before commencement. A second email was sent mid summer with minimal response, but nonetheless helpful feedback was received (see Appendix K).

National Survey of Student Engagement—NSSE: Appreciation of Cultural Diversity

Students were given a paper survey and responded to issues relating to diversity. The participants were classified as Traditional, students under age 24, and Non-traditional, students 25 years and older. These surveys were utilized to get a sense of whether students are engaging around cultural diversity issues that are supported by the institution (see Appendix L).

College Senior Survey—CSS

Surveys were disbursed to graduating senior students in 2008-2009. The purpose of these surveys was to gather information related to social issues and attitudes and experiences during college. After collecting and analyzing the data, the data was then contrasted with other comparative campuses to see what differences were apparent (see Appendix M).

Office of Multicultural Services Stakeholder's Survey

Surveys were provided to staff, faculty, administrators and students who have used the Office of Multicultural Services. The purpose of the survey was to gather feedback from individuals in order to help identify some of the challenges, strengths and recommendations that would be beneficial for OMS (see Appendix N).

V. Findings

Initiative 1: Cultural Club Participation Assessments

Most cultural clubs and organizations have filled these paper surveys out. This includes African American Student Alliance (AASA), Brothers' Forum, Latino Student Forum (LSF), International Student Organization (ISO), Rainbow Alliance, and Shades of Essence. The number of participation surveys received from each club represent a majority of the club membership.

Students from various organizations; AASA, Brothers' Forum, ISO, Latino Student Forum, Rainbow Alliance, and Shades of Essence were asked to complete a survey that assessed their experience while participating in a cultural club. The survey was administered at two different times. The pre-test was given to students at the beginning of the academic year. The post test was administered in February after the students had participated for a whole semester.

The cultural clubs appeared to have been beneficial to students. Students from AASA mentioned gaining friends, support, and meeting other African Americans. 100% of students mentioned it was easy to be part of the club and that they were accepted. The majority of students gained knowledge about their culture, Kwanzaa, and Black history (see Appendix C).

Students from the Brothers' Forum mentioned meeting new people and getting help in class. Students also found the club welcoming and they found that it was easy to become a member of the club. 92% of students felt included at meetings and functions (see Appendix D).

Students from International Student Organization—ISO mentioned gaining new friends, meeting new people, gaining an understanding of their own culture and others culture, language and countries. The students also mentioned the club was friendly and welcoming. 90% of members found it beneficial to belong to the club and felt that the club was beneficial to the campus (see Appendix E).

Students from the Latino Student Forum—LSF mentioned meeting new people, becoming more aware of the Hispanic culture and learning about Latino issues. They also mentioned being welcomed and accepted into the group. 91% of students felt the club was beneficial to the campus. 95% of students felt that club membership met their expectations (see Appendix F).

Students from the Rainbow Alliance mentioned learning about diversity, awareness, social issues and gaining LGBT support. Students felt the club was welcoming and had an inviting atmosphere. 100% of students found it beneficial to belong to the organization and 75% felt that their leadership experience had improved as a result of being a member (see Appendix G).

Students from Shades of Essence mentioned gaining new friends, having a comfort space, and getting to meet other Black women. The members felt the club was welcoming, friendly and full of energy. 100% of the members found it beneficial to belong to the organization and they all felt included at functions or meetings (see Appendix H).

Initiative 2: Diversity Retreats/Human Relations Trainings

Diversity retreats have included the following: Campus Wide Diversity Retreat, Latino/a Retreat, Black Student Retreat, Safe Zone Trainings, RA/PA Diversity Training.

One of the events that took place in 2009 that provided diversity awareness was Las Posadas. Las Posadas is a Latino celebration/tradition that consists of Christmas carols, piñatas, food and gifts for children. The participants included students, alumni, friends and others. From the students who attended, 100% were undergraduate students. The participants varied in age between 17-65. The majority of the participants were Latino/a. The participants made several positive comments regarding the event. The participants mentioned learning about the tradition and the culture. 91% of the participants agreed that the celebration helped broaden their understanding of Latino culture. They learned new songs and were able to experience a true Posada with festive decorations, food, and a piñata. The participants also mentioned that the event was family oriented and it brought people together; students and the community. 100% of the participants agreed Las Posadas was a positive community experience (see Appendix I).

Another event that took place in 2009 was Aztec stories. The participants mentioned learning about the Aztec culture. 100% of the participants agreed that they learned something new. They learned about new instruments and heard songs and stories. They also mentioned discovering who they are. They found the event beneficial because it opened their eyes to other things. They learned to be aware of the beliefs and cultures of others. 100% of the participants found the presentation to be beneficial and they would recommend the presentation to others (see Appendix I).

The Latino/a Retreat was another event that took place under this goal. The majority of the participants were seniors and accounted for 42% of the participants. Juniors were the second highest group, accounting for 35% of the participants. 69% of the participants were female and 31% were male. 93% of the participants agreed they learned something new. The participants mentioned learning about the similarities and differences within the Latino community. They also became aware that many of them have been through similar struggles. In addition, 96% of the participants agreed the retreat was beneficial and they would recommend the event to others (see Appendix I).

Initiative 3: First Generation Student Success Program

With the components of the scholarship, mentoring, workshops, parent involvement, and research, the first generation program gathered paper surveys from students, parents, and some mentors from two events: Parents' Homecoming Weekend, and end of the year student participant survey.

Parents of the First Generation Student Success Program were given surveys to fill out. The majority of the participants were the student's mothers. 95% of the participants were Latina/o and their children were first-year students. The parents found the Homecoming Parent's Weekend forum helpful, 94% had learned something new. They were able to listen to other parents and found that some of them had the same concerns. They also heard students' point of views and had the opportunity to listen to students experiences. The parents learned that adjusting to college can also be difficult for parents. 100% of those present, which is inclusive of parents and students, agreed that the forum was beneficial (see Appendix J).

Students who participated in the FGSSP were also given a survey at the end of the semester. 100% of the participants found it beneficial to belong to the First Generation Program. Some of the ways students benefitted was by having a mentor and having a support group. Students were glad to have mentors who helped them with their problems and who gave them feedback. Students were also given money for school and were offered

resources. The only thing that made it difficult for students, was the time the workshops were held and the ensuing conflict between school and work schedules. However, the majority of the students attended at least one workshop. 90% of the participants agreed that their overall college experience improved as a result of being part of this program (see Appendix J).

Initiative 4: Cultural Graduation Celebration Assessments

Regarding the cultural celebrations, I oftentimes receive emailed messages simply expressing gratitude for having this celebration and what it meant to their family to be present.

Many more students participated in the Cultural Celebrations than responded to the request to submit surveys. For the Latino/a cultural celebration, we had 63 students participate, for the African American cultural celebration, we had 28 students participate, and for the Rainbow cultural celebration, we had 7 students participate (see Appendix K).

Of those students who responded to the survey request, 86% were Latino and 14% were African American. 95% of the participants found the ceremony culturally meaningful. This cultural event was important to students because they got to share it with their families. They were able to bring part of their culture into this ceremony and celebrate their accomplishments. They also enjoyed being able to celebrate their achievement as a graduate and to celebrate their culture. 100% of the participants agreed that wearing their academic regalia for the celebration was important to them. 100% of the participants also agreed that the sash was the appropriate symbol for their cultural group. Due to lack of time at the end of the academic year, the survey was not sent out to the participants of the Rainbow Celebration. However, from anecdotal feedback it was a beautifully celebrated inaugural cultural celebration. There were only 7 participants but it was attended by approximately 80 faculty, staff, students, and family members (see Appendix K).

From the survey feedback for the African American and Latina/o cultural celebrations, students found the ceremonies to be meaningful. Many of them mention that the most meaningful part of the ceremony was when they were given the opportunity to speak and thank those they wanted to as well as say what they wanted. 75% of the participants agreed that the 25 word limit was sufficient. The students enjoyed being able to invite all their friends and family; when asked if there should be a limit in the number of guests the graduate could invite, the participants could not agree. The answers varied from not having a limit to 5-20 (see Appendix K).

Overall Student Engagement with Diversity Issues

National Survey of Student Engagement—NSSE: Appreciation of Cultural Diversity

To put the mission into perspective, in terms of what need exists as far as creating awareness and opportunity for learning around issues of diversity, the National Survey of Student Engagement (NSSE) 2008 Comparison of General Mission: Appreciation of Cultural Diversity data indicated that on a scale of (1 indicating Least, Have Not Decided, or Very Little and 4 indicating Very Often, Done, or Very Much) of 7 scales asked, most of the 7 for traditional undergrad had a mean score of 3 or more with the exception of the freshman regarding their intention to study abroad. In this instance, the movement was from a freshman mean score of 2.18 to a mean score of 3.03 for seniors. On questions related to encouraging contact of students from distinct economic, social, and racial backgrounds, the mean scores for freshman traditional are 2.92 and for non-traditional are 2.93 which are then increased when looking at the senior mean scores of 3.06 and 3.02 respectively. Generally speaking,

when reviewing the data from NSSE 2008, there is a strong sense that students are engaging each other around cultural diversity issues and that it is supported by the institution. While positive progress is seen between freshmen and senior years, there is room for improvement. This is where the OMS works to create opportunities for encounter, learning and celebration (see appendix L).

CSS: College Senior Survey

A survey was also given to graduating senior students in 2008-2009, around items that related to social issues and attitudes and experiences during college. Several significant findings were observed. 97.9% of graduating seniors agreed that they frequently or occasionally socialized with someone of another racial/ethnic group. 17.6% of males and 24.2% of females often attended events sponsored by other racial/ethnic groups. 27.3% of graduating seniors attended a racial/cultural awareness workshop. 44.8% of La Verne students agreed that it was very important to help promote racial understanding (see Appendix M).

The scores were then contrasted with comparative campuses. Several significant findings were observed. In contrast with comparative campuses at 20.3 % and 16.8%, less graduating seniors, 14.9%, at La Verne felt that they had been singled out because of their race/ethnicity, gender, religious affiliation or sexual orientation. When asked if there was a lot of racial tension on campus, only 1.2% of La Verne students agreed, while 19.7% and 16.9% of the students at the comparative campuses agreed. In regards to hearing faculty express stereotypes about racial/ethnic groups in class, only 16.2% of La Verne students agreed, whereas over 23% of the students at the comparative campuses agreed. 42.7% of La Verne students agreed that affirmative action in college admissions should be abolished, whereas over 51% of the comparative campuses agreed. When asked how satisfied students were with the racial/ethnic diversity of the student body, 69.8 % of La Verne students were satisfied. However, only 49.7% and 48.9% of the students at the comparative campuses were satisfied. 84.1% of students at La Verne were satisfied with the respect for expression of diverse beliefs. In contrast, only 74.3% and 73.7% of the students at the comparative campuses agreed (see Appendix M).

Overall, the numbers for La Verne students are favorable, when compared with other campuses. At the same time, as favorable a climate that these numbers reflect, there is still sufficient room for improvement in meeting the needs of a campus community that holds diversity in such high regard.

Office of Multicultural Services Stakeholder's Survey

A group of approximately 100 Stakeholder's were invited to give input, however, 23 individuals responded. This consisted of staff, faculty, administrators and students who have utilized and/or been involved in the OMS. The purpose of the survey was to help identify some of the challenges, strengths and recommendations that these individuals had observed. Several common themes were identified from the participants' responses (see Appendix N).

Strengths

One of the strength's that was mentioned was the ability and experience of Daniel Loera to serve the needs of students and staff. Several individuals mention Mr. Loera's positive attitude and his passion and willingness to

help others. An additional strength was the friendly atmosphere that is displaced by the OMS. Individuals mention how approachable and easy it is to work with the OMS. Individuals also enjoy Mr. Loera's open door policy. The main themes that were identified as strengths include: Daniel Loera, friendly atmosphere, personable, passion for multicultural (diversity) and the ability to work with a wide range of diversity issues.

Challenges

Some of the challenges that were observed were in regards to shortage of staff. While many agreed that Daniel Loera does a great job, the office would definitely benefit from having additional professional staff. The OMS takes care of many crucial aspects of diversity on campus. It is difficult for one person to oversee all of those functions while ensuring that the mission of the OMS is being met.

Another challenge was in regards to the limited space for the department. Many participants mentioned that the office was too small and that there was not sufficient space for students. Some participants also identified the location as an issue. They mentioned that the noise level is quite high and that sometimes students might not want to come in and discuss something personal because of where the office is located.

An additional challenge was in regards to the budget. The participants identified the budget as being insufficient. They discussed the available funds as a barrier in regards to what is needed by OMS.

Still another challenge was not being able to provide as wide an array of diversity training as individuals desire.

Suggestions

Because of the short fall in budget, staff and program diversity, the ready solution is to increase the budget sufficiently to hire additional staff. They also mentioned fund raising as a means to increase the budget for OMS. The hiring of additional staff would allow OMS to provide a wider array of diversity training.

