

**California State Polytechnic University, Pomona  
Campus Climate White Paper  
2010**

**Introduction**

Campus climate is defined as "the formal and informal environment—both institutional and community based—in which we learn, teach, work, and live in a postsecondary setting" (California Postsecondary Education Commission [CPEC], 1992, p. 1). To gauge the campus climate at Cal Poly Pomona, the WASC Educational Effectiveness Committee gathered and reviewed evidence from a variety of sources. This was done in lieu of conducting a single campus-wide campus climate survey. This approach worked well for us for two reasons. First, it allowed us to manage our resources more efficiently in times of limited budgets. Second, it provided a rich base of data by creating an opportunity for us to turn the spotlight on different aspects of our learning environment. While the data we have is extensive, the challenge is to deftly gather them and synthesize the information to get an understanding of our campus climate. This follow-up report is part of our on-going assessment efforts and is a reflection of our commitment to our identity as a learning-centered institution.

Cal Poly Pomona's mission is to "prepare students for lifelong learning, leadership, and careers in a changing, multicultural world." This mission is realized by embracing the core values of a "Learn by Doing" Philosophy; Academic Quality; Polytechnic Identity; Teacher Scholars; Environmental Sustainability; and the Celebration of Diversity (California State Polytechnic University, Pomona [CPP], 2010). We recently reaffirmed our commitment to diversity during the "University Vision and Identity Exercise" led by President J. Michael Ortiz (2008). The exercise resulted in the inclusion of the "Celebration of Diversity" as one of our six University core values. With diversity as a core value, we ensure that the campus community reflects and is supportive of the state and region it serves. This core value is supported by the Division of Student Affairs, which also celebrates the Richness of Diversity as a divisional value and is grounded in the belief that differences among those with diverse points-of-view are instrumental to the developmental process of students.

Cal Poly Pomona (CPP) recognizes that creating a positive campus climate will lessen the chances of having a campus environment that produces feelings of alienation, hostility, social isolation, and invisibility, which can impair the recruitment of new students, retention of current students, academic adjustment, social adjustment, grades, satisfaction, and graduation rates (Smith, 1997). Recent research has concluded that there are a variety of benefits to diversity in higher education, including: critical thinking, intellectual engagement, cultural awareness, the educational value of democratic understanding, perspective taking, and increased engagement in community and civic engagement (Chang, 2002; Engberg & Mayhew, 2007; Gurin, Dey, Hurtado, & Gurin, 2002; Hurtado, 2005).

**Campus Climate Timeline and Data Analyzed**

Originally founded in 1938 as an agricultural school for men, CPP became a co-ed institution in 1961 and has continued to grow in diversity since that time. In fact, diversity has become a hallmark of the campus. CPP is tied for 6<sup>th</sup> in the region for campus ethnic diversity among all private and public schools, according to the U.S. News & World Report 2009 College Rankings: Universities-Master's category (2009). CPP has been recognized as one of the nation's best campuses for lesbian, gay, bisexual and transgender (LGBT) students, according to *The Advocate College Guide for LGBT Students*, the first comprehensive campus guide to highlight the 100 most LGBT-friendly campuses in the United States

(Windmeyer, 2006). The Department of Intercollegiate Athletics was honored by the Laboratory for Diversity in Sport at Texas A&M University (2008). Cal Poly Pomona was one of fourteen nationally-recognized (290 total) programs in NCAA Division II with the highest distinction – Overall Excellence in Diversity, which took into effect: (1) representative student-athletes; (2) coaching staff; and (3) administrative staff.

CPP has been recognized for award-winning retention programs. The Science Educational Enhancement Services (SEES) received the award for the top "Example of Excelencia" at the baccalaureate level for its work increasing the retention and graduation rates of Latino students pursuing degrees in the sciences and mathematics (2009).

What brings these national rankings and awards to life is the fact that the 2000 Campus Climate Study found that 85% of the 1,953 respondents believe that a diverse student body enhances the educational experiences of all students and 79% of all respondents value the work being done by the Cultural Centers (Arredondo, 2001). The CPP Campus Climate Study consisted of self-reported perceptions of the campus climate, with particular emphasis on assessing the campus climate for diversity. That is, emphasis was placed on examining constituents' observations and attitudes toward diversity (e.g., race/ethnicity, age, gender, sexual orientation, disability) and inclusion on campus. The campus climate study was motivated by two major forces: one, a need to investigate the extent to which CPP's constituencies perceive that the institution is a "welcoming and comfortable" environment, and two, in order to prepare for the Western Association of Schools and Colleges (WASC) re-accreditation visit scheduled for October of 2000.

The following timeline provides basic information about campus climate initiatives at CPP and an overview of the data collected and analyzed for this paper. Collectively, these data provide us with an assessment of campus climate as experienced primarily by students. Based on the evidence, we believe that we have come a long way since the 1990 WASC review in creating a campus climate that actively promotes the value of diversity.

<b>1938</b>	CPP was founded as an agricultural school for men
<b>1961</b>	CPP became a co-educational institution
<b>1970</b>	Ethnic Studies program began
<b>1974</b>	Women's Studies program added to Ethnic Studies program
<b>1975</b>	Women's Center opened, originally funded by the Associated Students Incorporated
<b>1975</b>	Black Faculty Staff Association founded
<b>1977</b>	Asian Pacific Faculty, Staff, and Student Association founded
<b>1981</b>	Latino Faculty, Staff, and Student Association founded
<b>1986</b>	Multicultural Council (MCC) chartered as an umbrella council for all culture-based student clubs and organizations. The council is funded by the Associated Students Incorporated.
<b>1988</b>	Inaugural Cross-Cultural Retreat (continued through 2009). Program was cut for the 2010 year because of budget reductions and reduced work days for staff (due to two state closure days per month)
<b>1990</b>	WASC team report to University president Hugh La Bounty states: "There is a need for the University to move aggressively toward creating a climate which supports women and "minorities" (WASC, 1990, p. 7).  In their 1990 report to president Hugh La Bounty, the WASC accreditation team expressed "genuine and strong concerns over the culture" of CPP in regards to "gender, race and

