OUTCOME
Students will receive quality learning opportunities related to race, ethnicity, sexual orientation, religion, gender, ability, and class.

OUTCOME SUPPORTS
☒ University: Goal 1
☒ Division: Goal 5
☐ Department:
☐ Other:

OUTCOME TYPE
☒ Performance Outcome
☐ Student Learning Outcome

ASSESSMENT APPROACH
☒ Direct assessment
☐ Indirect assessment

DATA COLLECTION METHODS
• Surveys

METHODS AND MEASURES
DIRC is committed to preparing students to become socially-conscious leaders in a global society by offering learning opportunities that address issues related to race, ethnicity, sexual orientation, religion, gender, ability, and class. The department oversees five of the identity-based resource centers on campus: the African American Resource Center (AARC), the Asian Pacific American Resource Center (APARC), the Chicana and Chicano Resource Center (CRC), the LGBT Queer Resource Center (LGBTQRC) and the Titan Dreamers Resource Center (TDRC). DIRC will track the number of learning opportunities and topics offered each academic year, and other information such as the number of participants, the number of collaborative events, etc. Learning opportunities may include workshops, cohort model programs, leadership committees, volunteer opportunities, student lead positions, etc. DIRC will also look at student learning from events offered. A survey will be used to capture students’ experience and learning opportunities while a rubric will be used to determine the quality of their learning.

CRITERIA OF SUCCESS
• 160 learning opportunities will be offered.
• 80% of student participants will have learned something from the event they attended that was related to race, ethnicity, sexual orientation, religion, gender, ability, and class.
DATA COLLECTION AND ANALYSIS
Four out of the five different identity-based centers collected varying information throughout the academic year. While some centers focused on programs, others assessed leadership opportunities for students and the daily use of the center. In addition, data for staff and faculty safe-space training was collected. Both qualitative and quantitative data was gathered by the centers to determine satisfaction and learning opportunities offered in the events.

The Asian Pacific American Resource Center focuses on working with the Asian, Pacific Islander, and Desi communities on campus through various forms of programing meant to engage students and bring awareness to their identities. APARC hosted events related to cultural expectations, being queer and part of the APIDA community, and also hosted Titan Night Market where they had 400 people come out and participate in the event. APARC collected data through surveys from 198 students over the course of 3 events.

- 84.86% of those who took part in programs hosted by the center and responded to their surveys were able to provide examples of something they learned related to race, ethnicity, sexual orientation, religion, gender, ability, and class.
  - Titan Night Market alone counted for 175 of students who responded to surveys. 88.6% (155/175) of the students agreed that they learned about a new program on campus or culture and that they felt more connected to the APIDA community.

The Chicana and Chicano Resource Center focuses on working with the Latinx community on campus by serving as both an educational space and a space that students can use to study and get work done. The CRC does collaborative work with many of the other centers within Diversity Initiatives in order to bring attention to the many layers of students’ identities. Some of the programs of note included their student lead and volunteer programs as well as workshops like Beyond the Korean Taco and Latinx Student Parent Experiences. Interesting to note is that 1755 unique users were recorded to have used the center in the spring semester. The CRC collected data from 7 programs using a survey, totaling in 44 students.

- 76.1% of those who took part in programs hosted by the center and responded to their surveys were able to provide examples of something they learned related to race, ethnicity, sexual orientation, religion, gender, ability, and class.
  - 100% (10/10) of students who worked at the center as student leads or volunteers were able to provide examples on social justice issues impacting the Latinx community. In addition, they better understood marginalization, privilege and intersectionality.

The Lesbian, Gay, Bisexual, Transgender, Queer Resource Center primarily concentrates on doing work with students of historically marginalized sexual orientations and gender identities. Programming in the center provides students opportunities to learn about LGBTQ identities and more specifically what they mean in different ethnic communities. Programming like No Fats, No Femmes, No Asians and Ni De Aqui, Ni De Alla: Como Se Dice Gay highlight the complexities of being an LGBT person within the community itself but also with those around them. Additionally, through the center safe space trainings are provided in order to help staff and faculty learn what they can do to be allies to LGBTQ Titans. The center collected data by using surveys at the end of each program. Data was collected from 40 students through 4 programs. Data was also collected from 75 staff and faculty members participating in ally trainings.

- 100% of those who took part in programs hosted by the center and responded to their surveys were able to provide examples of something they learned related to race, ethnicity, sexual orientation, religion, gender, ability, and class.
Also, interesting to note is that 97.3% (73/75) of participants in Creating Safer Spaces for LGBTQ Titans trainings, trainings for staff and faculty, agreed or strongly agreed that the information they learned to work with this community was useful and that it was something they were likely to apply moving forward.

The Titan Dreamers Resource Center’s work revolves around helping students who are undocumented. This past academic year was tumultuous due to circumstances experienced in national climate. The center’s programming provided students information on their rights and hosted immigration clinics for students and their families to consult with immigration lawyers. On top of this there were workshops detailing steps on applying for the California DREAM Act. After DACA was rescinded by the president the TDRC provided more programming that addressed student needs. Data was collected from 49 students at 5 programs using surveys.

- 91.07% of participants agree to having learned or gained something from the program they participated in. Programs learning outcomes were related to race, ethnicity, sexual orientation, religion, gender, ability, and class.
  - 93.75% (15/16) of those who participated in the Know Your Rights workshop agreed to having learned about their rights involving authorities and well as understanding how hostile political climates affect how immigrants are treated. This program was done in collaboration with Coalition for Humane Immigrant Rights of Los Angeles (CHIRLA), be working with community partners, students were also able to get exposure to resources off campus.
  - 86.6% (13/15) of those who participated in the California DREAM Act Application Workshop agreed to learning about resources available to AB540 students and the benefits to those who apply for this aid as well as how to apply.

Overall, the criteria of success were met:

- 191 learning opportunities were offered through the 2017-2018 academic year.
- 90.4% of student participants learned something from an event they attended related to race, ethnicity, sexual orientation, religion, gender, ability, and class.

**IMPROVEMENT ACTIONS**

Over the course of the year the department will focus on creating a uniform assessment method for programs that take place. Currently evaluation forms for programs vary between centers and from program to program. As it relates to tracking the number of participants who attend different workshops, the centers will explore ways to put forth a unified effort in recoding individuals who are present as well as those who fill out evaluations. For available leadership opportunities students will receive pre and post evaluation surveys to determine the level of growth made throughout the semester and/or yearlong programs; the department may explore participating in the division HIPS initiative. Being that the centers have all moved into one location in the Pollak Library they will focus on streamlining their processes so that they have a consistent method of assessing the quality of learning for students as it relates to issues of marginalized communities through the department. It is important to note that over the academic year the department underwent multiple transitions, from leadership and staff changes to space changes. The department also had to develop many emergency and unplanned events, support services, and spaces throughout the year due to the changing national and campus climate that impact many of the centers’ students and underrepresented communities.