Some of the other suggestions were in regards to providing more diversity training and to being more involved in the community. Some participants would like to see more diversity training/workshops that address different issues in regards to multiculturalism. The participants would also like to see more events that incorporate the surrounding communities along with being informed about multicultural events that are taking place in the surrounding communities (see Appendix I).

VI. Action Recommendations and Action Plans

Action Recommendation 1: Cultural Club Participation Assessments: there is a need to improve the ongoing work being done with the cultural clubs and organizations. Assessing them periodically is a means by which we can identify areas for improvement.

Action Plan: OMS will meet towards the end of the academic year and discuss the findings with the current leadership of the cultural clubs.

Action Recommendation 2: The OMS in close collaboration with the Multicultural Club Council will create opportunities to bring the leadership of the cultural clubs together for the dual purpose of getting to know each other and to create collaborative programming initiatives.

Action Plan: The Multicultural Club Council—MCC will be the primary vehicle by which they are invited to convene. The structure of the MCC is set up to have delegate representatives work together in order to get to know each other and create collaborative programming initiatives. There will be a proactive outreach effort to ascertain that all cultural clubs and organizations are active members.

Action Recommendation 3: Diversity retreats/human relations trainings: there is a need to raise the level of consciousness surrounding the role that issues of diversity have on individuals and the community. This includes individual and systemic issues of bias, bigotry, and oppression. These trainings need to have clear learning outcomes in order to better assess whether or not the goals are being met.

Action Plan: OMS will continue to offer these as learning opportunities for the community. These opportunities for encounter and learning, as indicated in the NSSE data, offer additional venues to engage and learn about the diverse population present at the University of La Verne. OMS will better advertise and publicize training opportunities and workshops to all student groups (main campus, CAPA, RCA, graduate, doctoral). In addition to the on-campus diversity initiatives, the OMS will also identify and invite the La Verne community to participate in local community cultural events.

Action Recommendation 4: First Generation Student Success Program: given the gap of information that first generation students and their families have about the college experience, there is a need to support first generation students in terms of mentoring, offering workshops and parental involvement.

Action Plan: OMS will create student and mentor meeting times to assure that all students interested in a mentor have the opportunity to acquaint themselves with each other and to be paired. For all students who do not attend such meetings, the OMS will individually reach out to them and have them come into the OMS to identify a mentor via the annotated bio booklet of available mentors. This will be a tedious process but it is absolutely necessary to assure the pairing of mentor and mentees. Additionally, once the pairings have been established, an email will be sent to both the student and the faculty/staff mentor asking them to contact each other. Following this process, the OMS will contact each of the mentor/mentee pairing to ascertain if they have met.

In regards to the workshop component, workshops and group process meetings are offered bi-weekly in order to inform and engage students, as well as connect them to each other and the resources necessary for their academic journey.

As for the Parent Involvement component of the First Generation Student Success Program, the OMS is inviting not just the first year, first generation students' parents but is also inviting the second year first generation

students' parents to the Parents' Forum during Homecoming Weekend. Additionally, there is going to be a second semester invitation to parents for participation in a family picnic.

Action Recommendation 5: Cultural Graduation Celebration Assessments: currently there are a relatively low number of students participating in the cultural celebrations, this may be due to the lack of information of the existence of these celebrations and for the reason they exist. Data shows the need for improving the cultural celebrations.

Action Plan: OMS will create an interactive website to both inform and allow for registration information to be gathered; at the same time, video and photo displays depicting the nature of the cultural celebrations will more readily assist in publicizing the significance of the celebrations for students and their families.

The assessments will be sent electronically upon participation to all participants. Additionally, immediately following each of the cultural celebrations, guests will be encouraged to provide feedback via a brief assessment. In order to figure out the areas of improvement, we need to continue to gather data to ascertain if we are celebrating these cultural celebrations in the most appropriate manner.

Action Recommendation 6: Given that there is only one full time staff person to oversee the myriad of initiatives coming from the OMS, there is the need for additional staff. Simply indicating that services rendered must be increased incrementally to meet the needs of students.

Action Plan: Allocate funds to hire an associate director.

Action Recommendation 7: There is a great need to mentor and support the advisors in their role with the clubs. For the last couple of years, clubs have had difficulty in identifying an advisor because there are not sufficient role models and advisors the clubs feel comfortable having as advisors—this is a problem that needs to be addressed.

Action Plan: There will be much more communication and identifying of potential faculty and staff who could fulfill this role as an advisor.

Action Recommendation 8: There is a need for additional Multicultural Student Leadership training.

Action Plan: Plan and execute a Multicultural Student Leadership Program, inclusive of all cultural clubs, organizations and students at large.

Action Recommendation 9: There is a need for a Cultural Resource Library that will allow students ready access to learning tools about various cultures.

Action Plan: Allocate funding to purchase both hard copy materials as well as to create a virtual resource library. OMS can develop a virtual space on line where many of these resources can then be accessed.

Action Recommendation 10: There is a need for a readily accessible child care center on main campus for parents returning to school.

Action Plan: Recommend to the College of Education, Child Development Department to open a child care center on main campus.

Action Recommendation 11: The Office of Multicultural Services needs to visit the Regional Campus Administration (satellite campuses) to acquaint them with support services provided by the OMS.

Action Plan: Join Career Services and Commencement Office in visiting the satellite campuses in an effort to inform students of the services that are offered by the OMS.

APPENDICES

Student Education Information

Current/Recent High School

SAT Score

GPA

Anticipated Academic Major

(FILL OUT BACK PAGE)

Parent Educational level: *(Please circle)*

Mother: Grammar school or less Some High School High School Graduate Some College College degree Graduate degree

Father: Grammar school or less Some High School High School Graduate Some College College degree Graduate degree

High School Co-Curricular Activities

Personal Activities

Interests/Hobbies

Organizations or Community Involvement:

Financial Information

Mother's/Guardian's Income _____/Year

Number of family Members _____

Father's/Guardian's Income _____/Year

Number of family members attending college in fall of 2010 ____

Untaxed Income _____/Year

(Social Sec., AFDC, other)

Estimated Expenses:

Tuition /Fees: \$ _____

Books/Materials: \$ _____

Room & Board: \$ _____

Miscellaneous: \$ _____

Total \$ _____

Estimated Income:

Other Scholarships/Grants: \$ _____

Loans: \$ _____

Family Support: \$ _____

Other: \$ _____

Total \$ _____

Information provided will be verified with the Office of Financial Aid.

Failure to fill out above section completely may result in applicant not being considered.

ESSAY—Write a 500 word essay responding to the following question, and attach this essay to the application form: "How will a First Generation Student Success Program scholarship help you meet your educational and professional goals?"

NOTE: Scholarship recipients and parents must attend FGSSP Orientation on Tuesday, August 24, 2010, 2-4pm . President's Dining Room.

Thank you for your time

Notification letters will be mailed the second week of August

APPENDIX B: SCHOLARSHIP APPLICATION (BROTHERS' FORUM)

BROTHERS' FORUM OF THE UNIVERSITY OF LA VERNE
Scholarship Application for 2010-2011

Submit the completed application to the Office of Multicultural Services before **Monday, August 16, 2010 at 4:00 p.m.** For further information, call Dr. Richard Rose (909) 593-3511 Ext. 4047 or Daniel Loera Ext. 4253.

Last Name	First Name	Middle Name	
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Mailing Address	City	State	Zip
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Permanent Address	City	State	Zip
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Local Phone	Permanent Phone	Email	
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Declared Major/Minor	Class Standing (Fresh, Soph, etc...)	Student ID #	Academic Advisor
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Previous Brothers' Forum Scholarship Recipient: ____ Yes ____ No Current GPA: _____

THE BROTHERS' FORUM is an organization dedicated to support and assist African American males on campus throughout their social and academic endeavors.

SCHOLARSHIP USE

The Brothers' Forum scholarship will be applied to the student's account and will be used to cover institutional charges such as tuition, specific fees, room and board. If your financial aid exceeds your charges, you may be eligible for a book voucher and/or a refund check. Students are eligible to receive this scholarship up to four years, but each year must submit an application and be in good standing. There is no guarantee that a student will receive this scholarship consecutively from year to year.

ELIGIBILITY REQUIREMENTS

In order to be eligible for the Brothers' Forum Scholarship the following criteria must be maintained throughout the 2010-2011 academic year.

- Must be enrolled as a full-time student for Fall and Spring;
- Must maintain a 2.40 cumulative grade point average;
- Must attend and be actively involved in Brothers' Forum events and meetings; and
- Must meet regularly with your assigned mentor

If you fail to meet the above criteria at any point of the academic year, you stand in jeopardy of losing your scholarship.

PERSONAL STATEMENT

Please respond to each of the 3 following questions in two typed pages:

- 1) *Who are you and how will this scholarship benefit you?***
- 2) *How do you envision yourself serving as a role model to young Black men in the future?***
- 3) *Who will you model that after?***

Please return the **completed application** by ***Monday, August 16, 2010 at 4:00 p.m.*** to:
ATTN: BROTHERS' FORUM SCHOLARSHIP
Office of Multicultural Services
University of La Verne, 1950 Third Street, La Verne, CA 91750
(Office is located in the Campus Center, Room #134)

Appendix C: Cultural Club Participation (African American Student Alliance)

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment

Event: Cultural Club Participation, AASA

Date: September 2009 & February 2010

Location: Main Campus

1a. Please list two ways you have benefited:

Pre-Test

- Met new people and gained many friendships
- Hearing others views and expressing my own
- Meeting people and making connections
- Know more people, know black community more

Post-Test

- Friends and support
- Leadership skills and responsibility
- Getting to know other African Americans
- Getting to know my black community and learning to be productive
- I feel like I will connect with people and learn about African American culture
- Motivating and social
- Became more involved with other clubs and meet new people

3a. What made it easy or difficult?

Pre-Test

- Everyone was welcoming and friendly
- Anyone can join ... open to all
- Friendliness

Post-Test

- Just show up
- Very open
- Knowing other members made it easy
- We accept all
- The president of the club was very welcoming
- Easy, because I show up to an event then I was accepted as a member
- It was very easy because all current members were very welcoming

4a. Please define active membership:

Pre-Test

- Secretary
- President
- Being on e-board and attending events

Post-Test

- Go to meetings/events whenever possible
- President
- I have just joined however I plan on contributing
- Show up to meetings, participate in events and discussions
- Going to meetings and events

6a. Please list two ways the campus advocacy:

Pre-Test

- Make an easy transition for certain ethnicities and to learn about your heritage
- Gets African Americans involved in campus events and has a positive influence on campus
- Learn about black community and build community connections
- Diversity and awareness
- Insight on black community and experience the culture

Post-Test

- Support group for a minority/family like comfort
- Awareness
- Creates black awareness and knowledge
- It allows African Americans to connect on a cultural yet intelligent level
- Diversity, representing blacks
- People get to be involved and people get to meet new people

8a. Please list two areas of improvement

Pre-Test

- Have become more responsible and have learned to work in a team
- Organization and social skills
- Ability to talk to people and being open

Post-Test

- I'm VP, structuring events
- Programming and planning's
- Organization and delegation
- I feel more included in campus involvement and speaking out among people
- I have picked up the treasurer position and am starting to get on eboard for other clubs

9. What three cultural traits have you learned or have been reinforced as a result of your participation with this club?

Pre-Test

- Learned how to conduct myself, information on future goals, how to progress successfully as a black individual
- Intelligent, beautiful, and always put down
- We are all different but all the same
- Family, closeness, and support

Post-Test

- Knowledge of Kwanzaa, black history, discipline
- Knowledge about my ethnicity, Kwanzaa, Black history facts, culture graduation evaluations
- Value of community
- Cultural/family traditions, knowledge of black history month, and how we change through generations
- I have only been to one meeting however, I've learned about the affect of African Americans influence on society and the idea of their race and gender

Event: Cultural Club Participation, AASA

Date: September 2009 & February 2010

Location: Main Campus

1a. Please list two ways you have benefited:

Pre-Test

- Met new people and gained many friendships
- Hearing others views and expressing my own
- Meeting people and making connections
- Know more people, know black community more

Post-Test

- Friends and support
- Leadership skills and responsibility
- Getting to know other African Americans
- Getting to know my black community and learning to be productive
- I feel like I will connect with people and learn about African American culture
- Motivating and social
- Became more involved with other clubs and meet new people

3a. What made it easy or difficult?