	<p>ethnicity" and recommended that CPP use its full resources to address these concerns before it was too late and "tensions escalated" (p. 48).</p> <p>The 1990 WASC report continues to discuss diversity on page 38: "Some women and people of color report that they feel unsupported and --in some cases--unwelcome in this environment--"vulnerable" is the term the team came to use. Incidents of racial and sexual harassment have occurred in recent months, and relations with the Campus Police are strained. While it is clear that a significant number of University resources (some in the form of 'soft money' and some in the form of a program to increase faculty diversity) are being spent in an effort to mitigate some of these programs, the efforts are scattered and relatively uncoordinated. There is a general sense that faculty and administrators are meeting their obligations with regard to implementing the 'letter' of policies and initiatives related to supporting multi-culturalism, but that there is much work to be done in improving compliance where the 'spirit' of the institution is concerned."</p> <p>The following is an excerpt from the conclusions and recommendations of the WASC team:</p> <p>6. The centrality of the institutional push for diversity in regard to race, gender, and ethnic identities needs to be emphasized and the momentum from the recent flurry of activity maintained and coordinated.</p> <p>a. The University, to its credit, has very recently put in place a rather extensive list of administrative activities in both the faculty and student arenas to deal with issues of diversity, in particular in terms of recruitment. It has made the beginning in coordinating these activities and needs to strengthen that activity.</p> <p>b. The picture in regard to the "spirit" of diversity is much less clear. Beyond increasing the diversity of "bodies" in the community, is the issue of the climate in which they live. Some genuine and strong concerns about the culture in regard to gender, as well as race and ethnicity, are present. There is a clear danger that tensions will escalate. Cal Poly is not alone, of course, in these problems. It should broaden its approach to diversity to include the life on campus.</p> <p>c. Financial support for a range of the new activities seems ad hoc and "soft." It should become more "hard" and regularized (WASC, 1990, pp. 47-48).</p>
<b>1990</b>	State-wide call for colleges and universities to assess their campus climate (California State University panel of experts on campus climate, 1990)
<b>1991</b>	Dr. Bob H. Suzuki became CPP's fourth President. He made diversity one of the centerpieces of his presidency and "Achieving Excellence Through Diversity" was his inaugural theme. During his tenure, there was a noticeable shift in the campus culture in which issues of diversity were aggressively addressed.
<b>1991</b>	Inaugural Unity Luncheon sponsored by the Faculty/Staff Affinity Groups (continued through 2009)
<b>1991</b>	Pride Alliance Gay, Lesbian, Bisexual, Transgender and Allies Faculty and Staff Association founded
<b>1993</b>	President Suzuki established a University Diversity Committee to examine issues of diversity on campus and make recommendations to him
<b>1994</b>	State-wide call for colleges and universities to assess their campus climate (CPEC, 1994)

<b>1995</b>	Four Cultural Centers opened at CPP, the African American Student Center, Asian and Pacific Islander Center, Cesar E. Chavez Center for Higher Education, and the Pride Center, based on a developmental model that asserts students are often ready to learn about their own culture before they are open to learning about the cultures of others. Students come to the campus at many different points along the developmental spectrum, a finding supported by the numerous student development ethnic identity theories and research on diversity in higher education. In addition to “meeting students where they are at”, the Cultural Centers “co-program” with each other to highlight the multiple identities of students and to encourage them to move further along the developmental spectrum. The Cultural Centers are part of the Office of Student Life and Cultural Centers, and they support the recruitment and retention of diverse students, thereby changing the face of campus life at CPP.
<b>1998</b>	The Native American Student Center opens at CPP
<b>1999</b>	Multicultural Leadership Minor approved by the Academic Senate
<b>2000</b>	<p>CPP Conducts Campus Climate Study: The study consists of self-reported perceptions of the campus climate, with particular emphasis on assessing the campus climate for diversity. That is, emphasis was placed on examining constituents’ observations and attitudes toward diversity (e.g., race/ethnicity, age, gender, sexual orientation, disability) and inclusion on campus. The Campus Climate Study was motivated by two major forces: one, a need to investigate the extent to which CPP’s constituencies perceive that the institution is a “welcoming and comfortable” environment, and two, in preparation of the WASC re-accreditation visit scheduled for October of 2000.</p> <p>The primary goals of the 2000 Campus Climate Survey project were to understand how students, faculty, staff, and administrators perceive the general environment at CPP and to explore the extent to which constituents value diversity and perceive it as being manifested on the campus. The Office of Institutional Research and Planning, the Western Association of Schools and Colleges (WASC) Steering Committee, and the Office of Diversity and Compliance Programs joined forces to execute the project. This campus-wide study was accomplished in collaboration with these three offices, in consultation with the Academic Senate and the Associated Students Incorporated (ASI), and with the support of Academic and Student Affairs.</p> <p>The Campus Climate Committee (CCC), a coalition of faculty, students, administrators, and staff, developed four instruments: one each for students, faculty, staff and administrators. Data collection began Feb. 21 and ended March 1 (2000 Winter Quarter).</p> <p>Although all constituent groups responded, this white paper includes statistics gathered from the approximately 4,456 student surveys that were administered (about 25% of the student population). The final response rate for students was 43.8 %. The Office of Institutional Research and Planning conducted all analyses, with input from the CCC (Arredondo, 2001).</p>
<b>2000</b>	WASC accreditation visit (WASC, 2000)
<b>2000</b>	CPP awarded first of four highly competitive grants from the Department of Justice Violence Against Women Office (DOJ Violence Against Women Office, 2000, 2003, 2006, 2008)
<b>2001</b>	Article about the CCC, “Features of a Successful Group Experience: A Reflective Learning of the Characteristics and Process Behaviors of a Diverse Committee” (Mossaver-Rahmani and Wills, 2001)

<b>2002</b>	The Renaissance Scholars Program established as an academic support program for former foster youth
<b>2003</b>	Cultural Centers Exit Surveys were first distributed only to students that participated in the cultural graduation celebrations and in 2008 the survey was modified and sent to an expanded list of students (Office of Student Life and Cultural Centers [OSLCC], 2009a)
<b>2003</b>	Native American Task Force established
<b>2003</b>	African American Task Force established
<b>2003</b>	Inaugural BroncoFusion “Welcome to Campus” event hosted for students
<b>2003</b>	CPP awarded a second grant from the Department of Justice Violence Against Women Office (DOJ Violence Against Women Office, 2000, 2003, 2006, 2008)
<b>2004</b>	“Student Opportunities Initiative” approved by the associated student body offered increased funding for Heritage Month Programs (Associated Students, Incorporated [ASI], 2003)
<b>2005</b>	National Survey of Student Engagement (NSSE) administered – Survey contained several questions related to campus climate and is administered on a pre-determined schedule by the Office of Institutional Research & Academic Resources (IRAR)(2005)
<b>2005</b>	Formal IRB-approved study of Cross Cultural Retreat participants for paper, “Measuring Multicultural Attitudes of Cross Cultural Retreat Participants” (Gutierrez Keeton, Barker, and Chaichanasakul, 2008)
<b>2005</b>	30.5% of CPP total enrollment of 19,885 comprised of Hispanic students, officially qualifying CPP as an Hispanic-Serving Institution
<b>2006</b>	J. Michael Ortiz selected as CPP’s 5 <sup>th</sup> President
<b>2006</b>	Ombuds office opened, reporting directly to President Ortiz
<b>2006</b>	CPP awarded a third grant from the Department of Justice Violence Against Women Office (DOJ Violence Against Women Office, 2000, 2003, 2006, 2008)
<b>2007</b>	AB540 liaison appointed to assist students on campus. Created resource website and manual
<b>2008</b>	Fifth President, Dr. J. Michael Ortiz’ “University Vision and Identity Exercise” resulted in identifying the “Celebration of Diversity” as one of our six University core values
<b>2008</b>	National Survey of Student Engagement administered – Survey contained several questions related to campus climate and is administered on a pre-determined schedule by the Office of Institutional Research and Academic Resources (2008)
<b>2008</b>	Cooperative Institutional Research Program (CIRP) Senior Survey - Contained several questions related to campus climate and is administered on a pre-determined schedule by the Office of Institutional Research and Academic Resources (2008)
<b>2008</b>	Focus Groups conducted with ReEntry, Women, and CalWORKs students, as part of a study resulting in the reorganization of these three departments into the CalWORKs Office and the Violence Prevention and Women’s Resource Center (Gutierrez Keeton & McDowell, 2008a; 2008b; 2008c; Colin, Harmon & Wood, 2008; Peterson, Moreno, and Garcia, 2008; Bixby and Matthews, 2008; Dean of Students Office, 2008)
<b>2008</b>	The Access and disABILITY Alliance (AdA) founded
<b>2008</b>	Cross Cultural Retreat Assessment conducted (OSLCC, 2008)
<b>2008</b>	CPP awarded a fourth grant from the Department of Justice Violence Against Women Office (DOJ Violence Against Women Office, 2000, 2003, 2006, 2008)
<b>2008</b>	Police Department Survey conducted (Police Department, 2009)

