



# Office of Student Life and Cultural Centers Cultural Centers' Impact on Student Success Assessment Report

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**Choose One:** Other

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## Purpose of Assessment

Since fall 2015, Cultural Centers have asked students to sign in when they enter each center. This has generated a data set regarding a cohort of students who access the centers and their resources. At the suggestion of Institutional Research, Planning & Analytics, we partnered with the Claremont Evaluation Center at the Claremont Colleges to assist with analysis of the data to explore links between students who access the center and their success at the university.

**Division Learning Outcome** N/A

## Targeted Learning Outcome

The following were questions we posed prior to analyzing the data:

1. Do students who Cultural Centers have higher GPAs and retention rates than students who do not visit the centers? Do URM students who visit the Cultural Centers have higher GPAs and retention rates than URM students who don't?
2. Do the amount of visits to the Cultural Centers impact their GPA and retention rates?

## Assessment Methodology

Students sign in using their Bronco ID number upon entering each Cultural Center. Data has been collected since fall 2015.

## Results

Data was collected with 5,636 students that attended the Cultural Centers between fall 2015 and fall 2017. In total, 27.3% had transferred from another college or university. The majority of students (59.2%) were part of an under-represented minority (URM) racial/ethnic group. Most students (47%) identified as Hispanic or Latinx. Black/African American students represented 9%, API students made up 22%, Native American represented 1%, White students represented 9%, and Two or More Races made up 4% of the sample.

During 2017-2018, the Cultural Centers hosted 4191 (17% of CPP student population) unique students with a total numbers of visits of 57,269

### Cultural Center Attendance and GPA

- For *URM students*, there was a *modest positive relationship* between CC attendance and GPA ( $n = 1,475$ ,  $r = .06$ ,  $p < .05$ ) – more frequent CC attendance was associated with a higher GPA for under-represented minority students.

### Cultural Center Attendance and Retention

- There was a significant *positive relationship* between attendance and center retention for first-time freshmen students ( $n = 365$ ). For each additional visit to the Cultural Centers, freshmen were 1.16 times more likely to attend the cultural centers during the following academic year (Wald = 16.61,  $OR = 1.16$ ,  $p < .01$ ).

### Race/ethnicity

- For Hispanic/Latinx students ( $n = 1,235$ ,  $r = .09$ ,  $p < .01$ ) there was a *modest positive relationship* between CC attendance and GPA.

### College

- For students from the *College of Science*, there was a modest negative relationship ( $n = 405$ ,  $r = -.13$ ,  $p < .01$ ) between CC attendance and GPA.
- For *URM students* from the College of Education ( $n = 106$ ,  $r = .18$ ,  $p = .05$ ) and the College of Letters, Arts, and Sciences ( $n = 375$ ,  $r = .11$ ,  $p < .05$ ) there was a *modest positive relationship* between attendance and GPA for students from these colleges.

### Specific Cultural Centers

- There were modest positive relationships between attendance and GPA for students attending the Cesar E. Chavez Center for Higher Education ( $n = 1,100$ ,  $r = .06$ ,  $p = .05$ ) and the Women's Resource Center ( $n = 869$ ,  $r = .09$ ,  $p < .01$ ).
- More frequent CC attendance was associated with a higher GPA for students attending these centers, particularly for URM students (CECCH  $n = 846$ ,  $r = .07$ ,  $p = .05$ ; WRC  $n = 869$ ,  $r = .09$ ,  $p < .01$ ).

### Conclusion

Results suggest promising benefits of Cultural Center attendance for URM students and freshmen. However, looking at the impact of Cultural Centers using GPA is limited. More research is suggested in the area of university retention rates and if CC attendance has an impact. Additionally, qualitative research about students who visit the CCs and their sense of belonging would help complete the narrative about CC impact.

### Implications for Practice

Cultural Centers will continue to track student attendance for further analysis. Given the impact on UM freshman GPAs, we will strengthen our focus on this population especially with the focus on Graduation Initiative 2025. Use of the centers continues to rise each year. This data may assist us in better allocating resources or making decisions about space for the centers in order to allow us to serve more students. Additionally, we plan on exploring retention rates and their correlation with CC attendance.