Pre-Test

- Everyone was welcoming and friendly
- Anyone can join ... open to all
- Friendliness

Post-Test

- Just show up
- Very open
- Knowing other members made it easy
- We accept all
- The president of the club was very welcoming
- Easy, because I show up to an event then I was accepted as a member
- It was very easy because all current members were very welcoming

4a. Please define active membership:

Pre-Test

- Secretary

- President
- Being on e-board and attending events

Post-Test

- Go to meetings/events whenever possible
- President
- I have just joined however I plan on contributing
- Show up to meetings, participate in events and discussions
- Going to meetings and events

6a. Please list two ways the campus advocacy:

Pre-Test

- Make an easy transition for certain ethnicities and to learn about your heritage
- Gets African Americans involved in campus events and has a positive influence on campus
- Learn about black community and build community connections
- Diversity and awareness
- Insight on black community and experience the culture

Post-Test

- Support group for a minority/family like comfort
- Awareness
- Creates black awareness and knowledge
- It allows African Americans to connect on a cultural yet intelligent level
- Diversity, representing blacks
- People get to be involved and people get to meet new people

8a. Please list two areas of improvement

Pre-Test

- Have become more responsible and have learned to work in a team
- Organization and social skills
- Ability to talk to people and being open

Post-Test

- I'm VP, structuring events
- Programming and planning's
- Organization and delegation
- I feel more included in campus involvement and speaking out among people
- I have picked up the treasurer position and am starting to get on eboard for other clubs

9. What three cultural traits have you learned or have been reinforced as a result of your participation with this club?

Pre-Test

- Learned how to conduct myself, information on future goals, how to progress successfully as a black individual
- Intelligent, beautiful, and always put down
- We are all different but all the same
- Family, closeness, and support

Post-Test

- Knowledge of Kwanzaa, black history, discipline
- Knowledge about my ethnicity, Kwanzaa, Black history facts, culture graduation evaluations
- Value of community
- Cultural/family traditions, knowledge of black history month, and how we change through generations
- I have only been to one meeting however, I've learned about the affect of African Americans influence on society and the idea of their race and gender

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”.

Percentages provided below.

Event: Cultural Club Participation: AASA

Location: Main Campus

Item	Pre-test (N=13)			Post-Test (N=9)		
	Strongly Agree	Agree	Total	Strongly Agree	Agree	Total
1. Have you found it beneficial to belong to this organization?	54	38	92	44	33	77
2. Club membership met my expectations.	50	33	83	63	0	63
3. Was it easy for you to become a member of the club?	92	8	100	100	0	100
4. Do you consider yourself an active member of this organization?	75	8	83	67	11	78
5. When at meetings or functions, do you feel included?	92	8	100	75	25	100
6. This club is beneficial to the La Verne campus community.	92	0	92	89	11	100
7. Has this organization practiced advocacy?	58	25	83	56	11	67
8. Has your leadership experience improved as a result of being part of this organization?	58	17	75	67	22	89

Appendix D: Cultural Club Participation (Brothers' Forum)

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment

Event: Cultural Club Participation, Brothers' Forum

Date: September 2009

Location: Main Campus

1a. Please list two ways you have benefited:

Pre-Test

- Togetherness, help in class
- Network, financial aid
- Friends, network
- Hold strong ties to other brothers, got to know people
- Meet people and stay on track academically
- Information and scholarship grants
- New friends and help in class

3a. What made it easy or difficult?

Pre-Test

- They welcome anyone willing to join
- I was just asked to join and I was in
- The outreach
- The people in the club made it really easy
- Friendly, reaching out, helpful
- I was invited to join

4a. Please define active membership:

Pre-Test

- Member
- Member
- Fully committed
- By participating in events and giving my time to help in anyway
- Being a member of the cabinet

6a. Please list two ways the campus advocacy:

Pre-Test

- Reaching out, represent the campus well
- Gives positive image to black males
- Helps keep students on track and helps men graduate
- By informing students and creating a positive message
- Parties for students, being students together

8a. Please list two areas of improvement

Pre-Test

- Communication
- More vocal and forward
- People skills improve and better student
- Yes on the football field and more classroom

9. What three cultural traits have you learned or have been reinforced as a result of your participation with this club?

Pre-Test

- Knowledge of different cultures, acceptance of different people
- Sticking together and being a positive role model
- Better knowledge of different cultures, better acceptance, and better attitude towards all people

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Demographics. (N = 12)

Event: Cultural Club Participation: Brothers’ Forum

Date: September 2009

Location: Main Campus

Item	%
1. Gender	
Female	0
Male	100
2. Ethnicity	
African American	67
Latino	25
Other	0
Did not Answer	8
3. Year in School	
Freshmen	42
Sophomore	8
Junior	42
Senior	8
CAPA	0
Grad Student	0
Other	0
4. Transfer	
Yes	50
No	50
5. Commuter	
Yes	50
No	50

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below. (N = 12)

Event: Cultural Club Participation: Brothers’ Forum

Date: September 2009

Location: Main Campus

Item	%		
	Strongly Agree	Agree	Total
1. Have you found it beneficial to belong to this organization?	75	17	92
2. Club membership met my expectations.	75	25	100
3. Was it easy for you to become a member of the club?	100	0	100
4. Do you consider yourself an active member of this organization?	50	42	92
5. When at meetings or functions, do you feel included?	67	25	92
6. This club is beneficial to the La Verne campus community.	83	8	91
7. Has this organization practiced advocacy?	67	17	84
8. Has your leadership experience improved as a result of being part of this organization?	67	8	75

Appendix E: Cultural Club Participation (International Student Organization)

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment

Event: Cultural Club Participation, ISO

Date: September 2009 & February 2010

Location: Main Campus

1a. Please list two ways you have benefited:

Pre-Test

- Meeting international students
- Friendship and fun
- Events, making friends
- Learned other cultures, met many people
- Hang out with people
- I made new friends
- Meeting new people and going on trips
- I've learned about other countries and cultures
- Met international students from ULV and develop more communication skills with American students

Post-Test

- Friends, language, networking
- Learn about different cultures and countries
- Trips and knowledge
- Made friends, events
- Opportunity given to students to participate in activities that are not only fun but also educational, the advantage of meeting people from around the world and knowing more about their culture.

3a. What made it easy or difficult?

Pre-Test

- I joined during club fair and attended the meetings
- My roommate was apart of organization
- Staff
- Friends
- Friends
- Signed up for the club fair
- I'm Asian too
- Good communication from club leaders to new members
- People welcome you with open arms and they want you to share ideas

Post-Test

- The members were friendly
- Easy

- Nothing
- Of course, ISO is super welcoming
- The process
- It does not have guidelines on the requirements to be a member. Just the motivation to be part of an adventure and fun

4a. Please define active membership:

Pre-Test

- Attending the meetings and events
- Provide transportation for club trips
- Event coordinator
- I ever go to the meetings cuz I have class
- Attending all club meetings
- Going to all meetings
- Help with events and am vice president
- President, treasurer, and event coordinator, and member

Post-Test

- Attended all meetings
- VP is very active
- Attend events, contribute ideas
- I am secretary
- Participation
- I'm the resident and I've been an active member since freshmen year

6a. Please list two ways the campus advocacy:

Pre-Test

- A club that interacts with international students
- Togetherness and experience
- Multi-culture
- Is important to international students
- Introduce to new international student
- Helps students assimilate to the American culture

Post-Test

- International week
- We hold events and even came in third during homecoming
- Friends, look good
- We are a legitimate club, plus we do community service
- Diversity, multi culture awareness
- I'm able to provide speeches since I've presented ISO to many people around campus. Communication and management skills have improved since coordinating and organizing events had let me to be also more responsible and organized

8a. Please list two areas of improvement

Pre-Test

- Leadership and communication
- Talkative and better control
- Cultures of difference countries, respect
- More people to attend
- Taking a leadership role and being an active participant
- Communication skills and organization skills during events

Post-Test

- Communication between non-members
- Speak, spirit
- Better communication with the world's people
- Event planning, public speech
- I think I have learned to be more open mind about other cultures and I've learned wonderful thing about other countries. This is so important since it provides awareness and acceptance/tolerance about other culture. This organization helps people to not be afraid of what they don't know. Sometimes, people misjudge and they believe things that are weird.

9. What three cultural traits have you learned or have been reinforced as a result of your participation with this club?

Pre-Test

- Diversity, friendships, and good social environment
- Being more active in a organization since my major is intense

Post-Test

- Not sure, maybe presentations from different countries
- Learn more about other cultures and meet people
- Learn to speak Spanish and Japanese. Explanation of the various viewpoints

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Demographics.

Event: Cultural Club Participation: ISO

Location: Main Campus

Item	Pre-Test (N=13)	Post-Test (N=10)
	%	
1. Gender		
Female	69	60
Male	31	40
2. Ethnicity		
African American	0	10
Latino	36	20
Other	64	40
Did not Answer	0	30
3. Year in School		
Freshmen	23	20
Sophomore	23	30
Junior	23	10
Senior	31	20
CAPA	0	0
Grad Student	0	10
Other	0	10
4. Transfer		
Yes	8	0
No	92	100
5. Commuter		
Yes	50	30
No	50	70

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below.

Event: Cultural Club Participation: ISO

Location: Main Campus

Item	Pre-Test (N=13)			Post-Test (N=10)		
	Strongly Agree	Agree	Total	Strongly Agree	Agree	Total
1. Have you found it beneficial to belong to this organization?	42	42	84	60	30	90
2. Club membership met my expectations.	46	38	84	60	10	70
3. Was it easy for you to become a member of the club?	67	33	100	70	20	90
4. Do you consider yourself an active member of this organization?	46	31	77	60	10	70
5. When at meetings or functions, do you feel included?	46	39	85	60	30	90
6. This club is beneficial to the La Verne campus community.	62	23	85	70	30	100
7. Has this organization practiced advocacy?	25	33	58	50	40	90
8. Has your leadership experience improved as a result of being part of this organization?	23	39	62	70	0	70

Appendix F: Cultural Club Participation (Latino Student Forum)

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment

Event: Cultural Club Participation, Latino Student Forum

Date: September 2009

Location: Main Campus

1a. Please list two ways you have benefited:

Pre-Test

- I have become aware of issues and the Hispanic culture
- More information on Hispanic culture and issues
- I have learned more about different cultures and about important issues
- Dream act and mentor
- Cultural reasons and pride in culture
- More aware, more involved, and connected
- Allows us to serve to the community and listen to great guest speakers
- Leadership
- Meet new people
- Met new people, more involved with school

3a. What made it easy or difficult?

Pre-Test

- Some of my colleagues are affiliated with the club
- Some of my friends are involved in the club
- Well its easy because all you have to sign up and come to the meetings. You are always welcomed
- Everyone is welcoming
- Friendly
- Very accepting
- Is very welcoming and has events to get to know each others and blogs
- No one was running against me
- Everyone was welcoming
- I was invited to come multiple times
- Group welcomed me in

4a. Please define active membership:

Pre-Test

- I just joined and this is only my second meeting
- I just joined
- Someone who is involved with the club and participated in most of the things that are done

- I have a position, I look forward to our meetings, and events
- Will become a mentor for a student
- Committed to every meeting and event
- On eboard, attend most meetings
- Meeting, but have not been able to attend some activities
- I am a part of the eboard
- I am on the eboard

6a. Please list two ways the campus advocacy:

Pre-Test

- Make the community aware of certain issues and gives non-Latino students an idea of the Latino culture
- Makes people aware of the culture and they learn from it
- Inform students and act
- Introduce culture to university
- Feels like home
- Recommends being active to community
- Increase diversity awareness, traditions in Hispanic cultures
- Raises awareness, gives students activities to do
- We teach the campus about the Spanish speaking countries
- Helps reach out to the Latino community
- Exposure and raising awareness

8a. Please list two areas of improvement

Pre-Test

- Just joined
- Need to be more sure/secure of myself and be confident
- I just started
- Just joined
- I'm on e-board, I feel like vital to spread the word to others
- Getting more people step out of their box and come join
- A part of a team
- Organization and multitasking

9. What three cultural traits have you learned or have been reinforced as a result of your participation with this club?

Pre-Test

- Feel more at home
- Treasure my culture and be more informed about it
- What I am and my importance to this campus/nation
- Learned more about traditions

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Demographics. (N = 22)

Event: Cultural Club Participation: Latino Student Forum

Date: September 2009

Location: Main Campus

Item	%
1. Gender	
Female	64
Male	36
2. Ethnicity	
African American	0
Latino	91
Other	9
Did not Answer	0
3. Year in School	
Freshmen	27
Sophomore	14
Junior	27
Senior	32
CAPA	0
Grad Student	0
Other	0
4. Transfer	
Yes	0
No	100
5. Commuter	
Yes	38
No	62

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below. (N = 22)

Event: Cultural Club Participation: Latino Student Forum

Date: September 2009

Location: Main Campus

Item	%		
	Strongly Agree	Agree	Total
1. Have you found it beneficial to belong to this organization?	64	27	91
2. Club membership met my expectations.	59	36	95
3. Was it easy for you to become a member of the club?	82	9	91
4. Do you consider yourself an active member of this organization?	36	14	50
5. When at meetings or functions, do you feel included?	59	27	86
6. This club is beneficial to the La Verne campus community.	86	5	91
7. Has this organization practiced advocacy?	32	41	73
8. Has your leadership experience improved as a result of being part of this organization?	36	27	63

Appendix G: Cultural Club Participation (Rainbow Alliance)

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment

Event: Cultural Club Participation, Rainbow Alliance Assessment

Date: September 2009 & February 2010

Location: Main Campus

1a. Please list two ways you have benefited:

Pre-Test

- Sense of support for LGBT community, active involvement with LGBT issues
- Awareness and being more diversified
- Great food and lovely people
- I just started this club
- I have just began but I am excited to be here with people who have shared feelings

Post-Test

- Open forum for issues
- Organization skills
- Friendship
- I haven't been in very long but I like to help people by more aware
- Made friends and learned to be a leader
- Met some friends
- Be able to be involved in school
- Diversity and awareness
- Social issues and involvement
- LGBT involvements and support
- Events and friends
- Strong community and group

3a. What made it easy or difficult?

