



Office of Student Life & Cultural Centers - Native American Student Center **Native Broncos Needs and Engagement Assessment** Assessment Report

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Choose One: Needs Assessment

Date of Assessment Implementation: February 2018

Date of Report: July 2018

Purpose of Assessment

The purpose of this assessment was to gather information to make data-driven decisions to identify support systems for Native students, identify awareness of campus resources and build student engagement through a needs assessment. The data was collected from sixteen Native students that participated in focus groups and also completed needs assessment surveys. The goal was to determine which resources/connections are most instrumental to students' social and civic engagement and promote a sense of belonging for Native students.

Division Learning Outcome Social & Civic Engagement

Targeted Learning Outcome

There were three targeted learning outcomes. Students will be able to share about their experience as Native Broncos at Cal Poly Pomona. Students will be able to demonstrate which relationships, campus resources and services have contributed to their success and sense of belonging. Students will be able to identify campus and professional resources that they need more information on.

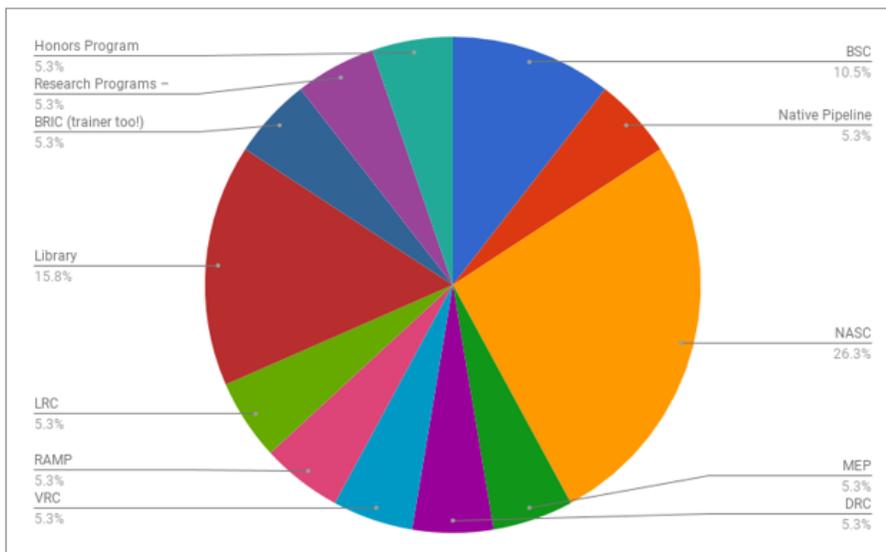
Assessment Methodology

The assessment included two focus groups with sixteen Native American students as well as two ten question needs assessment surveys. The NASC Coordinator and Graduate Assistant led focus groups and surveys held at two locations. One focus group was held in the Native American Student Center (NASC) to capture students most involved in the center; the second was held in a library room to provide a neutral space and encourage students to participate that may not feel comfortable entering the center. Survey and focus group questions focused on several areas. Questions focused on areas including: campus resources, student involvement and engagement across campus, experiential learning and hands-on experience with leadership development, connections with Native faculty and staff, awareness of opportunities available through working with specific Native faculty and staff, and information regarding events students would like to see develop, add or remove.

Results

The results include qualitative summaries and quantitative data. Charts and student quotes summarize data collection themes for the 2017-2018 Focus Groups. Such results allowed staff to identify student characteristics, themes and patterns to inform planning decisions for the spring 2018 quarter. Surveys and focus group sessions revealed that our students **seek Native mentors, find comfort in the NASC's small shared community space and desire more Native-specific professional development opportunities**. The majority of our students use the NASC, library, and BSC as primary campus resources but identify the NASC as a home away from home. We also identified that although most of our students are involved in Native student organizations through the center they typically do not frequent other cultural centers, connect with other student organizations, or utilize many other instrumental campus resources. Many of our students were also not familiar with key campus partners or Native faculty/staff that offer opportunities/resources. An example of a chart derived from the data is below:

1. What campus resources do you use?



Conclusion

Native students represent less than 1% of the student population and are an extremely at-risk population. Data from these focus groups and needs assessment surveys were used to strengthen ties outside of the center and also improve services and programs in the center. This data allowed staff to identify areas where students are excelling and also identify gaps where students have challenges and need extra support. To respond to such gaps, a presentation was shared with students to specifically address areas where students demonstrated unfamiliarity. Some of these areas across campus included: the Bronco Advising Center, Student Health and Counseling Services, Career Center, Community Service and UPD, other areas within OSLCC. This also focused upon information regarding which Native faculty/staff are available as mentors as well as their research areas/collaboration opportunities, and areas for involvement/leadership development with Native American student organizations. This data also informed 2018-2019 planning to ensure students have an array of opportunities to gain hands-on experience to build social and civic engagement on campus and beyond.

Implications for Practice

Assessment results were used to inform the NASC staff, NASC Social Justice Leaders and the DOS on how we may collectively improve services and deliver intentional programming to ensure Native students' engagement. This information shaped the development of a Native Ally training; findings will be shared with academic and student affairs partners to support a sense of belonging for Native students. This assessment also allowed students to practice a sense of agency by contributing to the collective community to shape their experience in and outside of the center. This information has also been used to identify best practices for filling the gaps and aligning daily work/ collaborations with such practices. Further research and assessment is essential to continued improvement. At the university-level Native students need advocacy in understanding of their population, more Native faculty/staff role models and clear communication regarding university policies and success strategies throughout their undergraduate experience.

Closing the Loop

- November 2017 Met with Graduate Assistant to share idea, start planning assessment and develop flyer
- Early December 2017 Discuss and identify specific assessment areas/topics to explore; reserve spaces
- Early January 2018 Draft and further develop specific wording for needs assessment survey
- Mid-January 2018 Finalize assessment questions; place food order and distribute flyer
- Early February 2018 Lead focus groups and needs assessment with students in the NASC
- Mid-February 2018 Lead focus groups and needs assessment with students in the Library
- Late February 2018 Analyze and discuss assessment results; determine changes needed to guide spring
- Late February 2018 Share findings and close the loop with students through presentation (in conclusion)
- Early March 2018 Adopt/reshape engagement, leadership development & diversity enrichment programs

