

Services & Activities Fee Annual Program Review

Program Name: Diversity & Equity Center (DEC)
Program Manager: Janette Chien, Director of the DEC
Fiscal Year: 2021-2022

1. In what ways does your program support CWU students? Please be specific, yet concise.

The Diversity and Equity Center (DEC) supports students across campus through advocacy, social justice peer-education, and identity & cultural programming. In particular, the DEC centers on the needs of students with marginalized identities by providing multiple identity affinity-spaces (THRIVE, Q*Fam) for students to build community through shared identities and diverse experiences. The DEC collaborates with student organizations and clubs and departments across campus to host campus-wide cultural programming that affirms marginalized students' experiences and cultural backgrounds. We also provide social justice workshops to the student campus community that are co-facilitated by DEC student and professional staff. Through these range of programs, the DEC provides consistent community building programs throughout the year for students to build strong peer relationships, learn from one another, and feel a sense of belonging at Central.

One of our Program Manager's acts as an Advisor to the Equity & Services Council (ESC), providing guidance and support to the ASCWU's Director for Equity & Multicultural Affairs to lead the ESC Executive Board, and to support the ESC student organizations in organizing their cultural and educational events.

Additionally, we hire and maintain 5-10 student initiatives coordinators at the DEC throughout the year, mentoring them to be student leads for DEC programs and providing professional development and learning opportunities to foster their personal growth and leadership.

2. What are your specific program goals or learning/operational objectives? How are you assessing the effectiveness of your program in achieving those targets?

1. Identity-Affinity Programs

Our yearlong identity-affinity programs include THRIVE: a women of color empowerment program, Q*Fam: a 2LGBTQIA+ student support program and Find Your People series – where we partner with various student orgs and clubs to bring students together.

Our identity-affinity program goals are to:

- Build community and create a sense of belonging to increase retention of students from marginalized and targeted identities.
- Give time, place, and space to individuals with like identities to dialogue about lived experiences and the impacts on their lives.
- Provide opportunities for networking, discussion, and connection in a supportive and affirming environment.

After each event, we provide reflection cards with prompts on a Likert scale of *Strongly Agree* to *Strongly Disagree* to collect attendees' attitudes and opinions as well as feedback on the event. Prompts include:

- *"I feel confident claiming space as a woman of color."* [THRIVE]
- *"I learned 2 new things about women of color self-care & solidarity."* [THRIVE]
- *"I feel connected to the 2LGBTQIA+ Community here on campus."* [Q*Fam]
- *"My interactions at Q*Fam today made me feel loved, appreciated, and supported."*

In the winter quarter for the THRIVE program, 84% of respondents indicated "Agree -4" and "Strongly Agree - 5" to feeling more connected to the women of color students on campus. THRIVE participants reported that the space felt welcoming and open and that it felt very meaningful to have "interactions with women like me." For Q*Fam, 80% of respondents indicated "Agree -4" and "Strongly Agree - 5" to their interactions at Q*Fam made me feel loved, appreciated, and supported. Q*Fam participants reported that the environment was fun, supportive, and that they enjoyed being able to laugh and spend time with friends.

For Find Your People Series, the primary program goal is for students to build community and create sense of belonging. Depending on the student club or organization we partnered with (e.g., First Gen Student Organization, Central African Student Association, etc.), we integrated their goals into our assessment process. For instance, certain orgs wished to facilitate educational programming, and our reflection card included qualitative data collection: *"What did you learn? How will you apply what you learned to the classroom and/or real life?"*

2. Campus-Wide Cultural Events

In winter quarter 2022, we collaborated with the Office of International Studies & Programs, Equity & Services Council, and student organizations to host Parade of Nations. The goals of this program evolved through our student staff leads:

- To facilitate a space for students with marginalized identities to highlight their cultures and unapologetically take up space.

We collected general event evaluation cards, inviting attendees to share what they learned from the event and how they might apply what they've learned in real life. One attendee shared: *"I learned that there is an incredible amount of Native American traditions that developed in tandem with each tribe. If this dance is specific to just the local tribe the total must be massive."* It is apparent through the reflection cards that attendees were able to engage meaningfully with the student performers and student organizations and clubs that were tabling.