Pre-Test

- Very welcoming and inviting
- Everyone was very welcoming
- The people
- A core friend talked to me about it
- I want to support
- Yes I was allowed to join right away

Post-Test

- Just came to meetings
- I revamped the club
- I just showed up and I know most of the people

- All you had to do was sign up and attend meetings
- Anyone is able to enjoy
- Club fair
- Very inviting atmosphere, and very inclusive
- Friendly people
- I simply attended a meeting

4a. Please define active membership:

Pre-Test

- Treasurer
- Attend meetings and events
- Been to all meetings and helped make rally posters
- Attending meetings and events
- Participating in all events
- Coming to meetings, participating in activities, showing you care

Post-Test

- Attending meetings and events
- Supporting movements and enthusiasm
- I am secretary of the club, participant, and help organize events and meetings
- I am unable to go to some meetings, but I try to go to all the events
- Vice president and ex-treasurer
- Friends
- Event coordinator
- I attend meetings and events regularly

6a. Please list two ways the campus advocacy:

Pre-Test

- Spreads LGBT awareness, encourages tolerance
- Diversity and setting awareness as important
- It gives the gay community representation and our rights
- Representation and appreciation
- Students are more informed
- Get people informed and get people involved
- This club has people who care about today's issues and want to make a stand and especially today that's great

Post-Test

- More awareness and diversity
- Support and fun
- To find a place where your comfortable to expose other people to other lifestyles
- It provides a place for people to express their beliefs
- Diversity and awareness

- LGBT awareness, fun, and inclusive
- Self-awareness
- Educate people
- Provides a group and safe haven for LGBT students

8a. Please list two areas of improvement

Pre-Test

- Taking initiative and preparation of events/meetings
- There has only been a meeting so I haven't improved yet
- More people to get involved
- Organization and visibility

Post-Test

- More outgoing
- More organized and better ideas
- Yes I have become responsible for events being publicized and having to speak at meetings
- Getting involved
- Speaking skills, organization, and initiative building
- I will begin to help out more with meetings

9. What three cultural traits have you learned or have been reinforced as a result of your participation with this club?

Pre-Test

- As of yet, none, but I look forward to an exciting semester
- I've learned appreciation, love, and tolerance
- Openness and accepting
- Acceptance, tolerance, and appreciation
- I just started the meetings in this club
- That there are people out in the world who care, people can stand up to help a cause

Post-Test

- Acceptance and tolerance
- Comfort, understanding, and supportiveness
- Who one is, is ok
- Support and love
- Learned about LGTB community
- Be involved in school and make friends
- Love/support for those with differences tolerance for LGBT, and other issues

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Demographics.

Event: Cultural Club Participation: Rainbow Alliance

Location: Main Campus

Item	Pre-Test (N=9)	Post-Test (N=12)
	%	
1. Gender		
Female	67	50
Male	33	50
2. Ethnicity		
African American	2	50
Latino	63	82
Other	13	18
Did not Answer	0	0
3. Year in School		
Freshmen	22	42
Sophomore	33	25
Junior	33	25
Senior	1	18
CAPA	0	0
Grad Student	0	0
Other	0	0
4. Transfer		
Yes	0	8
No	100	92
5. Commuter		
Yes	33	75
No	67	25

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below.

Event: Cultural Club Participation: Rainbow Alliance

Date: September 2009

Location: Main Campus

Item	Pre-Test (N=9)			Post-Test (N=12)		
	Strongly Agree	Agree	Total	Strongly Agree	Agree	Total
1. Have you found it beneficial to belong to this organization?	44	33	77	75	25	100
2. Club membership met my expectations.	38	50	88	83	8	91
3. Was it easy for you to become a member of the club?	100	0	100	100	0	100
4. Do you consider yourself an active member of this organization?	56	22	78	55	27	82
5. When at meetings or functions, do you feel included?	56	33	89	92	0	92
6. This club is beneficial to the La Verne campus community.	88	12	100	100	0	100
7. Has this organization practiced advocacy?	22	11	33	83	0	83
8. Has your leadership experience improved as a result of being part of this organization?	33	11	44	58	17	75

Appendix H: Cultural Club Participation (Shades of Essence)

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment

Event: Cultural Club Participation, Shades of Essence

Date: September 2009 & February 2010

Location: Main Campus

1a. Please list two ways you have benefited:

Pre-Test

- Meet new people, express my opinions/feelings
- Comfort space, I love being in a place where I can truly express myself
- Social connections, personal relationships
- Friendship and security
- Improved listening skills and opened up to other people
- I get to talk to people that I identify with
- Building relationships and learning and receiving aid when in need
- It is informative and helpful

Post-Test

- A place to talk and have fun
- Leadership skills
- Connect with other black women
- Get to know my sisters and talk
- It allows me to discuss certain issues comfortably
- Its fun

3a. What made it easy or difficult?

Pre-Test

- The welcoming atmosphere and energy
- The club is very welcoming
- I met one of the members, who told me everything about several clubs
- All you have to do is show up and everyone welcomes you with open arms
- I'm the secretary
- The easy going attitude of the girls
- No application

Post-Test

- It was welcoming
- Just show up
- Yes I was one of the people who volunteered
- Very friendly
- The ladies of shades of essence are very welcoming

4a. Please define active membership:

Pre-Test

- Participating in functions/meeting and coming frequently to meetings
- I'm the president
- secretary
- Secretary
- Attending all meetings and contributing to the club
- So far I have just done regular participation in the meeting
- I participate in club activities and meetings

Post-Test

- At the meetings all the time constantly talk and meeting with other members
- President
- Participating and supporting
- Attend meetings and events
- It allows African American women to get together and talk about everyday issues other ethnicities can't understand

6a. Please list two ways the campus advocacy:

Pre-Test

- Helps others and outlet, forms healthy relationships
- It's a support group and I love it
- Diversity and awareness
- Allows women the chance to get to know each other intimately
- Cultural diversity and forming new relationships
- African-American young ladies

Post-Test

- Helps the black women on campus feel as if they have a place of their own
- La Verne needs to see black students out in about
- To show our existence
- Being able to help and collaborate with president

8a. Please list two areas of improvement

Pre-Test

- I'm 26, my leadership experience didn't need much improvement
- Being more social and more open

Post-Test

- Leadership skills and planning activities
- Leadership and guidance

- Beauty, intelligence, and worth
- It's great being African-American. It's great being a woman. It's amazing being an African-American woman

9. What three cultural traits have you learned or have been reinforced as a result of your participation with this club?

Pre-Test

- Black women are strong, independent, and beautiful
- Several, too many to number

Post-Test

- Female African Americans go through more difficulties, type of education in black community, and history progress of blacks
- Women empowerment and close relationship

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Demographics.

Event: Cultural Club Participation: Shades of Essence

Location: Main Campus

Item	Pre-Test (N=10)	Post-Test (N=6)
	%	
1. Gender		
Female	100	100
Male	0	0
2. Ethnicity		
African American	100	100
Latino	0	0
Other	0	0
Did not Answer	0	0
3. Year in School		
Freshmen	50	17
Sophomore	20	33
Junior	10	17
Senior	0	17
CAPA	0	0
Grad Student	20	17
Other	0	0
4. Transfer		
Yes	10	0
No	90	100
5. Commuter		
Yes	30	17
No	70	83

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below. (N = 10)

Event: Cultural Club Participation: Shades of Essence

Location: Main Campus

Item	Pre-Test (N=10)			Post-Test (N=6)		
	Strongly Agree	Agree	Total	Strongly Agree	Agree	Total
1. Have you found it beneficial to belong to this organization?	70	30	100	50	50	100
2. Club membership met my expectations.	70	30	100	33	67	100
3. Was it easy for you to become a member of the club?	100	0	100	83	17	100
4. Do you consider yourself an active member of this organization?	60	30	90	33	50	83
5. When at meetings or functions, do you feel included?	90	0	90	50	50	100
6. This club is beneficial to the La Verne campus community.	80	20	100	80	0	80
7. Has this organization practiced advocacy?	50	50	100	33	50	83
8. Has your leadership experience improved as a result of being part of this organization?	50	20	70	40	20	60

Appendix I: Diversity Retreats/Human Relations

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment. 5 point Likert type scale “1=Strongly Disagree” and “5=Strongly Agree”.

Las Posadas Survey 2009-Student Responses

Qualitative Comments

2a. Please list two things

- Los Posadas songs and the whole tradition
- The songs and the piñata
- Food
- Decorations
- Asking/giving
- The songs
- Convenient
- The tradition and the culture
- Significance of the tradition
- The songs
- I know everything about the tradition now
- Pancho clause
- Christmas carols
- Singing and food
- Wonderful tradition and really fun
- Singing songs and Santa clause
- Songs
- Getting to know and learn the songs

3a. Please describe why or why not?

- Very family oriented
- All staff very friendly
- My grandchildren to learn of their culture
- Celebrates the culture and the community
- Brings people together
- The different experiences and culture
- The songs and food
- Aware of what is around
- Its nice the university welcomes to neighboring community to teach and share Latino culture
- Learn more about the culture
- Celebrating something very important
- Bring community together and get to experience Mexican heritage
- Everyone comes together
- Because involved community and students
- Yes because it teaches people about the culture

- It is awesome
- Bring everyone together for celebration
- Safe place for people to celebrate
- Brings everybody together

4a. Please elaborate

- I was very impressed on how well the children's functions went from the piñata crafts to the toy distribution
- Everything was great. My children enjoyed it very much
- Food music, and then how well organized the passing out of the gifts
- Nice decorations and good food
- Different traditions
- Gives people the opportunity to experience traditions outside of their homeland
- Everything was in its place – organized
- The craft room kept the kids busy and there was plenty of food and enjoyable music
- Everything was perfect
- Everything was timely and people participated
- Food and tables were well organized and the gift giving
- Food was good and there was enough
- Everything was great and very pleased
- Everything was on time and very fun. I really enjoyed my experience here
- It could be recognized a little more but there was a good turnout

5. Other comments

- The food was very well presented and delicious. Such generosity displayed to the community. I look forward to joining this event next year and many more.
- It's great to keep the Posadas going. Something for our community. To remember our culture
- The Latino forum is to be commended on how well everything was presented
- Well done
- I was happy to receive a notice about the date in the mail, so that I did not miss it. Its part of my family's holiday traditions and sometimes we don't know the date, so mailing the information was very helpful
- It was great!
- Very thankful
- Everything was wonderful keep up the good work. God bless you all!
- Thank you!
- Awesome!! Best posada I've attended in my 12 years attending. Thank you for your hard work

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment. 5 point Likert type scale “1=Strongly Disagree” and “5=Strongly Agree”.

Las Posadas Survey 2009-Student Responses

Demographics (N=45)

Item	%
1. Gender	
Male	31
Female	69
Transgender	0
2. Age	
Range	17-65
3. Affiliation	
ULV student	40
Alumni	5
Staff	0
Faculty	0
Friend	24
Other	31
4. La Verne Student	
Undergraduate	100
Graduate	0
Doctorate	0
5. Ethnicity	
American Indian/Alaska Native	0
African American/Black	2
Asian American/Pacific Islander	2
Caucasian/White	0
Latino/Hispanic/Mexican American	93
Bi-racial	2
Decline to state	0

Other	0
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6. Residential

Live on campus	38
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Live off campus	12
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Live in local community	15
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Live outside local community	35
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7. How many years have you attended Los Posadas celebration here at the University of La Verne?

Range	0 – 12
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8. Major

Athletic training	4
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Biology	4
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Business	4
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Criminology	4
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History	2
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Math	2
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Psychology	7
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University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment. 5 point Likert type scale “1=Strongly Disagree” and “5=Strongly Agree”.

Las Posadas Survey 2009-Student Responses

Survey Items (N=45)

Item	%		
	Strongly Agree	Agree	Total
1. To what degree has this celebration broadened your understanding of the Latino Culture?	71	20	91
2. Did you learn something Las Posadas tradition?	71	19	90
3. Would you consider Las Posadas a positive community experience?	96	4	100
4. Was Las Posadas celebration well organized?	93	7	100

Table 4. University of La Verne, Office of Multicultural Services.