<b>2008</b>	Three first-year experience courses with diversity components were offered after being approved as part of the General Education curriculum (Academic Senate, 2007a; 2007b; 2008)
<b>2009</b>	CSU Graduation Initiative delivery team at CPP supports student involvement to help raise graduation rates and halve achievement gaps (CPP, 2009)
<b>2009</b>	African American Task Force conducted Campus Climate Focus Groups and surveys (African American Student Center [AASC], 2009a; 2009b)
<b>2009</b>	Student Affairs Graduate Students and Office of Student Life and Cultural Center staff conducted Focus Groups to follow up with the 2000 Campus Climate Study (Chavez, Martinez, Taylor and Winter, 2009)
<b>2009</b>	The division of Student Affairs developed a Calendar of Religious and Cultural Holidays website <sup>1</sup> based on a referral from the Academic Senate
<b>2010</b>	Second Police Department survey conducted (Police Department, 2010)
<b>2010</b>	Cultural Centers External Program Review completed. Program review of mission, programs, services, organizational structure, resources, assessment and evaluation (White and Milem, 2010)
<b>2010</b>	Access & Compliance Team (ACT) formed to assist the University in meeting disability-related compliance issues and creating an interactive dialog within the CPP community
<b>2010</b>	The Cultural Centers celebrated their 15 <sup>th</sup> anniversary
<b>2010</b>	The Ethnic and Women’s studies department celebrated their 40 <sup>th</sup> anniversary

### **Findings**

In preparation for our WASC accreditation visit in 2000, CPP faculty and staff were motivated by our desire to investigate the extent to which CPP constituents perceived the institution as a “welcoming and comfortable” environment. The 2000 Campus Climate survey was sent to 4456 students, approximately 25% of the student population and we were pleased with the 43.8% response rate of 1,953 students (Arredondo, 2001).

One of the most positive findings was that approximately 86% of the 2000 Campus Climate Survey respondents believed that the real value of a college education lies in being exposed to different ideas and values. This perception was validated in the 2009 Campus Climate Follow-Up Focus Groups with students from each of the groups mentioning how much they appreciated the opportunity to learn more about their own cultural background and how much they appreciated learning more about their diverse classmates (Arredondo, 2001).

Students on our campus are presented with many opportunities to socialize with their peers from different cultural communities and many take advantage of these opportunities. The 2009 CIRP Senior Study found that 95.9% of Cal Poly Pomona Seniors frequently or occasionally “socialized with someone of another racial/ethnic group,” 1% more than seniors at Public/Private Universities and Public four-year colleges (P<.001) (IRAR, 2009, CIRP Theme “Diversity”, p. 1). In fact, our students do seem to be taking advantage of the opportunities presented to them. Approximately 80% of our CPP Seniors stated that their “knowledge of people from different races/cultures” is stronger/much stronger than when they

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<sup>1</sup> Religious and Cultural Holidays Calendar can be found at:  
[http://dsa.csupomona.edu/deanofstudents/cpp\\_multicultural\\_calendar.asp](http://dsa.csupomona.edu/deanofstudents/cpp_multicultural_calendar.asp)

arrived on campus. This is 2% higher than Public/Private Universities and Public four-year colleges ( $P < .01$ ) (IRAR, 2009, CIRP Theme "Diversity", p. 1).

Our 2005 NSSE data revealed that 50% of first-year students and 47% of seniors reported that they were encouraged to make contact with students from different economic, social, racial, or ethnic backgrounds quite a bit or very much, and when the study was repeated in 2008, 53% (3% increase) of first-years and 53% (6% increase) of seniors reported as such. Fifty-eight percent of first-years and 55% of seniors reported in the 2005 NSSE survey that CPP contributed to their knowledge, skills, and personal development in understanding people of other racial and ethnic backgrounds quite a bit or very much. In 2008, 59% (1% increase) of first-years and 57% (2% increase) of seniors reported as such. In the 2009 Campus Climate Focus Group, one white student said, Cal Poly Pomona provides "*a good experience for White students for diversity.*" Many students indicated that if a student was open to learning about diversity, the campus provided a number of opportunities to do so. They commented that they would recommend CPP to other White students who embrace diversity, but not to those who might be less open to its value. Asian and Pacific Islander (API) students and Latino/a students also reported the climate to be positive, though they did not note the need to be multiculturally aware in order to have a positive experience (OSLCC, 2009b).

### **Student Perceptions of Campus Climate**

The 2000 Campus Climate Study revealed mostly positive impressions of our campus climate. 82.5% of respondents indicated (agreed somewhat, agreed, or agreed strongly) that CPP is "preparing them to live in a diverse society", which is one of the stated missions of the university. In fact, 78.9% would recommend attending CPP to someone whose ethnic or cultural background is the same as their own (Arredondo, 2001). In the 2009 Campus Climate Focus Groups, several African American students indicated that they would recommend CPP to other Black students to "*increase the African American representation on campus*" (Chavez et al., 2009). The 2008 NSSE data provided continued support of this finding, with 79% of first-year students and 81% of seniors reporting that they would choose this school again if they could start their college career over.

The 2000 Campus Climate Study revealed that 80.5% of students do not believe that there "is a lot of racial tension at Cal Poly Pomona" and 81.1% of the campus climate respondents agreed (agreed somewhat, agreed, or agreed strongly) with the statement: "The Cal Poly Pomona administration/staff is supportive of ethnic/racial minority needs" (Arredondo, 2001). This was reiterated in the 2010 Cultural Centers Program Review. The consultants remarked that based on their focus group interviews, it was clear that there was a lack of racial/ethnic tension on campus, largely due to the positive work of the Cultural Centers (White and Milem, 2010). In the 2009 Campus Climate Focus Groups, several students from the Latino/a focus group mentioned that the President, Vice President for Student Affairs, and Dean of Students can often be found at campus events, supporting students. Students from the 2009 Women's Focus Group, the LGBT Focus Group, and White Focus Group also mentioned that they have found supportive faculty, staff, and administrators on campus (Chavez et al., 2009).

After the Women's Center opened in 1975, the campus began to see the value of offering support to students from other cultural communities. Specifically, in 1995 The African American Student Center, Asian and Pacific Islander Center, Cesar E. Chavez Center for Higher Education, and the Pride Center were inaugurated, and in 1998, the Native American Student Center opened its doors. The Cultural Centers are based on a developmental model that allows students to engage more deeply in their identity so that they gain the foundation and confidence to interact, learn, and collaborate across cultures and diverse identity groups (Smith, 1997, Chap. 4). This strengthening of identity development

promotes leadership development as many involved student leaders at the Centers go on to pursue campus-wide leadership positions such as Orientation leadership, Resident Advisors, ASI officers, etc. Despite the fact that legislation is constantly changing, the campus provides a liaison, website, and resource manual for undocumented students who are eligible to attend Cal Poly Pomona and pay in-state tuition, if they meet the requirements for AB540<sup>2</sup>. In addition, students from Greek Life and other campus clubs and organizations from across campus, do fundraising for the DREAM scholarship that is awarded annually to an outstanding student.