3. Educational Opportunities

For our social justice workshops, we have specific learning outcomes based on the topic of the workshops. You can view [a sample of our evaluation](#) for "Safer Spaces" a work centering on supporting 2LGBTQ+ students. We facilitated 11 workshops in the fall quarter and 7 workshops in the winter quarter. For Equity & Identity workshop, 92% of participants indicated "Agree -4" and "Strongly Agree - 5" to being able to define key elements of equity. For Safer Spaces, 94% of participants indicated "Agree -4" and "Strongly Agree - 5" that they have increased their knowledge and understanding of the gender binary.

At the end of each quarter, we produce assessment reports for each of these areas listed above.

DEC Student Staff

For DEC Student Staff, we conduct a student staff pre and post [evaluation](#) to assess their personal and professional growth over the course of the year. The pre-evaluation takes place in the Fall Quarter and the post-evaluation takes place at the end of the academic year. The goals are to see growth in the following areas:

- An appreciation for others/feeling, opinions, and perspectives when working with a team
- Diffuse difficult situations while upholding policies and values of the DEC
- Know where to direct students for various resources available to them on campus (academically, support, advocacy)
- Model event management best practices
- Develop effective collaborative relationships with a variety of campus partners
- Create programs/services related to intercultural development on campus

Additionally, we conduct a mid-year [self-assessment](#) that student staff complete to reflect on their performance and professional skills related to customer service, knowledge of the DEC, communication, and initiative.

Overall

At the end of each quarter, we conduct a SWOT analysis during a staff retreat with student staff and professional staff. We review the assessment writeups for each program area and create goals and revisions for the upcoming quarter. We continuously reflect on our program alignment with the [DEC's mission, mission, values](#).

3. What is the overall purpose of your program and what service(s) does your program provide?
 - a. Are there overlaps or intersections with other university programs who have a similar purpose or service?

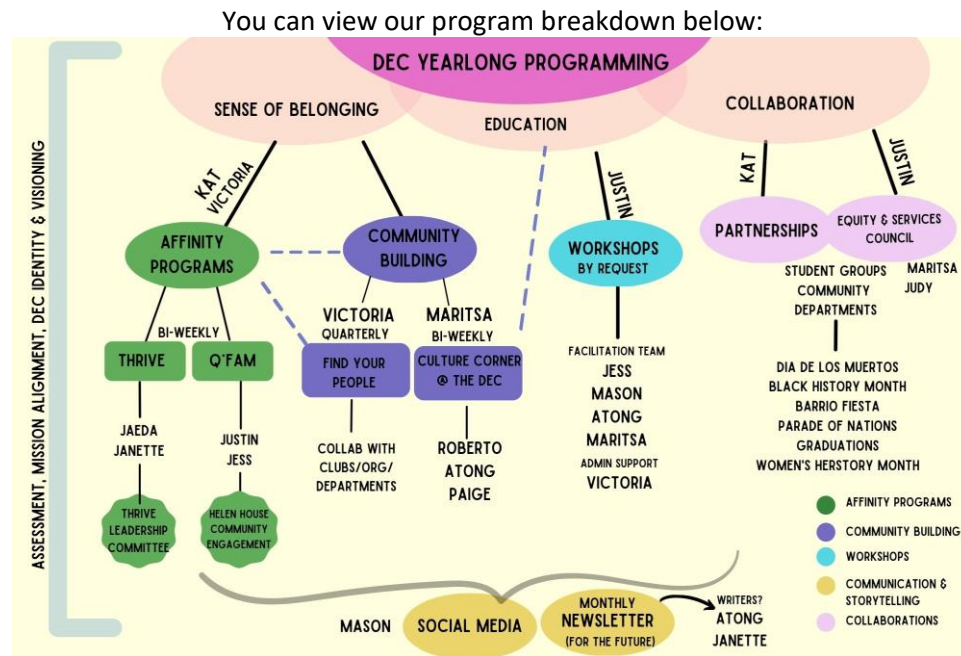
The overall purpose of the DEC's programs is to facilitate community building and sense of belonging for students, particularly students with marginalized identities. The DEC provides yearlong identity-affinity programs for students to gather in community:

1. THRIVE: a women of color empowerment program (bi-weekly)
2. Q*Fam: a 2LGBTQIA+ student support program (bi-weekly)
3. Find Your People Series (1-2/quarter)

These yearlong programs are facilitated by a team of DEC students and professional staff. They provide an opportunity for students to gather around a shared identity, feel affirmed in their identity development, and connect to a community that shares that identity. The programs are also an opportunity to share a range of experiences that exist within identity groups and to build community and solidarity in these spaces.