Event: Aztec Stories (N=11)

Date: November 12, 2009

Location: President's Dining Room

Question 1a. Please list two things you have learned?

- I learned about different instruments and more about Aztec culture
- I learned new technology and new instruments
- Names of songs and instruments
- Instruments and stories
- Turtle shells are an instrument
- To be more aware with the universe
- Discovering who you are and what you are good at
- Interesting vocabulary; discovering who you are

Question 2a. If not, what was missing?

- I loved the music

Question 3a. Why do you see it as beneficial or not?

- It opens up your eyes to other things
- It helps bring awareness of others culture and beliefs
- Opened eyes to cultures unaware of
- Because it was diverse
- The native culture
- Because they are introduced to something new
- Diversity

Question 5. How did you find out about this presentation?

- LSF and Flyers
- Word of mouth
- Flyer
- Word of mouth
- MCC
- Announced in a meeting
- From friends
- I came to this presentation last year
- Flyer

Question 6. Other comments:

- Great Presentation
- Great presentation
- Great job – hope to see more cultures too
- Great program

Table 4. University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below. (N = 11)

Event: Aztec Stories

Date: November 12, 2009

Location: President’s Dining Room

Item	%		Total
	Strongly Agree	Agree	
Survey Items			
1. I learned something new at the presentation?	82	18	100
2. The presentation met my expectations.	64	36	100
3. This presentation is beneficial to La Verne students?	64	36	100
4. Would you recommend this presentation to others?	80	20	100

Table 5. University of La Verne, Officer of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Means and Standard Deviations provided below. (N = 11)

Event: Aztec Stories

Date: November 12, 2009

Location: President’s Dining Room

Item	M	SD
Survey Items		
1. I learned something new at the presentation?	4.81	.40
2. The presentation met my expectations.	4.63	.50
3. This presentation is beneficial to La Verne students?	4.63	.50
4. Would you recommend this presentation to others?	4.80	.42

Event: Latina/Latino Retreat 2009

Date: November 13, 2009

Location: Howell Board Room

1a. Please list two ways you have benefited:

- I'm not alone, struggles others have
- Listening, communication
- That I'm not alone, and that I am proud to be Latino
- I'm not the only one who feels this way and the only one who has been through these obstacles
- The struggles of others and our need for unity
- That we have different opinions even though we have similar backgrounds
- Latino's/Latina's have differences and similarities at the same time
- Insight into the many differences we as Latino's have
- How to work together within our struggle
- How Latino's at other schools function, practical ways to move forward
- That others share the same struggle
- That I am privileged
- Not be ashamed of who you are/communication skills
- APU & ULV are similar
- Variety of background and problems in other schools

3a. Please list one specific area?

- Helps me look at my cultural experience
- Issues on new life is in the real world, how Latinos are treated
- Keep thinking outside of the box
- Family
- Differences and similarities oppression
- How have I made it here if I have struggled
- Area of privilege and how I interact with others
- Cultural issues
- My family life
- My background
- The walk
- Privilege walk

4a. Why do you see it as beneficial or not?

- We need to come together as a Latino community and embrace our struggles together
- Helps people think
- Help explain and help demonstrate Latino cultures
- It provides support and awareness of our culture

- Networking with Azusa
- It's informative
- Good conversations
- Encourages the leadership
- Good to be in solidarity and community with other Latino's and their struggles
- Informative, raises questions about yourself and community
- Cultural awareness
- Raises awareness
- Brings us together
- Because we are a minority that should be recognized

6. Other comments:

- Thank you
- I loved this and it should be continued
- Great job
- Thank you for opening the invitation to the APU community
- Thank you
- I would have liked a guest speaker. Maybe a former students to relate issues that they faced when they attended ULV
- Find a way to let more ULV students know more about it
- Invite more school
- Yes, I would like to help and collaborate with APU more.

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Demographics. (N = 26)

Event: Latino/Latina Retreat 2009

Date: February 2010

Location: Main Campus

Item	%
1. Gender	
Female	69
Male	31
2. Ethnicity	
African American	0
Latino	100
Other	0
Did not Answer	0
3. Year in School	
Freshmen	0
Sophomore	12
Junior	35
Senior	42
CAPA	0
Grad Student	8
Other	4
4. Transfer	
Yes	13
No	87
5. Commuter	
Yes	46
No	54

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below. (N = 26)

Event: Latino/Latina Retreat 2009

Date: November 13, 2009

Location: Howell Board Room

Item	%		
	Strongly Agree	Agree	Total
1. I learned something new at the retreat?	54	39	93
2. The retreat met my expectations	62	31	93
3. The retreat challenged me to look at my own thinking on issues?	76	16	92
4. This retreat is beneficial to the La Verne community	77	19	96
5. Would you recommend this retreat to others?	81	15	96

Appendix J: First Generation Student Success Program

University of La Verne, Office of Multicultural Services

Event: FGSSP Homecoming Parents' Forum

Date: November 7, 2009

Location: Main Campus

Question 1a. Please list two things you have learned?

- Grade availability, hearing other parents
- How parents feel about their kids going to college
- Availability of mentoring and workshops
- How helpful university of la Verne is
- College taking a lot of time is normal. That adjusting can be hard for parents too
- That other parents feel similar to the way I feel
- Students point of view
- People are scared and want to succeed
- When you are in doubt, please don't hesitate to ask question
- As a parent, you should always continue to support your son in order for them to be better

Question 2a. If not, what was missing?

- It was really fun
- The forum itself was awesome, the turnout of parents was poor

Question 4a. Why do you see it as beneficial or not?

- Get to hear students express their experience this far
- You learn a lot of other people's experiences
- I got to help some of the parents feel better
- Not only to parents but to students as well
- Lots of sharing of information
- It helps you understand of all the things that are available
- Good opportunity to learn what I feel is the same as other parents
- You get a better understanding of your students college life
- Yes
- It is a benefit because it gives orientation to parents

Question 6. Other comments:

- Thank you for setting these meetings up to meet other parents and get feedback from students
- I think this experience was great

- I was really glad that I was full of information so I could help the parents and help them feel more comfortable with letting go of their children and letting them grow as their own person
- This experience was really good and the forum was very helpful and beneficial
- Reminders would probably help more people show up
- More of these please

Table 1. University of La Verne, Office of Multicultural Services. (N=20)

Event: FGSSP Homecoming Parents' Forum

Date: November 7, 2009

Location: Main Campus

Item	%
Demographic Information	
1. Who are you? Are you the:	
a. Student	25
b. Father	20
c. Mother	50
d. Guardian	0
e. Other	5
2. Ethnicity	
a. American Indian/ Alaskan Native	0
b. African American	0
c. Asian American	0
d. Caucasian	11
e. Latino/Hispanic	79
f. Decline to state	0
g. Other	10
3. What year is your son/daughter in?	
a. Freshmen	95
b. Sophomore	5
c. Junior	0
d. Senior	0
e. Other	0
4. Is your daughter/son a transfer student?	

a. Yes	0
b. No	100

5. Does your son/daughter commute to college?

a. Yes	33
b. No	67

6. How many children/siblings do you have in college?

Mean	1.06
Range	0-3

Table 2. University of La Verne, Office of Multicultural Services. (N=20). 5 point Likert Type scale with “1=Strongly Disagree” and ‘5=Strongly Agree”. Percentages of Strongly Agree and Agree.

Event: FGSSP Homecoming Parents’ Forum

Date: November 7, 2009

Location: Main Campus

Item	%		
	Strongly Agree	Agree	Total
Survey Items			
1. I learned something new at the parent’s forum?	53	41	94
2. The parent’s forum met my expectations?	63	26	89
3. This forum is beneficial to parents of La Verne students?	84	16	100
4. Would you recommend this forum to others?	84	16	100

Event: FGSSP Semester End

Date: December 2009

Location: Main Campus

Qualitative Comments (All)

1a. Please list two ways you have benefited:

- It gave me money for school, provided resources for study
- Time management
- Mentor
- I made new friends and had more support from them
- Understand different issues
- Social/mentor support
- Having a mentor and getting to know things I hadn't known before
- My mentor has encouraged me and given me good feedback. I was able to relate with other first generation students.
- First generation support group, writing workshops
- Kept on track and got to hear and see how other students got through college

3a. What made it easy or difficult?

- Sometimes I had other things going on
- I had swimming on Thursday
- I had work/class during workshop so I couldn't make it
- Two different days a week schedules for students
- Times and location
- Times and dates
- The Wednesday events at times when I didn't have class
- Easy was some workshops were on Monday
- Difficult the workshops I wanted to attend were on Thursday and I had to work
- It was a little hard because the meeting times conflicted with work

4a. Why or why not?

- She talks to me/distracts me off stressful things/got along better at work
- She is amazing
- My mentor really pushed me to do better than my best
- Met weekly and discussed my life/plans as well as my mentors days in college
- She was very supportive and helpful
- Yes, because I got mine one to one with someone that knows what I am going through
- She gave me information on criminology advisors and people in that field. She encouraged me to be individual

- “K” helped me resolve many problems that I had
- I only met with her once

5a. Did your parents attend any of the sessions?

- No
- No
- No
- No
- Yes
- No
- Yes
- No
- No

6a. Please list two ways students benefit?

- It helps out lower income students with money for books.
- It gives us the resources
- Helps 1st generation students strive
- Gain new friendships and they understand what your going through
- Requirement of mentor facilitates student-teacher relationships outside class
- Meet people and realize your not alone
- Workshops and mentoring
- It allows students to realize they are not alone and it presents them with useful resources
- Support and financial help
- Helps keep you on track and keeps your grades up

7a. Please list two areas of improvement?

- Studying, completing assignments, balancing times
- Yes I can talk to my mentor and I have a place to go too
- Academics and involvement in campus activities
- Mentor/faculty relationships forum for discussion
- Help from mentor, social support
- Involvement and secureness
- I’ve gotten involved more and I feel more comfortable around campus
- Time management and studying

8a. How many workshops did you attend?

- I attended faculty lectures and faculty research day
- 3
- None. I had work or classes during the workshops
- 2, and this last meeting

- Three, learning enhancement center
- 3 to 4
- 2
- Writing workshop and first generation support group
- 3

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Demographics. (N = 10)

Event: Cultural Club Participation: FGSSP

Date: February 2010

Location: Main Campus

Item	%
1. Gender	
Female	90
Male	10
2. Ethnicity	
African American	20
Latino	70
Other	10
Did not Answer	0
3. Year in School	
Freshmen	50
Sophomore	40
Junior	10
Senior	0
CAPA	0
Grad Student	0
Other	0
4. Transfer	
Yes	10
No	90
5. Commuter	
Yes	80
No	20
6. Are you a FGSSP scholarship recipient?	
Yes	100
No	0

University of La Verne, Office of Multicultural Services. 5 point Likert Type Scale with “1= Strongly Disagree” and “5= Strongly Agree”. Percentages provided below. (N = 10)

Event: FGSSP Semester End

Date: February 2009

Location: Main Campus

Item	%		Total
	Strongly Agree	Agree	
1. Have you found it beneficial to belong to the First Generation Program?	70	30	100
2. Participation met my expectations.	11	78	90
3. Was it easy for you to attend FGSSP functions?	30	20	50
4. Was your mentor relationship beneficial?	80	20	100
5. Was the program beneficial to your parents?	11	22	33
6. The FGSSP is beneficial to the La Verne students	40	60	100
7. Has your overall college experience improved as a result of being part of this program?	50	40	90
8. Were the workshops offered beneficial?	50	20	70

Appendix K: Cultural Graduation Celebration Assessments

University of La Verne, Office of Multicultural Services, Division of Student Affairs Assessment

Cultural Graduation Celebration Total Participation Numbers:

Graduation Celebrations

This year we celebrated milestones in our cultural celebrations. We had our 10th Annual African American Cultural Celebration and our Inaugural Rainbow Cultural Graduation Celebration. Additionally, we had our 9th Annual Latino/a Cultural Graduation Celebration and unfortunately we cancelled the Pacific Islander/Asian American Cultural Graduation Celebration due to lack of participation.

African American Cultural Graduation Celebration included: 28 total

- 2 doctoral students
- 8 graduate students
- 18 undergraduate students
- 24 females
- 4 males

Latino/a Cultural Graduation Celebration included: 63 total

- 1 doctoral student
- 18 graduate students
- 44 undergraduate students
- 51 females
- 12 males

Rainbow Cultural Graduation Celebration included: 7 total

- 1 graduate student
- 6 undergraduate students
- 3 females
- 4 males

Cultural Graduation Celebration Survey-Student Responses:

Qualitative Comments:

1b. If not, what would you suggest be added to the ceremony to make it more culturally meaningful?