Other special populations that the campus has provided services for are campus veterans and CalWORKs students. In 2009, the president appointed members of campus to the Veterans Services Initiative (VSI) and their goal is to help provide: a dynamic and supportive academic community in which to learn; timely and accessible academic programs and services that meet individual needs; and hands-on opportunities for leadership, academic and personal growth<sup>3</sup>. Serving those who serve, Cal Poly Pomona stands committed to providing excellent academic programs that assist military personnel and their dependents in meeting their academic objectives, from admission through graduation. The campus also opened up a CalWORKs office in 2008, following the reorganization of the Women's Center. This is a growing population on campus but sadly, campus budget constraints have prevented the University from continuing to provide one staff member dedicated to assisting this population, and the CalWORKs office closed in 2010. Essential services will continue to be provided to students in the CalWORKs program through the Registrar's office<sup>4</sup>, so that their courses and study hours are verified.

### **Experiences and Responses to Safety and Sensitivity on Campus**

Some of the statistics from the 2000 Campus Climate Survey helped guide us to "next steps" requiring action to help improve the campus climate for students. Some students expressed concern for their physical safety and others occasionally or frequently experienced harassment on campus. For example, while the 2000 Campus Climate Study found that while 88.3% of students do not fear physical harm because of their race/ethnicity, 32% of the gay, lesbian, or bisexual respondents did fear for their physical safety on campus because of their sexual orientation, compared to 9% of the heterosexual students. The study also revealed that LGBT students perceived the climate to be below neutral, while all the other group scores were above neutral and that almost 66% of the students who identified themselves as gay, lesbian, or bisexual feel uncomfortable disclosing their sexual orientation to classmates on campus, compared to 19% of the heterosexual students, highlighting the need for more progress in this area (Arredondo, 2001). In the past 10 years, we have had several hate incidents occur on campus towards the LGBT community, and the Pride Center has provided leadership in presenting a response to such events. The University leadership team, which includes President Ortiz, has taken proactive responses by sending campus-wide communication condemning such acts of hatred.

The Pride Center has been a place of safety, support, and ally-building on campus for almost 15 years. With the goal of educating the CPP community on LGBT issues through personal experience and factual information, serving as a supportive tool for the learning process of the participant, outreaching to LGBT-identified community, and building a supportive network of LGBT allies, the Pride Center also offers the LGBT Speaker's Bureau, where faculty and staff can request that a panel of students speak in their classroom or club meeting<sup>5</sup>. Last year, the Speakers Bureau offered 14 panels for 511 participants.

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<sup>2</sup> AB540 Resource Manual can be found online at [dsa.csupomona.edu/ab540/files/Website\\_AB\\_540\\_Resource\\_Guide\\_1.pdf](http://dsa.csupomona.edu/ab540/files/Website_AB_540_Resource_Guide_1.pdf)

<sup>3</sup> [csupomona.edu/~veterans/](http://csupomona.edu/~veterans/)

<sup>4</sup> [dsa.csupomona.edu/registrar/CalWORKs](http://dsa.csupomona.edu/registrar/CalWORKs)

<sup>5</sup> [dsa.csupomona.edu/pride/](http://dsa.csupomona.edu/pride/)

It is programs like this, which have been offered year after year, that help build a safer campus environment for our students. Before the center opened, the “Safe Zone Ally” program began in 1995 to develop a network of CPP individuals who are visibly supportive of anyone dealing with sexual orientation or gender identity issues and who have attended the training seminar. Since its inception, dozens of CPP community members participate in the safe zone training annually.

As previously noted, CPP was recognized as one of the nation's best campuses for LGBT students in 2006 (Windmeyer, 2006). This is primarily because of the work done by the Pride Center. In the 2009 LGBT Campus Climate Follow-up Focus Groups, students reported a general sense of feeling supported by faculty and staff. In interviews, students reported seeing faculty at events and community activities and were able to name particular faculty and staff members who were especially supportive. They also noted that the Safe Zone label was useful to identify allies on campus. One student stated, “When I first came to Cal Poly I did not have any where to go and then I went to the Pride Center and I went to a Q-safe meeting (student club) and now I have a place to hang out” (Chavez et al. 2009).

The 2000 Campus Climate Survey also revealed that women felt vulnerable on campus. Over 14% of the female respondents reported that they had been harassed or discriminated against “occasionally” or “frequently” because of their gender (compared to 5.5% of the male respondents) (Arredondo, 2001). In addition to offering existing multicultural education programming during Women’s Herstory Months, the campus also took proactive measures to reduce violence against women by applying for and being awarded four extremely competitive grants from the Department of Justice Violence Against Women Office (DOJ Violence Against Women Office, 2000, 2003, 2006 and 2008), totaling \$1,195,000. Each year, the Department of Justice receives over 100 applications. In 2006, only five grants were awarded through the campus grant program, and in 2008, only 21 were awarded. The grants allowed for the opening of the “Stop Violence Office” on campus and following a study in 2008, the office was combined with the Women’s Center. The Violence Prevention and Women’s Resource Center became the sixth cultural center at CPP. The center provides educational and empowerment programs such as the Vagina Monologues in both English and in Spanish, and recognizes the achievements of outstanding women faculty, staff, and students at the annual Women for Change recognition event<sup>6</sup>.

***“One undervalued strength of the [Cultural] Centers is the impact of the programming on student learning.”***

*- (White and Miley, 2010, P. 9)*

Our intention was to address the issues faced by women like the one interviewed in the 2008 Women’s focus groups, where a 3<sup>rd</sup>-year female engineering major, said: *“My field of study is very difficult. Sometimes I feel like I’m not good enough or that I don’t belong in the field. There aren’t many girls in my major either, so if I need help I have to ask the guys in my class. Sometimes they agree to help, but only if I agree to go on a date with them. We get taken advantage of because we are women, and we are the minority; most of us will do whatever it takes to make it to the top. I always feel dejected, sometimes hopeless and alone, but I never knew where to go.”* (Dean of Students, 2008)

In the 2000 Campus Climate Study, 13% of the students reported that they experienced harassment occasionally or frequently because of their race or ethnicity (Arredondo, 2001). In the 2009 Campus Climate Focus Group, one Asian student commented that, other students *“don’t perceive me as an*

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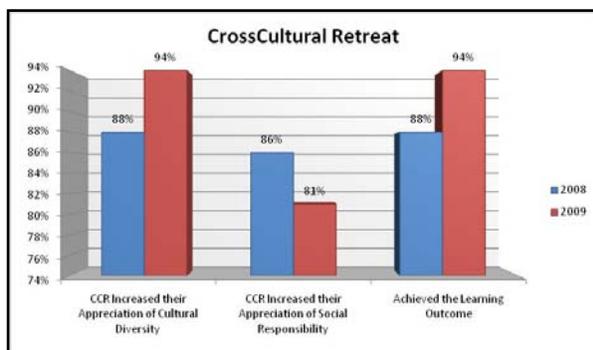
<sup>6</sup> [dsa.csupomona.edu/vpwrc/](http://dsa.csupomona.edu/vpwrc/)

