



Office of Student Life & Cultural Centers  
**Developing Social Justice Allies through Safe Zone Training**  
Assessment Report

**Brianna Carmen Sérrano**, Pride Center Coordinator

**Choose One:** Learning Outcome Assessment

**Date of Assessment Implementation:** October 2016

**Date of Report:** June 2017

**Purpose of Assessment**

This is to assess the Safezone program for the Pride Center and special programs offered by the Center to support Ally Development to create a positive climate for LGBTQ students on campus (Hurtado, S., & Guillermo-Wann, C. 2013; Edwards, 2006).

**Division Learning Outcome** Diversity & Global Consciousness

**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.

**Assessment Methodology**

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

**Results**

Below 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.

**Respondents Reported:**

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

52.5% Strongly Agreed

45.8% Agreed

1.7% Neutral

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

52.5% Strongly Agreed

37.3% Agreed

10.2% Neutral

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

50.9% Strongly Agreed  
38.2% Agreed  
10.9% Neutral

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

50.9% Strongly Agreed  
38.2% Agreed  
10.9% Neutral

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

66.1% Strongly Agreed  
33.9% 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.

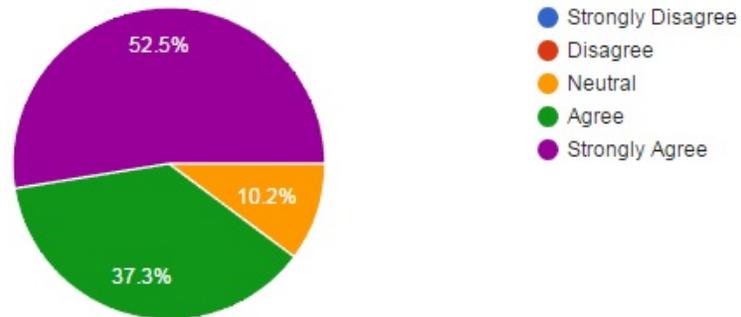
**References:**

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.

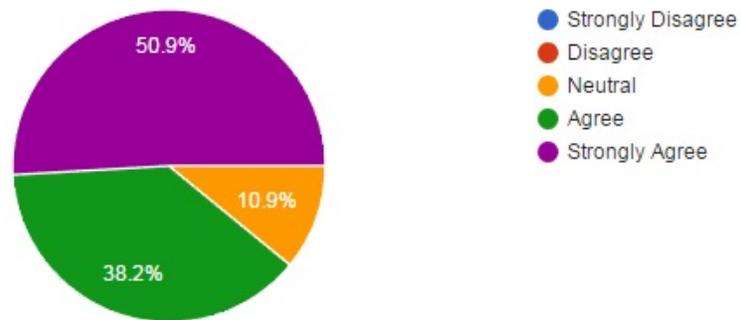
I have a better sense of allyship to the LGBT+ community because of this program.

59 responses



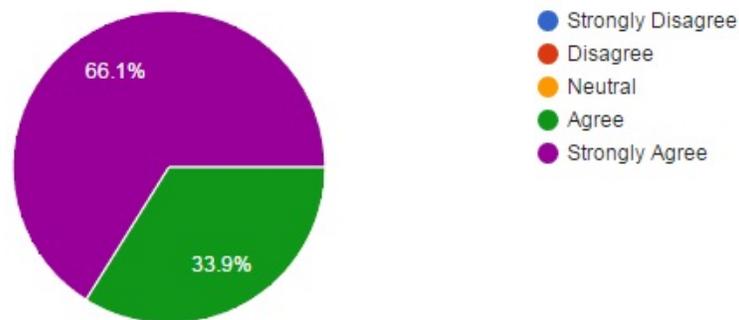
I value differences among others because of this program.

55 responses



I am more likely to engage in critical discussion about LGBT+ issues because of this program.

59 responses



## Conclusion

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