- No Comments

2. What was the most meaningful part of the ceremony?

- To have family and friends stand up as the graduate was speaking and that the graduate had an opportunity to share
- I appreciated that the ceremony was in English and Spanish; also, having family present was important
- The most meaningful part was being able to give out a thank you to my family that was standing as I received my stole
- The atmosphere, there were bongo players and musical beats that were significant from an African-American perspective
- Being able to give the speech
- The fact we as students were able to thank our parents by giving a small speech and that it was in Spanish and they understood
- Just the fact that it was a celebration of our achievements as graduate and of our culture
- Being allowed to invite all of my friends and family members
- When the graduates were verbally able to give their thanks to the most important people in their lives
- I think the most meaningful part of the ceremony was when each person was given the chance to speak a few words. I liked the fact that we each had the opportunity to give words of appreciation to our loved ones and to those that have been with us throughout
- That I was able to invite all my family and friends and the personal speech as well. I also enjoyed listening to the keynote speaker.
- Guest speaker and the personal speeches by all the students.
- I appreciated the opportunity to say thank you to my family and friends
- The words of inspiration from the keynote
- That I got to thank my family and all the people who have helped me along the way
- Seeing a diverse group of Latino's share in the celebration of graduation that otherwise would never have met on campus

3. Why is it important to celebrate this cultural event?

- The percentage of Latino/a college graduate is low compared to other ethnic groups and to participate in an event that promotes cultural awareness in a positive manner s extremely important to me
- It gives family and friend an opportunity to feel at home when coming to a graduation. By bringing together language, music, and other cultural traditions to this ceremony, the environment is enriched.
- It was important to celebrate this cultural event because it means a lot to my family
- More often than not, I have been criticized by family that I was ashamed to be a Latina therefore was important for me to do this for my parents and be a part of something that revolved around heritage and culture

- It is important to celebrate our struggles as well as our accomplishments. This ceremony does both
- I feel that it is important to celebrate this event because in my family I'm the first to graduate from college, being a minority coming up in the world is something that I will forever embrace
- To celebrate with others of my ethnicity, who have also reached an accomplishment in higher education. To see that there is a lot of positive individuals who represent the same culture as myself.
- It demonstrates that we can do it!!!
- It's a chance to share a significant moment in my life with the others of my culture that are rejoicing in the same victory of graduation
- It is important for one to have pride in their culture and their heritage. It is part of who we are. I think it's good to recognize it when we celebrate ourselves and what we have done.
- Because the ceremony was bilingual it helps families better understand the significant of a college graduation
- Its who we are, culturally and traditionally, how we celebrate
- I think it is important because I feel that we need to show the community that anything is possible whenever you set yourself to do it and no matter what circumstances you come from
- It is important to recognize such a great achievement within your cultural and share that moment in a small setting with family and friends.
- Differing cultures have strong feelings of camaraderie and cultural identification

12b. If no, what do you feel would be more appropriate?

- No Comments

13. In the future the number of guests may be limited. How many guests do you think a graduate should be allowed to bring?

- Minimum of 10
- 20
- 12
- I am not sure. I have a large family it would be hard to give a number. I had 38 people come to my ceremony
- Honestly, I don't think it should be limited because cultural families are usually big and we're limited on the actual graduation. It inspires that young generation to go to college so why take that away from them
- I don't think the number of guest should be limited because that is what makes this ceremony special, you can invite everyone without having to worry up to the last minute who will be attending and what you will do with each ticket
- There should be at least a minimum of 5 people per guest if necessary. However, it all depends on how many students participant in the graduation then the limit could be changed.
- 15
- Immediate family
- 15-+20
- There should be no limit on the number of tickets. Too stressful for the graduate
- 10
- Ten would be an adequate number
- The unlimited guest count is one of the best parts of the ceremony. I would not recommend limiting it. There's no way to tell how many people a particular person may invite

14. The cultural graduation celebration was...

- Fun, exciting, memorable, and a moment I will cherish
- Was a great opportunity to personally thank my parents and in Spanish
- Rewarding for myself and my family
- Extremely memorable, and I am very happy I had the opportunity to participate and that my loved ones were also able to share in the celebration. Thank you for making my graduation so special
- Amazing and inspirational
- An emotional and pivotal moment to experience with graduation in realizing that being a graduating Latina is an honor
- Something that I did not expect. It really meant a lot to my family that they were able to come and relate to everything that was said. I will definitely tell friends to do the celebration in the following years
- An exciting and memorable event that I was able to take pride and accept my celebratory sash representing my cultural background. The event was well planned and all participants were strong representatives of the African-American culture
- I would especially like to thank Mr. "L", and his staff for all the work and organization of this event, gracias y bendiciones
- An amazing celebration because it felt more intimate than the actual graduation ceremony itself. It was nice too because you were able to bring many of your friend and family to celebrate their accomplishment with them.
- Inspiring, emotional, memorable, and time for family too
- Great experience I celebrating my graduation for my family and me. I felt it was a more meaningful moment for me to express and give thanks to my family personally.

16. Any other comments

- One of the setbacks of this whole event was the food afterwards. There was not enough

Cultural Graduation Celebration Survey-Student Responses:

Survey Items (N=21)

Item	%
1. I attended the following celebration:	
African American	14
Latino/a	86
2. Was the ceremony culturally meaningful to you?	
Yes	95
No	5
3. How did you hear about the celebration?	
Advertising	21
Web Site	0
Word of Mouth	58
Other	21
4. Was the date and time of the ceremony convenient for your family?	
Yes	85
No	15
5. Was the cost of the celebration appropriate/manageable?	
Yes	100
No	0
6. Was the RSVP/participation process easy?	
Yes	100
No	0

7. Was the 25-word limit on your thank you statement sufficient?

Yes	75
No	25

8. Was wearing your academic regalia for this celebration important to you?

Yes	100
No	0

9. Who would you rather hear?

Keynote	90
Student Speaker	10

10. Is the sash the appropriate symbol for your cultural group?

Yes	100
No	0

Appendix L: NSSE: Appreciation of Cultural Diversity

NSSE 2008 Comparison of General Mission: Appreciation of Cultural Diversity

Items of Traditional (Students 24 yrs. old and younger) and Non-traditional (Students 25 yrs old and older, Transfer Students of all ages).

		Freshmen		Senior	
		Traditional	Non-Traditional	Traditional	Non-Traditional
		mean(n)	mean(n)	mean(n)	mean(n)
1e.	In your experience at your institution during the current school year, about how often have you: <i>Included diverse perspective (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments?</i> (1=Never, 4=Very Often)	3.10(98) ^a	3.33(15) ^b	2.98(113) ^a	2.83(220) ^b
1u.	In your experience at your institution during the current school year, about how often have you: <i>Had serious conversations with students of a different race or ethnicity than your own?</i> (1=Never, 4=Very Often)	3.00(99)	2.27(15) ^a	2.91(113) ^b	2.68(220) ^{a b}
1v.	In your experience at your institution during the current school year, about how often have you: <i>Had serious conversation with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?</i> (1=Never, 4=Very Often)	3.01(99) ^a	2.33(15)	3.38(113) ^{ab}	2.39(221) ^b
7e.	Which of the following have you done or do you plan to do before you graduate from your institution: <i>Foreign language coursework?</i> (4=Have Not Decided, 1=Done)	2.93(97) ^a	1.73(15) ^b	2.51(113) ^{ac}	2.12(221) ^{bc}
7f.	Which of the following have you done or do you plan to do before you graduate from your institution: <i>Study Abroad?</i> (4=Have Not Decided, 1=Done)	2.18(98) ^a	2.07(15) ^b	3.03(113) ^{ac}	2.78(221) ^{bc}
10c.	To what extent does your institution emphasize each of the following: <i>Encouraging contact among students from different economic, social, and racial background?</i> (1=Very Little, 4=Very Much)	2.92(99) ^a	2.93(15)	3.06(113) ^a	3.02(218)
11L.	To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in: <i>Understanding people of other racial and ethnic backgrounds?</i> (1=Very Little, 4=Very Much)	3.02(98)	2.87(15) ^a	3.02(112) ^b	2.52(221) ^{ab}

^a p<.01, ^b p<.01, ^c p<.01 **Comparisons Made:** Traditional Freshmen to Traditional Senior

Non-Traditional Freshmen to Non-Traditional Senior

Traditional Senior to Non-Traditional Senior

Appendix M: CSS: College Senior Survey

CSS 2008-2009 College Senior Survey

Diversity - These items relate to social attitudes and experiences with diversity during college.
See also CIRP Construct: Positive Cross-Racial Interaction, Negative Cross Racial Interaction.

University of La Verne	Graduating Seniors			Men			Women		
	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2	Your Inst	Comp 1	Comp 2
Attended a racial/cultural awareness workshop Yes	27.3%	34.5%	32.5%	21.1%	29.2%	27.5%	29.2%	38.2%	35.6%
Participated in an ethnic/racial student organization Yes	18.1%	23.6%	20.7%	12.3%	21.9%	19.1%	19.9%	24.8%	21.7%
Had a roommate of a different race/ethnicity Yes	30.5%	49.2%	40.0%	21.1%	52.5%	43.8%	33.3%	47.0%	37.7%
Socialized with someone of another racial/ethnic group Frequently / Occasionally	97.9%	96.6%	95.2%	98.3%	96.1%	94.6%	97.8%	96.8%	95.6%
Mean	2.70	2.53	2.44	2.54	2.54	2.44	2.75	2.53	2.44
Standard Deviation	0.50	0.56	0.58	0.54	0.57	0.59	0.48	0.56	0.58
Significance	-	***	***	-			-	***	***
Effect Size	-	0.30	0.45	-	0.00	0.17	-	0.39	0.53
Attended events sponsored by other racial/ethnic groups Very often / Often	22.7%	27.2%	22.6%	17.6%	23.2%	19.7%	24.2%	30.0%	24.2%
Mean	2.47	2.75	2.57	2.23	2.62	2.46	2.54	2.84	2.63
Standard Deviation	1.31	1.27	1.25	1.21	1.26	1.23	1.33	1.26	1.26
Significance	-	***		-	*		-	**	
Effect Size	-	-0.22	-0.08	-	-0.31	-0.19	-	-0.24	-0.07
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation Strongly agree / Agree	14.9%	20.3%	16.8%	24.5%	19.9%	18.0%	12.0%	20.5%	16.1%
Mean	1.74	1.85	1.78	1.91	1.81	1.77	1.68	1.87	1.78
Standard Deviation	0.81	0.83	0.80	0.93	0.86	0.84	0.77	0.81	0.78
Significance	-	*		-			-	**	
Effect Size	-	-0.13	-0.05	-	0.12	0.17	-	-0.23	-0.13
There is a lot of racial tension on this campus Strongly agree / Agree	1.2%	19.7%	16.9%	0.0%	19.4%	17.6%	1.6%	19.9%	16.5%
Mean	1.37	1.93	1.88	1.38	1.89	1.86	1.37	1.96	1.88
Standard Deviation	0.53	0.76	0.74	0.49	0.79	0.77	0.54	0.74	0.73
Significance	-	***	***	-	***	***	-	***	***
Effect Size	-	-0.74	-0.69	-	-0.65	-0.62	-	-0.80	-0.70
I have heard faculty express stereotypes about racial/ethnic groups in class Strongly agree / Agree	16.2%	23.4%	23.3%	12.3%	23.1%	23.5%	17.4%	23.6%	23.1%
Mean	1.72	1.95	1.94	1.72	1.91	1.92	1.72	1.98	1.95
Standard Deviation	0.75	0.80	0.80	0.67	0.82	0.82	0.77	0.79	0.79
Significance	-	***	***	-			-	***	***
Effect Size	-	-0.29	-0.28	-	-0.23	-0.24	-	-0.33	-0.29