*individual; they view me as a collective.” One White student that wanted to be supportive of diversity efforts said, “I am trying to understand, but don’t always feel very welcomed. I think people question my motives” (Chavez et al., 2009). African American students from the Black Student Union printed T-shirts in 2005 with bold letters on the front that read “1 out of 734”. This represented the number of Black students on campus that year and was a symbol of the sense of isolation the students often experience in classrooms and walking around campus when they do not frequently see or interact with other Black students, staff, administrators, or faculty. Notes from the African American Task Force focus groups revealed that students notice inclusive efforts on campus. When asked “What student support services do you use?” the student responded, “I use OSL (Office of Student Life) and BSC (Bronco Student Center), mostly because I work through OSL and they have a good vibe, they have every cultural representative and I just love their offices and that environment over there. They really strive to meet the needs of everybody” (AASC, 2009a).*

### The Learning Environment

The 2000 Campus Climate Study revealed areas of needed improvement in the learning environment inside and outside the classroom. Although our longitudinal data show some improvements, the 2000 study found that at least 42% of the respondents are uncomfortable discussing racially sensitive topics on campus with members of other races, and about 30% of the respondents feel awkward in situations at CPP where they are the only person of their racial/ethnic group (Arredondo, 2001).

In 2005, 57% of first-year and 58% of senior students said they often or very often had serious conversations with a person of a different race or ethnicity other than their own (NSSE, 2005). In 2008, 59% (2% increase) of first-year and 63% (5% increase) of seniors reported that they had done so (NSSE, 2008). Based on the longitudinal data, it seems that we are making some progress in this regard. Fifty-five percent of first-years and 50% of seniors had serious conversations with students who were very different from them in terms of their religious beliefs, political opinions, and personal values often or very often in 2005, and 55% of first-years and 57% (7% increase) of seniors had in 2008 (IRAR, 2005; IRAR, 2008). This is a good example of progress that is being made at the University.



In addition, after the 2008 Cross Cultural Retreat, 83.9% of the 56 survey respondents agreed that the Retreat created a safe environment for them to engage in dialogue (OSLCC, 2008). Safe space opportunities for students to explore their own identities and those of students different from them have a significant impact on increasing student interactions during and after the event. According to a study conducted in 2005, the Cross Cultural Retreat also “increased students’ expressed willingness to participate in various

multicultural activities” (Gutierrez Keeton, Barker & Chaichanasakul, P. 15).

In addition, 80.2% of CPP Seniors are very satisfied/satisfied with respect for the expression of diverse beliefs, 4.8% higher than Public/Private Universities and Public four-year colleges ( $P < .001$ ) (IRAR, 2009, CIRP Theme “Satisfaction with Services and Community”, p.1).

Interactions between diverse students contribute to their perceptions of each other and their behavior. Cal Poly Pomona can use this level of student interaction as strength to develop areas in need of

improvement. One of these areas lies in developing a campus climate where students are not using stereotypes to relate to one another. For example, in the 2009 Campus Climate Focus Group several Asian American students indicated that other students still hold to the “model minority myth” and expect them to be smarter than others in the group and take the lead in group projects and don’t appreciate the expectation. Other Asian American students indicated that they need to change themselves in order to fit in. Further evidence was revealed in the Latino/a focus group. A student reported that he had to change the way he dressed and spoke to fit in at CPP. Most students agreed that their communication style was something they had to adjust, especially when speaking to faculty or staff. Several other Latino and Latina students agreed that they feel the need to change in order to be respected and taken seriously (Chavez, et al., 2009). We are working towards the improvement of these issues by offering cultural workshops during the 2009 Latino Heritage Month. Two in particular were appreciated by the students: “Tu Educacion Ayer y Ahora – Chicano Education Past and Present”, which challenges deficit models that blame Latino students and communities, and “More than Cinco de Drinko” which explores the true significance behind Cinco de Mayo (Cesar E. Chavez Center for Higher Education [CECCHE], 2009).

***“Amazing growth happens for students who attend programs that had not been exposed to particular issues/challenges/ questions before.” (Faculty member)***

*- (White and Miley, 2010, P. 7)*

In further support of enhancing the learning environment, the African American Task Force 2009 Campus Climate Survey revealed that 78% of the students surveyed agreed that CPP provided the necessary resources to help them succeed academically. The most utilized resources were faculty advising (44%), African American Student Center (38%), and the writing center (34%) (AASC, 2009b).

The 2000 Campus Climate Study encouraged all colleges to outline how they are preparing their students for “careers in a changing multicultural world,” as well as providing them with diversity-related skills (Arredondo, 2001). In 2007, three academic colleges (Letters, Arts, & Social Sciences, Engineering, and Science) offered first-year experience courses with a diversity component. By 2008, these courses were approved as part of the General Education curriculum (Academic Senate, 2007a; 2007b; 2008). Sixty-seven percent of students believe that CPP provides support to help students succeed academically (NSSE, 2005). The African American Task Force Campus Climate Survey in 2009 indicated that 84% of students surveyed have had a positive experience with CPP faculty. One notable comment to the question of whether students thought it was important to have faculty at Cal Poly Pomona who reflect their ethnic background was, *“Yes, it is very important! You can kind of tell that they try to look out for you. Like the professor that I have, if I see him in the hallway we always talk to each other, even though I only had one class with him, we still have that connection. He asks how I am and what I am doing with my life. It’s always good”* (AASC, 2009a; 2009b).

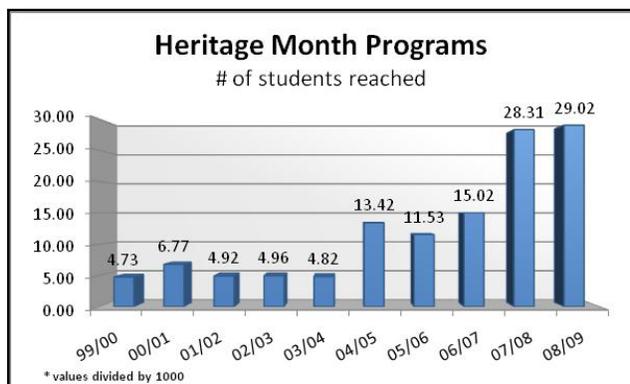
Faculty on our campus are very engaged with our students outside the classroom as evidenced by the fact that an average of 99 of 563<sup>7</sup> faculty members were active collaborators with student life departments in the areas of student leadership, diversity, and multiculturalism experiences from 2005-2009 (Dean of Students, 2009). This supports students’ perceptions regarding faculty being connected with them outside the classroom.

<sup>7</sup> [http://www.csupomona.edu/~irar/annual/documents/Major\\_to\\_Faculty\\_RatioFall2009\\_000.pdf](http://www.csupomona.edu/~irar/annual/documents/Major_to_Faculty_RatioFall2009_000.pdf)

An area of positive feedback, but also an area for continued growth is the 2000 Campus Climate Study statistic that 69% of all students agreed with the statement “My major department emphasizes the importance of diversity in my field.” (Arredondo, 2001) In the 2008 NSSE study, 64% of first-year and 53% of senior students indicated they included diverse perspectives often or very often (different races, religions, genders, political beliefs, etc.) in class assignments. This is an increase from 62% of first-year students and 50% of seniors from the 2005 study, which indicates that we are continuing to make progress (IRAR, 2005). However, 30.3% of CPP Seniors strongly agree/agree they have heard faculty express stereotypes about racial/ethnic group in class, 4.4% higher than Public/Private Universities and Public 4 year colleges ( $P < .05$ ) (IRAR, 2009, CIRP Theme “Interaction with Faculty”, p. 3).

