



# Pride Center Safezone Training Assessment Report

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**Choose One:** Learning Outcome Assessment

**Date of Assessment Implementation:** September 2018

**Date of Report:** July 2019

## **Purpose of Assessment**

This is to assess the skills, awareness, and develop of LGBTQ student leaders on campus at Cal Poly Pomona.

**Division Learning Outcome** Model leaders - global citizenship

## **Targeted Learning Outcome**

Overall Social justice ally development for students, faculty, and staff that attend Pride Center programs. As previously noted, to support the positive climate for LGBTQ students on campus for retention purposes. Increase awareness on resources for LGBTQ students, awareness of campus climate for LGBTQ students, and awareness of case studies.

## **Assessment Methodology**

The assessment was used in physical paper form for participants to fill out after the presentations. This was dependent on participant's ability and willingness to share their thoughts.

## **Results**

### **Respondents Reported:**

**In the Statement "My Understanding of the LGBTQ+ Community has increased because of this program."**

55.5% Strongly Agreed

42.8% Agreed

1.7% Neutral

**In the Statement "I have a better sense of allyship to the LGBT+ community because of this program."**

55.5% Strongly Agreed

40.3% Agreed

10.2% Neutral

**In the Statement "I value differences among others because of this program."**

54.9% Strongly Agreed

34.2% Agreed

10.9% Neutral

**In the Statement "I value differences among others because of this program."**

55.9% Strongly Agreed

37.2% Agreed  
10.9% Neutral

**In the Statement “I am more likely to engage in critical discussion about LGBT+ issues because of this program.”**

70.1% Strongly Agreed  
29.9% Agreed

**Conclusion**

Above are the results of the program assessment for The Pride Center for this academic year. As you can see, results were very positive for the programming, understanding of LGBTQ identities, allyship, and feedback in regards to the most impactful and the areas of improvement for the programs. This has (according to research) created a positive climate for LGBTQ students on campus at California State Polytechnic University, Pomona. In conclusion, the practice of assessment and theory application should continue for The Pride Center and there will be a continuous effort to capture data for each presentation.

**Implications for Practice**

I would like to continue having surveys for Pride Center program participants when possibly to allow for a larger grasp of understanding the development of students.

**References:**

Edwards, K.E. (2006). Aspiring social justice ally identity development: A conceptual model. *NASPA Journal*, 43(4), 39-60. Retrieved June 6, 2017, from <http://www.keithedwards.com/wp-content/uploads/2012/09/AAIDNASPA.pdf> .

Hurtado, S., & Guillermo-Wann, C. (2013). *Diverse Learning Environments: Assessing and Creating Conditions for Student Success – Final Report to the Ford Foundation*. University of California, Los Angeles: Higher Education Research Institute.

**Closing the Loop**

I will increase the amount of participants for staff and faculty on campus. This is working in collaboration with Employee and Organizational Development and Advancement throughout the year for 2019-2020.