Helping to promote racial understanding Essential / Very important	44.8%	34.7%	35.4%	29.9%	29.6%	31.5%	49.4%	38.1%	37.8%
Mean	2.42	2.20	2.22	2.11	2.07	2.11	2.52	2.29	2.29
Standard Deviation	0.96	0.94	0.92	0.92	0.92	0.91	0.95	0.93	0.92
Significance	-	***	***	-			-	**	***
Effect Size	-	0.23	0.22	-	0.04	0.00	-	0.25	0.25
Racial discrimination is no longer a major problem in America Agree strongly / Agree somewhat	12.4%	17.1%	18.6%	18.9%	24.4%	25.9%	10.5%	12.1%	14.2%
Mean	1.69	1.81	1.85	1.94	1.97	2.01	1.62	1.70	1.76
Standard Deviation	0.73	0.78	0.79	0.72	0.83	0.83	0.72	0.73	0.74
Significance	-	*	**	-			-		*
Effect Size	-	-0.15	-0.20	-	-0.04	-0.08	-	-0.11	-0.19
Undocumented immigrants should be denied access to public education Agree strongly / Agree somewhat	36.3%	38.2%	41.7%	41.8%	45.3%	49.1%	34.7%	33.3%	37.3%
Mean	2.20	2.28	2.36	2.40	2.43	2.53	2.14	2.17	2.26
Standard Deviation	1.09	0.99	0.99	1.05	1.01	1.01	1.10	0.96	0.96
Significance	-		*	-			-		
Effect Size	-	-0.08	-0.16	-	-0.03	-0.13	-	-0.03	-0.13
Affirmative action in college admissions should be abolished Agree strongly / Agree somewhat	42.7%	51.7%	52.3%	52.8%	59.3%	59.6%	39.5%	46.2%	47.8%
Mean	2.41	2.60	2.62	2.57	2.77	2.78	2.36	2.49	2.52
Standard Deviation	0.94	0.90	0.90	1.05	0.93	0.93	0.90	0.86	0.87
Significance	-	**	***	-			-		*
Effect Size	-	-0.21	-0.23	-	-0.22	-0.23	-	-0.15	-0.18
Colleges should prohibit racist/sexist speech on campus Agree strongly / Agree somewhat	53.4%	51.4%	55.8%	41.8%	42.7%	48.0%	56.9%	57.5%	60.4%
Mean	2.58	2.54	2.64	2.36	2.34	2.46	2.64	2.68	2.74
Standard Deviation	1.12	1.01	1.02	1.04	0.99	1.00	1.13	1.00	1.02
Significance	-			-			-		
Effect Size	-	0.04	-0.06	-	0.02	-0.10	-	-0.04	-0.10
It is important to have laws prohibiting homosexual relationships Agree strongly / Agree somewhat	14.1%	9.7%	17.7%	14.8%	13.7%	22.6%	13.9%	6.9%	14.9%
Mean	1.51	1.39	1.63	1.65	1.53	1.79	1.47	1.29	1.54
Standard Deviation	0.89	0.76	0.95	0.91	0.85	1.01	0.88	0.67	0.90
Significance	-	*		-			-	***	
Effect Size	-	0.16	-0.13	-	0.14	-0.14	-	0.27	-0.08
Same-sex couples should have the right to legal marital status Agree strongly / Agree somewhat	71.8%	82.8%	69.7%	69.8%	77.2%	63.2%	72.4%	86.8%	73.5%
Mean	3.07	3.37	3.01	2.94	3.18	2.80	3.10	3.50	3.12
Standard Deviation	1.12	0.93	1.12	1.15	0.99	1.15	1.11	0.86	1.09
Significance	-	***		-			-	***	
Effect Size	-	-0.32	0.05	-	-0.24	0.12	-	-0.47	-0.02
Racial/ethnic diversity of student body Very satisfied / Satisfied	69.8%	49.7%	48.9%	69.6%	53.1%	49.9%	69.8%	47.3%	48.3%
Mean	3.97	3.42	3.40	3.82	3.49	3.43	4.02	3.38	3.39
Standard Deviation	0.80	1.02	1.01	0.64	1.03	1.01	0.83	1.01	1.01
Significance	-	***	***	-	*	**	-	***	***

Effect Size	-	0.54	0.56	-	0.32	0.39	-	0.63	0.62
Respect for the expression of diverse beliefs									
Very satisfied / Satisfied	84.1%	74.3%	73.7%	80.4%	75.3%	72.3%	85.2%	73.7%	74.5%
Mean	4.21	3.92	3.89	3.98	3.93	3.86	4.28	3.91	3.91
Standard Deviation	0.73	0.86	0.87	0.62	0.87	0.89	0.75	0.85	0.86
Significance	-	***	***	-			-	***	***
Effect Size	-	0.34	0.37	-	0.06	0.13	-	0.44	0.43
Knowledge of people from different races/cultures Much stronger / Stronger									
Much stronger / Stronger	82.8%	76.9%	75.6%	76.8%	76.1%	73.8%	84.7%	77.5%	76.7%
Mean	4.14	4.05	4.02	3.98	4.03	3.98	4.19	4.07	4.05
Standard Deviation	0.70	0.79	0.79	0.67	0.81	0.81	0.70	0.77	0.78
Significance	-		*	-			-	*	*
Effect Size	-	0.11	0.15	-	-0.06	0.00	-	0.16	0.18

Appendix N: Stakeholder's Administrative Review Feedback

Stakeholder's Administrative Review Feedback

For the Office of Multicultural Services

Director: Daniel Loera

Number of Respondents: 23 (some individuals provided more than one comment/answer to each question.)

Breakdown: Number of responses for each question:

Question 1: 33

Question 2: 29

Question 3: 32

Groups Surveyed:

- Faculty
- Staff
- Administrators
- Students

(Among these groups, Daniel chose those whom he knows have utilized and/or been involved in the OMS):

Responses to Question #1

Based on your experience in working with the Office of Multicultural Services, what would you identify as the strengths of the office?

- One of the major strengths the OMS office has is having Daniel as the Director. No matter how busy he is, he always finds the time to talk to other staff members, students and faculty. He is a real caring individual who finds the time to (even if he doesn't have it) to help those in need. Daniel just has an open door policy and is great to work with. Another great strength of this office is that it is located at the Campus Center thus making it visible to students. It is important for students to have a one stop shop to resources that are available to them and OMS is definitely one of the resources we want them to be aware of. Lastly, in working with Daniel, one of the major strengths is that he is open to new ideas when it comes to programs, workshops or roundtable discussions. If I felt it would be beneficial to change a process, he was more than happy to listen. I felt like although I was there to learn about the OMS office, he was also open to learn from me and other interns.
- Daniel Loera. I am not able to say anything beyond that because he is the only one I visually see representing the department. He is doing a lot as one person representing a department at the University.
- The cultural celebrations have been wonderful. However, I do not know the primary functions of the Office of Multicultural Services. Therefore, I cannot identify its strengths.
- Multicultural Services is very open to new ideas and appears to have an open-door policy. Throughout the school year I happily receive information on various activities, programs and events that the office puts on and invites the campus to. The office's programs are some of my favorite to attend.
- The strengths of the Office of Multicultural Services is the importance of diversity. Specifically most administrators have equal opportunities for each race and ethnicity.
- The office supports all clubs and works hard to improve student life diversity.
- Easy to work with, receptive, and approachable.
- Open Door
- Friendly atmosphere
- Support and services
- Amazing leadership
- I would definitely say the outreach that the Office is trying to make to the La Verne students, faculty, and community. I find it very admirable that Daniel and his team are so passionate about expanding the program and offer La Verne a more diverse community for all involved. Strengths specifically would include: communication, outreach, and passion.
- The Office of Multicultural Services reaches out to many students and helps them to understand what aide is available to them. All the students that I talked to who work with and receive help from the Office of Multicultural Services have said they have always known what was available to them.
- They are personable and knowledgeable
- Daniel Loera is such a positive force for the University. His energy and positive attitude are ALWAYS present. He seems to have a good vision for the Office and is also very open to suggestions. The Office reaches out and promotes coordination with Faculty as in the case of the Safe Zone Project. I also like the idea of the First Generation Mentor program. I volunteered for the program but was not matched with a student. These programs provide a benefit to not only the students but they also help the University achieve its mission/strategic initiatives.
- Constantly available, caring, deeply concerned, socially just. Essential to the mission of this University!

- The OMS office definitely has a passion for the services they are trying to deliver. Daniel is open to all students and their needs. He is respectful and caring for what they may be experiencing both in their life and education
 - The office has two strengths: One is the Director Daniel. He is always willing to help students, staff, faculty, or community members with anything. Whether it is serving on a committee, mentoring, or providing workshops Daniel does it all. Another strength is the content of the OMS program. I think the OMS has tons to offer the La Verne community as far as resources.
 - Willingness to come to classes and do experiential diversity work with students
 - Work with student clubs and organizations
 - Sensitivity of Daniel Loera to all students' needs
 - Has good support among undergraduate students, staff, and faculty
 - Active on campus in supporting student social and academic success and retention
 - Recognizes student achievement through activities like cultural celebrations during commencement season.
 - Supports cultural, ethnic, and racial diversity on campus via programming.
 - Availability. I often sent students over to meet with Daniel, and he has always been available to them to listen to their concerns and accept them into the Mentoring Program.
 - Daniel Loera's competence and passion. Ability to let students lead initiatives.
 - Location – Campus Center is the hub of student activities and accessible for student interaction
 - Director -Daniel possesses the experience and knowledge base necessary to serve the needs of La Verne's student population.
 - The strength of the Office of Multicultural Service is that they help every student by developing programs that helps students feel like they belonged and not lonely. For example, the program that helps me a lot is the First Generation Student Success Program.
 - Daniel Loera has been very successful at reaching out to various groups in the spirit of inclusiveness and community. There is a strong need for our campus community to celebrate our unique qualities as well as our similarities. We claim we celebrate diversity, but we have traditionally failed to provide resources to support this vision. The Office of Multicultural Services should be better staffed and with a broader scope of its mission.
 - Unique programs that engage students. Intense training and “real-life” experiences. Hands-on training.
 - Variety of educational program and events. Very hard dedicated individual who works on a limited budget
-

Main Themes:

- **Daniel Loera**
- **Friendly atmosphere**
- **Personable**
- **Passion for multicultural (diversity)**
- **Strength of the office**

Responses to Question #2

Based on your experience in working with the Office of Multicultural Services, what would you identify as the challenges/barriers of the office?

- In working with the office, I noticed a couple of challenges/barrier of the office. One of the most frustrating things for me was working on projects while the ULV Student Body had the radio on pretty loud. Even with Daniel's office door closed, I could still hear everything. Another challenge was watching Daniel be solely in charge of various projects at once that called for planning and deadlines. I felt that more staff, faculty, students could of participated in more events held by this office if there were more staff to assist promoting in advance and continuously these events. As an intern, there was a lack of space to work on projects. There were at times two interns sharing Daniel's space or the only workstation in the middle of the Student Services area.
- Branding – what is the primary function of the Office of Multicultural Services. Staffing is another challenge and barrier for students and the La Verne community. I think they are very short staffed and underrepresented. With the value of diversity on this campus, multiculturalism should flourish throughout the university – both through academics and co-curriculars. I think that the office has big plans and big ideas that this campus would benefit from, but does not have the man power to do it
- N.A.
- Space
- Variety of services
- Staff
- Resources
- The challenges/barriers of the office include funding for events, activities, and programs. As well as student/staff involvement and participation in workshops.
- Although I don't work FOR the office of Multicultural services, I share the same space and have a close friend who works closely as a Work Study student, I see that the biggest challenge of the office is the number of people involved. I personally feel like there are too few people trying to do too much. This is definitely NOT a reflection on those who are actively trying to expand multicultural services...but more of a one or two people cannot do it all. Their work is very visible and very admirable, but they might be spread too thin?
- I feel that they need to reach out to more students and clubs on campus and try to build bonds with students and group that are not multicultural based.
- Lack of funding and staff
- It is my understanding that the Office does not have much staff/resources. As such, it is limited in its depth and services. Daniel Loera can only do so much personally. It would be ideal to expand the staff to allow Daniel to work through the staff to accomplish more.
- I'm guessing inadequate staffing and budget, like all of us. ☺ Seriously, I don't know how they consistently do so much with so little.
- Lack of staffing, resources, and organization
- There is not enough staff. When I worked there Daniel had a few student assistants but there is much work that cannot be done by them in which we need other experts in the office. The second is all of the services our office offers. Granted we have to do diversity for the entire campus community but Daniel

cannot do this alone and because of that the programs/workshops do not excel like they could. Its circular causality at its best!

- Not enough resources – staff, supplies, programming money
- First Generation Program is a wonderful opportunity that is only able to be mildly successful due to lack of resources
- Underfunded
- Understaffed
- Goes unnoticed among majority of traditional undergraduates who might benefit from their services
- Outreach. I noticed how challenging it is to get the word out about the Services provided. Implement new strategies to reach out to more students on campus. Recruit part-time faculty members as Mentors as well, especially those that have been teaching at La Verne for a while. Try to make the program more inclusive.
- Lack of staffing, and to a lesser extent space
- Insufficient staff – in order to serve the needs of La Verne’s growing diverse student population, it is essential that this office be supported with at least one additional Admin. Professional. It is quite unfair and unrealistic to expect that the needs of these students could be served with only one Administrative Staff member.
- Funds – lack of financial resources prevent program outreach and expansion
- Inability to generate La Verne Community involvement – it appears that programs/events are supported by the same individuals. The motivation for staff/faculty to participate should be initiated by Higher Administration. There appears to be a disregard for the work produced by this office.
- The challenge that the Office of Multicultural Service has is that they need more students to get involved in all the programs that they offer. The office has to find a way to spread the word and get the student’s interest in working together with them.
- While Daniel has done a terrific job, there is only one of him. There is an urgent need to hire support personnel who can follow his vision and that of the office to reach out to more students with additional programs and services. It is hard to suggest additional improvements without dealing first with the staffing issue.
- Bringing excitement to students who don’t usually attend diverse, multi-cultural programs. Publicizing events to reach out to all students.
- Need more staffing to do more programs.