### Sense of Community

When programs are given permanent funding support, the results are impressive. The 2000 Campus Climate Study made several recommendations and one was to create a welcoming, validating and safe environment for all students and another was a recommendation that the university support the Cultural Centers by providing them with adequate financial support (Arredondo, 2001). There are six Cultural Centers that provide resources, safe space, professional support, and educational programs for our campus community. Since 2001, Student Affairs has provided each center with permanent funding for one full-time coordinator and minimal operational costs. This is still an area for continued investment, as indicated in the Cultural Centers’ External Program Review (White and Milem, 2010, p. 8-9). In 2003, the Associated Students, Incorporated put forth a “Student Opportunities Initiative” that was approved by the student body. The initiative increased student fees and offered increased funding in 2004 for the Heritage Month Programs, which are advised by the professional Cultural Center coordinators (ASI, 2003).



The graphs above show the significant impact that the increased ASI funding had on the number of programs offered and number of students reached, making the student’s investment in multicultural programming worthwhile. Each heritage month received \$7,092 in 2009-2010. While this small amount of soft funding helps with programmatic and speaker costs, equally important (if not more important) was the commitment from the Cultural Centers to provide leadership and professional staff advisors for each of the heritage months. The coordinator salaries are funded with permanent state funds. In addition to the growing number of heritage month activities, campus clubs and organizations have continued to grow in numbers and membership and the Office of Student Life and Cultural Centers has offered 3,819 programs to 375,836 participants in the past 10 years (OSLCC, 2009c).

Examples of current programs that intentionally contribute to the overall sense of community include programs in the residence halls, the Cross Cultural Retreat, Summer Bridge, and cultural center

programming. Ninety five percent of the 56 respondents agreed that the 2008 Cross Cultural Retreat helped them connect with others and feel a sense of community (OSLCC, 2008). In 2003, 82.9% of graduating seniors who participated in the cultural graduation celebrations indicated on the Exit Survey that the cultural centers enhanced their development in terms of a connection to the campus community. These numbers stay consistently above 80% through 2006. After 2006, the survey was revised from a five-point to a four-point scale, which resulted in a reasonable drop to 72% in 2007 and 74% in 2008. Finally in 2009, distribution was opened to all graduating seniors who self-identified as part of a group served by the cultural centers, resulting in 1,152 responses with 53% of responders stating that they agreed the cultural centers enhanced their development in terms of a connection to the campus community (OSLCC, 2009a).

In residential life, every quarter, each student Resident Advisor is required to facilitate or present:

- 3 Curricular Programs that meet a CPP Learning Objective
- 5 Community Development Programs, 2 on weekends
- 2 Passive Programs

During the fall and winter quarters, University Housing Services<sup>8</sup> residential life staff facilitated forty-five passive and active diversity programs in the residence halls in conjunction with the program requirements of the paraprofessional staff. These programs range from historical review, community discussions to present day case studies. Each program also ties to a learning objective of Global Citizenship, Interpersonal Skills, Lifelong Learning, Ethical Learning, and/or Critical Thinking. This is an excellent example of how the diversity learning outcomes are embraced by various areas of the campus.

Another residential program, Summer Bridge<sup>9</sup>, is one of our campus's great success stories when it comes to building community. For over 25 years, CPP has provided students from lower socioeconomic backgrounds the opportunity to participate in a Summer Bridge experience. This award-winning program offers academic workshops and seminars that build the academic skills needed to successfully navigate the college experience. This program also provides the unique opportunity for these students to become acquainted with campus departments and resources, develop friendships and experience campus life.

Even our littlest Broncos at the Children's Center<sup>10</sup> are involved with diversity education. The Children's Center shows its commitment to diversity in several ways. First, it offers several grant-funded programs that offer low and no-cost childcare for our students. Second, when one walks into each classroom he or she will find pictures of the children's diverse families. The Children's Center also hangs flags that say "peace" in eight different languages, culturally diverse books, music, puzzles and dolls. The Center also celebrates, observes and teaches about a variety of cultural holidays, such as the Cinco de Mayo, Lunar

***"Participation in the Center helped immerse me in campus life." (Student)***

*- White and Miley, 2010, P 7*

New Year, and Cesar Chavez and Martin Luther King, Jr. days. Finally, on March 5, 2010, our children were treated to a fun and educational event, "The Travel the World Carnival." Our Sigma Kappa sorority and Phi Kappa Tau fraternity gave the children the opportunity to learn about several continents including Asia, Africa, South America and Antarctica. The children ate snow cones and

<sup>8</sup> [dsa.csupomona.edu/uhs/](http://dsa.csupomona.edu/uhs/)

<sup>9</sup> [dsa.csupomona.edu/ssep/SummerBridge.asp](http://dsa.csupomona.edu/ssep/SummerBridge.asp)

<sup>10</sup> [dsa.csupomona.edu/childrenscenter/](http://dsa.csupomona.edu/childrenscenter/)

participated in making dragon fans, rain sticks and animal puppets. These are just a sample of the fun activities that the children engaged in as they “traveled” from one continent to another.

However, one area in need of improvement is the overall sense of community at CPP. Only 69.5% of CPP Seniors were very satisfied/ satisfied with overall sense of community among students. This percentage is 4.6% lower than Public/Private Universities and Public four-year colleges ( $P < .01$ ) (IRAR, 2009, CIRP Theme “Satisfaction with Services and Community”, p. 1) and leads to the inevitable question about how to maximize resources for co-curricular activities, clubs and organizations, and the six Cultural Centers in challenging budget times. Our students’ sense of community does not happen accidentally; rather, there is a need for additional housing, intentional involvement opportunities, multicultural education, safe spaces, outdoor gathering spaces, enhanced recreational facilities, and outreach to groups with specific cultural needs.

Another area in need of improvement is our focus on interfaith efforts on campus. We had 14 faith-based student organizations register in 2009-2010 (OSLCC, 2010). In 2006, a student intern in the division of Student Affairs completed a research project and Interfaith Study (Reyes, 2006) that resulted in the recommendation for our campus to further explore the possibility of opening and staffing a new Cultural Center on campus, an Interfaith Center.

The individual students from the various clubs and organizations can be seen across campus at club meetings and events. They can be found praying at their club meetings, on their prayer rugs outside in the University Plaza or inside prayer tents in the University Park. Some of the religious groups that also have an ethnic connection to other cultural centers, like the Muslim Student Association, are actively involved with the Asian and Pacific Islander Student Center and co-sponsor programs together. Students from the Muslim Student Association attended the campus climate follow-up focus groups and said they sincerely appreciated all of the support they receive from the Asian and Pacific Islander Student Center and the Multicultural Council.

The Office of Student Life and Cultural Centers does an excellent job of helping to explain our campus “Interim Freedom of Expression” policy<sup>11</sup> throughout the year, because students from Hillel or the Korean Campus Crusade for Christ have strong differing opinions about religion and faith that cross national and international boundaries and these differences are highlighted on a regular basis. What one group considers being the truth, another considers being false. The staff proactively meet with groups to plan potentially controversial programs, set up a staffing rotation to monitor the area and handle any interfaith conflicts, and distribute information about “How to handle controversial speakers,” so everyone on campus is empowered to participate in campus life.

