



**Office of Student & Cultural Center**  
**César E. Chávez Center for Higher Education Program Review**  
**Assessment Report**

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**Choose One:** Operational Assessment

**Date of Assessment Implementation:** June 2018

**Date of Report:** June 2018

**Purpose of Assessment**

The purpose of this assessment is to conduct a program review of current student support services, programs, and practices delivered by the César E. Chávez Center for Higher Education (CECCHÉ) using a programming model known as the Five Point Plan (Jenkins, T., 2018).

**Division Learning Outcome** Intellectual & Practical Competencies

**Targeted Learning Outcome**

Assessment and accountability in higher education is a critical element in providing effective services. Conducting a comprehensive program review will:

- provide the incoming coordinator an understanding of the center's current standards and principles.
- outline the constituents' – those student, faculty, and staff that frequent the center and hold a vested interest – needs and general expectations in maintaining a positive climate in the center.
- provide insight to areas of improvement.

**Assessment Methodology**

The program review was informed by Toby Jenkins' (2018), programming model – the Five Point Plan. The Five Point Plan is a five-prolonged programming and service delivery strategy that shapes the work of Cultural Centers (Jenkins, 2018). The coordinator gathered all electronic and paper data that provide understand of the services and programs offered throughout the pasted five academic years: 2013-2018 (i.e. calendars of events, emails, historical binders, informal inquiry: student, staff, and faculty conversations).

These services and programs were inventoried into one of the following standards: (1) Cultural Education Program - cultural education programs are centered in learning. They are scholarly programs that integrate interdisciplinary studies into co-curricular programming venues. (2) Cultural Engagement Programs - provide opportunities for students, faculty, staff, and community members to be a part of the practice, celebration, and demonstration of culture. These programs enhance the campus environment by providing opportunities for meaningful and intentional intra-cultural and cross cultural interactions. The availability and welcoming of local community members is an essential component of cultural engagement programs. (3) Cultural Student Development Programs: Essentially cultural student development programs focus on holistic development, paying attention to the intersecting identities that students hold. These programs offer an opportunity for college students to deeply reflect on and engage in learning about the critical intersection of such issues as ethnicity, gender, class, sexuality, ability, and race. (4) Cultural Community Building: Community building here does not involve inclusive climate on campus or outreach to local populations. The other areas mentioned above address those issues. In this regard, community building concerns the organizational strategy for relationship building by the cultural center. Building a campus, local, regional, and national network of supporters, partners, co-sponsors, and advisors is essential to the sustainability of a cultural center. (5) Cultural Environment Enhancement: Space matters. By housing culturally welcoming visual images, written messages, physical spaces, and human resources, cultural centers create a rich and beautiful aesthetic that physically privileges traditionally marginalized

communities. Communities that have struggled with so little deserve to have much. And so this requires the cultural center to constantly redesign and refresh the physical space of the center. Additionally, staff must be aware of the need to update messages and languages to address evolving student priorities.

### **Coordinator Positionality:**

- As the incoming coordinator with less than one month of service to Cal Poly Pomona community, I recognize that not all services and programming may be captured.
- I used my own judgement to organize the program and services into the one of the five principles.
- The results of the program review was not shared with previous coordinators which could have further informed the data presented in this report. However, program review was shared with current student staff also known as the Social Justice Leaders which contributed to the data presented in this report.

### **Results:**

Cultural Centers are spaces where transformative education is taking place every day hence it is vital that centers are assess the programs, services, facilities and interventions to meet the expectations of the community at large. The program review indicates a need for long-term engagement. Currently program and services are capturing students and community member through one-time programming and not tracking 4-5 year engagement. In particular, there is a need for cultural education programs and cohort-based cultural student development programs (i.e. tutoring, mentoring, co-curricular learning). However, cultural engagement programs and cultural community building have proven to be the predominate output of the center with the strongest foundation.

### **Conclusion**

As we enter the 2018-2019 academic year, the program review provides a grounded framework for interventions, services, and programming for 2019-2020. There is an increasing need to understand what the Latina/o/x student community (undergraduate and graduate) feel would assist their academic journey while providing opportunities for alumni, staff, and faculty to service as mentors and possibility models.

### **Implications for Practice**

In collaboration with the respective organizations, faculty, staff, and students the coordinator will conducted focus groups and ask the community itself for their vision for César E. Chávez Center for Higher Education (CECCHE) and how the center can assist their persistence at the university.

### **Closing the Loop**

- 8/3/2018 – Create RSVP Link – target participation to students continuing and incoming
- 9/3/2018 – Select Focus Group Questions with Student Staff (Social Justice Leader)
- Fall Semester – Conduct Focus Group style luncheons
- November 2018 – Synthesis Focus Group Data
- December 2018 – Identify Working Group and Send Invitations (Monthly Meeting)
- Spring Semester – Pilot Program(s) informed by Focus Group Data
- Summer 2019 – Reconvene with Working Group