Main Themes:

- **Resources (funding)**
- **Lack of staff**
- **Outreach**
- **Lack of involvement with ULV community**
- **Need more students involved**

Responses to Question #3

Based on your experience in working with the OMS, what suggestions or recommendations do you have to improve the work that is done by the OMS?

- In working with Daniel, I know he gives his all in making when it comes to planning activities and workshops. Daniel also makes sure that the University is promoted throughout the community by sitting on boards and participating in community discussions, workshops and events. To have only one person in charge of such a crucial department is insane. Therefore, in order to really serve our students, staff, faculty, alumni and community, the University really needs to focus on hiring more staff for this department. I have seen firsthand how Daniel tries to make accomplish everything which can take its toll physically and mentally. Also, as a Director of the Multicultural Services, it is amazing how his office is located in an awkward area of the Campus Center. This is the one department students who are questioning their sexuality, experiencing discrimination and other issues go to for help. As a student, I would not feel comfortable talking to Daniel being that there is no privacy. He is literary in a fish bowl in which everyone either within the center or walking by the sidewalk can see what is happening in his office. How awkward and uncomfortable for a student or even a staff member to feel comfortable enough to really express how they are feeling. Sadly, it is just uninviting for those faced with personal issues. I think this office needs the following:
 1. An inviting and safe space were anyone can come for assistance
 2. Possibly an Assistant Director
 3. An Admin Assistant
 4. A budget to really promote Diversity as our Mission Statement mentions. This will allow for guest speakers to come to campus and more events in which everyone would want to participate. We have currently seen a decline in participation from staff in the Latino/a Retreat and the Multicultural Graduation Ceremonies.
 5. Student workers
- This office has the potential to really make a difference and stay true when we say that our University promotes Diversity and Multiculturalism. The First Generation mentors and program was a great way of actually involving students and parents. In order to continue with such great programs, this office really needs to promote and have a budget to accomplish wonderful events, programs and workshops. Perhaps developing a committee and workers to increase the services provided.
- This may already be implemented, but if the office continues to stay small, if possible it may be an idea to utilize the students of the cultural clubs and organizations to create a multicultural student board of some sort. Perhaps a representative from each club can be on this board and they can develop their own programs, trainings and activities. If we were able to have a larger center for a multicultural center again, that would be ideal of course.
- Last, I'd love to see more trainings similar to the Safe Zone Training but to raise multicultural awareness to the campus community. Some say we are "already diverse enough", but I disagree. And even if we are "diverse enough" we need to learn to embrace it.
- Try to have a one graduation ceremony for all to allow all of us to attend (instead of having one for African Americas, one for Latino, etc.). Let them/us celebrate together and let them learn about each other in a one setting. Just an idea.

- More staff
- More resources
- More space
- Organization of resources available
- I recommend more participation and help with funding, if we can not directly earn more funds we should be able to fund raise. I feel as though the Office of Multicultural Services should have just as many opportunities and events as Student Life.
- I would suggest to promote more, and get more people on board. Spread the word and increase the amount of help.
- I suggest that the office of multicultural services talks more to clubs and organizations to get their opinions. I also feel that they should do more events for the entire campus that give insight into what the multicultural issues are.
- Expand staff so that programs can be expanded, e.g., peer mentoring/faculty mentoring programs are important, but limitations on staff mean programs cannot be fully implemented with follow-ups, extra meetings, additional events to insure mentoring is taking place
- I recommend that we incorporate the larger community depending on the events to actively promote our commitment to multicultural services. Some events may allow us to pull from the City of La Verne or other surrounding cities or Southern California.
- It would be nice if the Office updated the community on other events taking place in the local area that students, staff or faculty may want to attend that are related to multicultural matters (i.e. Cal Poly Pomona or the Claremont Colleges hold events that would be beneficial/fun).
- To improve the work? Can't be done. Phenomenal services to students, faculty, staff, and the community.
- Obviously the OMS needs at least one more full-time staff to carry out the mission that has been given to them by the University. He also needs to have resources available to be able to do the events necessary for the students. Daniel needs to say "no" and not keep taking on more with no additional help!
- They need at least 2 more professional staff members
- OMS needs a bigger space. At any other school diversity is its own office with workspace for cultural clubs and special projects
- Increase Daniels budget. The small funds he gets cannot create multicultural program for an entire community. We have tried and there is always a lack. Students should not have to suffer.
- What is Daniels actual job description? It seems like it isn't too clear.
- I would like to see OMS come under the new Chief Diversity Officer when he/she is hired so that there is seamless programming/research/initiatives dealing with diversity
- Daniel is in charge of too many critical areas. Either he needs help or he needs to have his duties reduced so that he can concentrate on doing a few things really well.
- Despite its strengths, the OMC is clearly understaffed and underfunded. Somehow they manage to pull off respectable programming, but this does not mean that we should continue to minimally support this office given its potential for positive work in supporting the majority of traditional undergraduates who are minorities.
 - I do not know enough about the program. However, a good start could be improving the content of its website. Recruit students to advertise the services of this program.

- Create obvious space for groups to meet, somewhere on campus, AASA, LSF, Rainbow that is recognizable.
- Hire another staff person
- Figure out how to work with a CDO when that person arrives.
- Hire additional Administrative staff
- Supply sufficient financial support to fund and expand current/future programs
- Develop a pattern of consistency in addressing the needs of La Verne students (produced by action on the part of students, faculty and administration)
- My recommendation is that they inform more students of all the programs that they offer. I believe that every student needs to know of opportunities that are open to him or her. It is surprising how many students do not know the programs that are offered, such as: FGSSP.
- It would appear that we are moving towards hiring a Chief Diversity Office. Under this person, the Office of Multicultural Services should be strongly promoted as the student services branch of this important position and additional support be given towards its mission.
- Collaboration with other departments and/or student-run organizations and clubs. (CAB Multicultural Chair, Cultural Clubs, International Student Services, etc.) This will help spread the word of special events and programs. It can also help increase student enthusiasm for such programs and bring a wider range of ideas that students will enjoy but at the same time, learn.
- High-profile, well-known diverse speakers, authors, role-models, etc. Names that students will recognize and want to listen and attend. Brings excitement to an otherwise overlooked program.

Main Themes:

- **Hire more staff**
- **More resources**
- **More funds**
- **Be consistent**
- **Collaboration with other organizations**

Appendix O: Department Budget

The following budget reflects a variety of program initiatives that were considered basic in terms of programmatic offerings and involvements for staying abreast of current trends in diversity related initiatives.

The three year budget listed below was created with the hope of full funding. However, the Office of Multicultural Services over the span of the last five years had the following sum of funds allocated to it:

2010-2011 = \$18,000.00

2009-2010 = \$8,000.00 with an additional request of \$3,190.00 for a total of \$11,190.00

2008-2009 = \$4,000.00

2007-2008 = \$6,000.00

2006-2007 = \$8,000.00

Three year budget:

Office of Multicultural Services = OMS

Division of Student Affairs

Three year programming budget fiscal years 2008-2009, 2009-2010, 2010-2011

Object Code 2008-2009	Object Code 2009-2010	Object Code 2010-2011	Month	Event	Total event cost	Income/ donations	Total cost to OMS	Collaborative partner(s)
6201=2490 6205=35 6206=100 6207=350 6214=800 6301=35 6305=900 6403=200 4810.00	6201=2490 6205=35 6206=100 6207=350 6214=800 6301=35 6305=950 6403=200 4810.00	6201=2490 6205=35 6206=100 6207=350 6214=800 6301=35 6305=1000 6403=200 4810.00	May '08, '09, '10	African American Grad Celebration	4810.00	60x55 =1500	3010.00 (1890 sashes)	OMS, AASA BAA
6201=2490 6205=35 6206=100 6207=350 6214=800 6301=35 6305=1700 6403=200 4810.00	6201=2490 6205=35 6206=100 6207=350 6214=800 6301=35 6305=1800 6403=200 4810.00	6201=2490 6205=35 6206=100 6207=350 6214=800 6301=35 6305=1900 6403=200 4810.00	May '08, '09, '10	Latino/a Grad Celebration	4810.00	1800.00	3010.00 (1890 sashes)	OMS, LSF, CLSFA, LAA
6201=500 6205=35 6206=50 6207=50 6214=200 6301=35 6305=600 6403=0 1120.00	6201=500 6205=35 6206=50 6207=50 6214=200 6301=35 6305=650 6403=0 1120.00	6201=500 6205=35 6206=50 6207=50 6214=200 6301=35 6305=700 6403=0 1120.00	May '08, '09, '10	*Pacific Islander/Asian American Grad Celebration *(see note on bottom)	1120.00	250.00	870.00 (500 sashes)	OMS, Kanaka Hui Ohana,
6201=0	6201=0	6201=0	May '09	Kanaka Hui			100.00	OMS, CAB,

6207=0	6207=0	6207=0	'10 '11	Ohana Luau				
6201=0 6207=0	6201=0 6207=0	6201=0 6207=0	April '09 '10 '11	Bienvenida			100.00	LSF, LAA, CLSFA, OMS
6201=300 6205=100 6206=150 6207=200 6214=500 6301=50 6305=400 1700.00	6201=300 6205=100 6206=150 6207=200 6214=550 6301=50 6305=450 1800.00	6201=300 6205=100 6206=150 6207=200 6214=600 6301=50 6305=500 1900.00	April '09 '10 '11	Human Relations Training				OMS, MCC
6305=0	6305=0	6305=0	March '09 '10 '11	Cesar Chavez Commemoration			50.00	LSF, CLSFA, OMS
6201=100 6205=150 6207=100 6214=500 6301=30 6305=400 1280.00	6201=100 6205=150 6207=100 6214=600 6301=50 6305=450 1450.00	6201=100 6205=150 6207=100 6214=700 6301=50 6305=500 1600.00	March '09 '10 '11	Women's Herstory Month Festival			100.00	OMS, MCC, Iota Delta, Greeks, LSF,
6201=0 6207=0	6201=0 6207=0	6201=0 6207=0	Feb. '07	Black History Month Leadership Awards			100.00	OMS, AASA, Brothers' Forum, BAA
6302=350 6303=150 6304=200 6305=105 1100.00	6302=350 6303=150 6304=200 6305=105 1200.00	6302=350 6303=150 6304=200 6305=105 1300.00	Dec. '08, '09, '10	NASPA Conference	805.00		805.00	OMS
6207=50 6305=150	6207=50 6305=200	6207=50 6305=250	Dec. '08, '09, '10	Las Posadas			100.00	LSF, LAA, CLSFA, ULV & La Verne community, OMS
6214=600			Dec. '08, '09, '10	Kwanzaa				OMS, AASA, Brothers' Forum, Sister Circle, MCC, BAA
6302=300	6302=300	6302=300	Nov. '06	LCLI	300 x 3 = 900	0.00	300.00	OMS, Career Services, LSF, CLSFA
6214=0	6214=0	6214=0	Nov. '06	Intern. Week/ Latino Heritage Month Booths			100.00	ISAC, LSF, OMS

6201=400 6205=250 6207=100 6214=1500 6301=800 6305=1400 4450.00	6201=500 6205=250 6207=100 6214=1800 6301=900 6305=1500 5050.00	6201=500 6205=250 6207=100 6214=2000 6301=950 6305=1700 5500.00	Oct. '08, '09, '10	Dia de la Familia/ Family Day	2150.00	2450.00	0.00	OMS, Coal. for Div., Campus. Ministry, Health Ctr., ISAC, LEC, CAS, CBPM, CEOL, Housing & Res Life, CAB, MCC, Assoc. Dean Student Aff., MCI, Admissions, Univ. Relations
6201=0	6201=0	6201=0	Oct. '08, '09, '10	Rainbow Alliance National Coming Out Day			50.00	Rainbow Alliance, Coalition for Diversity, OMS
6303=50	6303=50	6303=50	Oct. '08, '09, '10 & May '07	Southern Cal. Consortium of HSI's	50.00	0.00	50.00	43 southern Cal campuses, OMS
6305=400	6305=400	6305=400	Aug. '08 thru May '07	Multicultural Club Council	400.00	0.00		
6207=0	6207=0	6207=0	Sept. '06	Latino Heritage Month Kickoff			50.00	LSF, CAB, CLSFA, ASF, OMS
6415=667	6415=667	6415=667.00	Sept. '06	Computer Hardware & ink	100.00 + 567.00		667.00	OMS, Assoc. Dean
15162.00	15162.00	15162.00					SubTotal	
3850.00	3850.00	3850.00					Income	
11312.00	11312.00	11312.00					Total	

* PI/A Grad Celeb. Assessment of participation to be done.