Questions regarding faith and sexual orientation are included in the CIRP Senior Survey (IRAR, 2009) and in response; one student wrote to the department, *“While I am aware that not every religion can be listed on such a survey, I am very confused as to why there are THIRTEEN branches of Christianity while several other religions are left out. I am a Wiccan, a religion I hasten to defend by explaining that multiple branches of the government have recognized it as valid. ...If I am the only one to complain about this issue, I will simply explain that I felt it necessary to indicate the irony created by a survey asking about discrimination to reduce everything but Christianity into six options (containing other and none) compared to thirteen”* (Moran, personal communication, May 17, 2009).

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<sup>11</sup> Interim Freedom of Speech can be found at [http://www.dsa.csupomona.edu/osl/files/INTERIM\\_FREE\\_SPEECH\\_POLICY\\_29.pdf](http://www.dsa.csupomona.edu/osl/files/INTERIM_FREE_SPEECH_POLICY_29.pdf)

More recently, our CSU Graduation Initiative delivery team at CPP documented the fact that increasing student involvement on campus was one of the most important ways to help raise our freshmen and transfer 6-year graduation rates in the top quartile of our institutional peer group and to halve our achievement gap between under-represented minority students and non-URM students by 2015. Students who are active in campus life stay connected – both as an undergraduate and an alumnus. The engagement subgroup recommended measures to increase student involvement on campus, increase student connections with their discipline, increase financial support for students, increase campus employment opportunities, and increase the number of students residing on campus (CPP, 2009).

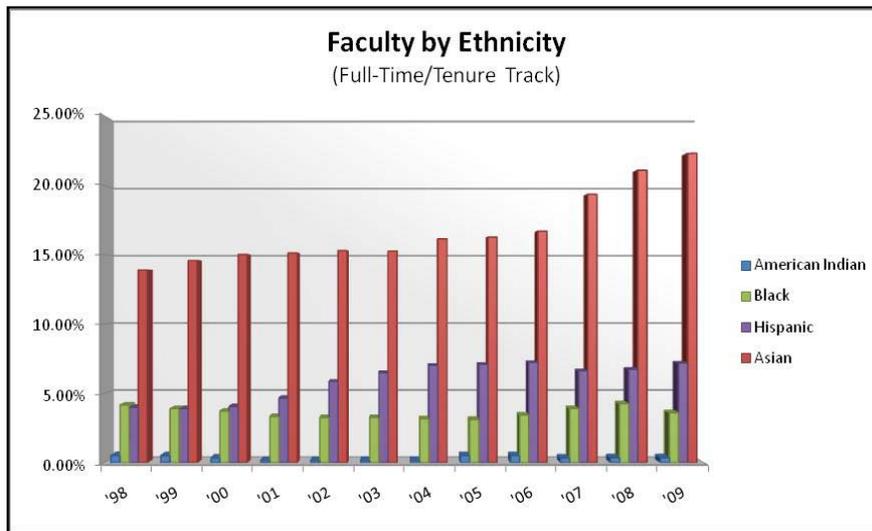
### Faculty Representation

Year	Total Faculty	Female Faculty	% Female
1998	576	167	29%
1999	590	177	30%
2000	593	183	31%
2001	602	192	32%
2002	615	196	32%
2003	616	207	34%
2004	570	196	34%
2005	578	202	35%
2006	581	202	35%
2007	589	216	37%
2008	564	221	39%
2009	556	221	40%

Another area for needed improvement includes the 2000 Campus Climate Study’s recommendation that the university hire more women faculty, staff, and administrators, as well as more faculty, staff, and administrators of color (Arredondo, 2001). Over the last 10 years there have been several notable changes in the composition of our tenure track faculty. In 2003, the total number of minorities was 155 (25% of total) and in 2009 that number increased to 186 (34% of total) (Diversity and Compliance, 2010).

Most notable is that in the last three years, female faculty constituted over 50% of the new hire total and over the last 10 years, the most significant increase, from 15% to 22%, has been among Asian/Asian American faculty (Munoz-Silva, 2009). The

second highest change has been among Latino/a faculty, increasing from 4% to 7%. However, Black/African American faculty representation has remained at 4% and American Indian faculty at .3% (Diversity and Compliance, 2010).



\*Derived from charts provided by the Office of Diversity and Compliance at Cal Poly Pomona (2010).

### Campus Relations and Support

Relations with the campus police have improved significantly since 1990 when the WASC team wrote in their final report that “relations with the Campus Police are strained.” Evidence of this change comes

from on-going assessment. The University Police mailed a survey card to people who interacted with Patrol officers, community service officer services, emergency prep, and alarm services. The department wanted to assess whether, at the conclusion of a contact, their customers felt that they had been treated professionally and respectfully, in a manner consistent with its mission statement. The survey results from 2009 indicated that 82% found their overall interaction with the University Police to be very positive reporting excellent (69%) or good (13%) ratings, while only 18% rated the experience as satisfactory (10%) or poor (8%) (Police Department, 2009). These results are particularly impressive when you consider that these comment cards were sent or given to the reviewer *after* he or she had been pulled over, and in many cases cited, by the police. In 2010, the Police department conducted another study of over 900 students, using a paper survey and hand-held PDA devices to ask students to indicate if they felt they were treated respectfully when they had contact with the Police department. 54.2% strongly and moderately agreed that they were treated respectfully, 40.27% neither agreed nor disagreed, and only 5.71% strongly and moderately disagreed (Police Department, 2010).

In addition, our campus is proud of our PolyCARES network. PolyCARES stands for “Cal Poly Pomona's Community Assessment and Response for Employees & Students.”<sup>12</sup> Two confidential email addresses exist to report issues of concern regarding community members (and non-members) who pose a risk to themselves, others, and/or the campus community to the PolyCARES network members: [BroncoSafe@csupomona.edu](mailto:BroncoSafe@csupomona.edu) and [BroncoConcerns@csupomona.edu](mailto:BroncoConcerns@csupomona.edu). Representatives from Counseling and Psychological Services, Judicial Affairs, Human Resources, and the Police Department review the emails and discuss the need for intervention regarding concerns.

***“We are not done with diversity yet, so the presence/work of the Centers is important to this work.”***  
***(Administrator)***

*(White and Miley, 2010, P. 7)*

All students will find several avenues to report insensitivity, complaints, and grievances at CPP. First, formal complaints of harassment, discrimination or retaliation against a University employee, independent contractor, or visitor are handled by the Director of Diversity and Compliance (EO/AA/504/ADA/Title IX, 508 Compliance Officer). Complaints against students are filed with the Director of Judicial Affairs in the Dean of Students Office. The Office of the University Ombuds opened in the fall of 2006 as a confidential, informal resource for all University constituencies<sup>13</sup>. The office is

particularly useful for students, because in comparison to faculty and staff, there are fewer channels for students to voice concerns to a neutral third party. Unlike students, employees have the option of contacting Human Resources and most staff and faculty members can contact their unions when seeking advice.

Recent efforts to improve service utilization of underrepresented students include the Career Center hosting an “Open House” for the Cultural Centers and research conducted by our Counseling and Psychological Services department that studied Asian American college students’ utilization of on-campus counseling centers.

There is still much to be done to support our students, evidenced by the fact that 26.9% of CPP seniors strongly agree/agree that they have been singled out due to their race/ethnicity, gender, religious affiliation or sexual orientation. This is 6.2% higher than Public/Private Universities and Public four-year colleges ( $P < .001$ ) (IRAR, 2009, CIRP Theme “Diversity”, p. 1). Most recently, we experienced offensive

<sup>12</sup> [csupomona.edu/~polycares/](http://csupomona.edu/~polycares/)

<sup>13</sup> [csupomona.edu/~ombuds/](http://csupomona.edu/~ombuds/)

graffiti in one of our residence halls targeting women, African Americans, and the LGBT community. These incidents were swiftly addressed by the highest levels of administration, the Cultural Centers, student organizations, and campus affinity groups. Actions taken as a response to the incident include residence hall meetings held by University Housing Services, emails to the campus community, communications with campus affinity groups, Cultural Center coordinator meetings, student forums, and a University action plan. In an effort to prevent future incidents of intolerance, Cal Poly Pomona has enhanced the diversity workshops provided for all incoming students at orientation, and University Housing Services hosted a webinar on "Preventing Hate Crimes."

We continue to work to improve the climate for our students, faculty, and staff by supporting the Cultural Centers, academic programs like the Multicultural Leadership minor, Ethnic & Women's Studies, and encouraging involvement in identity-based affinity groups.

In support of this goal, the Division of Student Affairs recently completed an external review of the Cultural Centers using the CAS Standards (Council for the Advancement of Standards in Higher Education, 2009).

### **Cultural Center External Review: Recommendations**

In January, 2010 Lori White, Vice President for Student Affairs at Southern Methodist University and Jeffrey Milem, Associate Dean for Academic Affairs at the University of Arizona conducted an external program review of the cultural centers' mission, programs, services, organizational structure, resources, assessment and evaluation.

### **Diversity Equity and Access**

External Assessment: STRONG

- "We believe that there is a relationship between the presence and work of the Centers (particularly the ethnic Centers) and Cal Poly's diverse student population and relatively positive race relations on campus."
- "The presence of the Centers is a physical and programmatic manifestation of Cal Poly's Celebration of Diversity Core Value and the Richness of Diversity Mission of Cal Poly's Division of Student Affairs."

Recommendation:

1. "each Center needs to be more explicit about articulating their particular roles in supporting diversity, equity and access and providing examples of the ways in which their work supports these important university values...We recommend that each Center provide an annual report describing its activities, accomplishments, and challenges to the President, Provost, Vice President for Student Affairs, and Faculty Senate" (White and Milem, 2010, p. 6-8).

### **Financial Management, Facilities, and Use of Technology and Equipment**

External Assessment: POOR

- "There is much concern on the part of students in particular as to the future staffing of certain Centers if temporary staff are not rehired and/or if a search for a permanent hire is not allowed to go forward, making some students wonder about the university's continued commitment to them"

- “Mandated University furloughs are also a source of consternation for students: ‘Belonging is so important ... the furloughs are tough ... there is not a place for me to go when the centers are closed because of furloughs’”
- “The Centers are warm and inviting, although the furniture in most of the Centers looks old and worn out.”
- “The Centers receive minimal state funding ... any reduction in state funding to the Centers would impact the staff and the day-to-day operations of the Centers.”
- “We were struck by the breadth of responsibility that others at the university have for the Coordinators, from helping with admissions and outreach, coordinating cultural programs, facilitating cultural diversity workshops, fundraising for their programs and activities; it seems that everyone expects them to do everything” (White and Milem, 2010, p. 8-9).

### **Culture of Evidence**

External Assessment: STRONG

- “We were provided with an impressive array of assessment reports to review. However, the Centers need to find ways to succinctly summarize their various assessments.”
- “Given all the many assessments and evaluation reports with which we were provided... it was surprising to hear some on campus tell us that they were not sure of the value of the Cultural Centers to the campus.”
- “we think one undervalued strength of the Centers is the impact of their programming on student learning”

Recommendations:

1. “Continue to create more equitable educational experiences for its diverse student body”
2. “Find ways to succinctly summarize their various assessments”
3. “We recommend that the Centers work closely with the Office of Institutional Research to ensure that their assessments align with those areas of the university experience that the Office of Institutional research thinks are most critical, one of which has been mentioned previously in this report-the impact of the Centers on student retention” (White and Milem, 2010, p. 9-10).

### **The Effectiveness of the Current Cultural Center Model**

External Assessment: STRONG

Recommendations:

1. “for some of the larger areas that each Center Coordinator has been expected to engage (for example Development work or liaisons with academic departments) that each Coordinator be selected and trained to develop a particular expertise and that Coordinator be charged with providing support for that area on behalf of all of the Centers.”
2. “Many of the programming activities that the Coordinators do can, and should be, delegated to student staff.”
3. “the Center Coordinators can assume some important functions that are currently neglected (i.e., Leadership Retreat, Retention/Persistence/Student Success Activities, Outreach and Collaborations with Academic Units and Academic Support Units)”

4. "It is critically important that closer, more formalized relationships be developed and maintained with the academic units and with academic support services on campus."
5. "'economies of scale' could be created by locating all of the Centers in the Stable area ...[enabling] the Centers to more efficiently share their resources and also create greater synergy for enhancing the already strong collaboration among the Coordinators...[and] help support what we believe is a need for cross-cultural interaction and dialogue."

"The recommendation to co-locate the Centers should not be interpreted as a move toward Center consolidation" (White and Milem, 2010, p.5).

### **Conclusion**

The various data sources we have help us capture a multidimensional view of our campus climate as seen through the eyes of students, faculty and staff. This paper refers to concerns raised in the 1990 WASC visit, issues raised in the 2000 Campus Climate Study, and recent findings that show areas of progress and areas for improvement. Overall, Cal Poly Pomona is committed to promoting a positive campus climate and institutionalizing its commitment to diversity. This paper highlights examples of deep learning with respect to students and their development.

Since the 1990 WASC visit, the campus has made significant progress in the area of diversity and campus climate. In one of the 2000 campus climate reports, the team wrote:

*According to Hurtado, Milem, Clayton-Pederson, and Allen (1998, 1999), the total institutional climate for diversity can be seen as a product of four interconnected elements on any campus:*

1. *The institution's historical legacy of inclusion or exclusion of various racial/ethnic groups;*
2. *The structural diversity in terms of numerical representation of various racial/ethnic groups;*
3. *The psychological climate of perceptions and attitudes between and among groups; and*
4. *The behavioral climate, characterized by intergroup relations on campus (p. 282).*

It was the hope of the committee that the campus climate follow-up continue to encourage Cal Poly Pomona to better enjoy the benefits of diversity on college campuses (Astin, 1993a; 1993b; Smith, 1997). Concrete evidence of these benefits is clearly presented in this white paper, indicating that the University has made a lasting impact on the lives of our students through intentional education (inside and outside the classroom), resource allocation, and decision-making that supports issues of diversity. Cal Poly Pomona is clearly a learning-centered campus and the learning involves the whole-student experience. As such, the University will take the evidence presented in this white paper and use it to further develop goals and objectives for our campus.

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