The DEC works closely with student clubs, organizations, and campus departments to host a range of campus-wide cultural programming such as Día de Los Muertos, Parade of Nations, Black History Month and Women's History Month programming. Additionally, we provide

ongoing educational opportunities for students to engage with social justice through our peer-facilitated workshops.



Outside of our programs, our professional staff provide holistic support and guidance for students across campus to navigate their own identity development, and to process any bias-related incidents on campus. We also provide support to students who are struggling with isolation, loneliness, a feeling of loss of their cultural heritage, and those who need a place that feels welcoming and affirming to their whole selves.

The Equity & Services Council has similar goals to the DEC regarding supporting marginalized student populations, and so we are often intersecting, collaborative, and connected in our various programming. As noted, one of our staff is the advisor to ESC, and the DEC staff supports the ESC organizations to navigate the many complex administrative processes required to host their social and cultural events.

Major distinctions between ESC and DEC include ESC student organizations are student-run, and the orgs tend to host more social-based and cultural programs focused on building community within their ESC org and across ESC orgs. The DEC programs center more on educational, facilitated, and collaborative cultural programs that serve the campus-wide community. Additionally, DEC programs are operationalized by our team of professional staff and consistently maintained throughout the year, whereas student-led events tend to be more fluid and responsive to the needs/wants of the student leaders and members at the time. We also work closely with SLICE office for any overlap in programming related to community engagement and student leadership, such as Women's History Month and supporting student collective activism and organizing.

4. How does your program align with the purpose of S&A funding? *“Supporting cocurricular and extracurricular activities and programs participated in by students in the furtherance of their education.”*

We believe that fostering student identity development, sense of belonging, and community building are integral parts of students’ education. Our activities and programs seek to uplift, affirm, and support students to unapologetically show up and learn with their peers as their whole selves, both inside and outside the classroom. Our programs are informed by social justice practices, including [Harro’s cycles of socialization and liberation](#). We work collaboratively with various faculty and staff across campus to bring educational programming to students in a range of formats, from bringing in guest speakers to panelists to teach-ins and workshops. We also work closely with student staff to co-develop our social justice workshops – In the past year, we have built a new Disability 101 workshop in partnership with Disability Services and are currently crafting an Antiracism Workshop. We aim to be a transformative anti-oppressive center that inspires and cultivates students to be agents of social change in our communities.

Inspired by Harro’s cycle of liberation, the lifecycle of a student who comes through the DEC is captured below:



5. How does your program support CWU’s mission and goals? (<https://www.cwu.edu/mission/>)

The DEC supports CWU's commitment to Inclusiveness and Diversity; to providing all faculty, staff, and students a diverse working and learning environment built on principles of respect, support and encouragement as a way to achieve individual and collaborative excellence.

Our programs celebrate students' diverse cultural identities and help them to build communities and feel a sense of belonging. Our programs support the university to achieve the following outcomes:

- Outcome 2.1.2.- Demonstrate that CWU is an inclusive community that welcomes all persons.
- Outcome 2.2.1 Increase the number of opportunities for students, faculty, staff and community members to experience a diverse and inclusive curriculum programming.

THRIVE and Q*Fam, our identity-affinity programs, regularly bring together faculty and staff who identify with these communities together with students. For instance, Q*Fam hosted a Q*Faculty and Staff event for 2LGBTQ+ students to meet staff and faculty who also identified as 2LGBTQ+. THRIVE has a quarterly event inviting faculty and staff women of color and invites them to participate on a regular basis. These affinity gatherings allow for students to connect with faculty and staff on a deeper, more personal level, and for both parties to feel more connected to their identities and communities. Additionally, our cultural programming seeks to affirm students, staff, and faculty's identities, heritages, and experiences.

6. Please provide detailed information regarding who utilizes your program? (*Students, faculty, staff, community? Specific demographic information? Class standing, gender, ethnicity, transfer, campus location, etc.*)

The primary demographic that DEC serves is students.

According to Presence, from Sept 1, 2021, to March 17, 2022, there have been **2899 attendees** checked into the DEC. These check-ins include our campus-wide events, workshops, daily walk-ins, and yearlong programs.

Note: Presence only has Y or N for ethnicity, so I have not included that data below.

Class Standing:

First Year (528)

Sophomore (613)

Juniors (769)

Senior (583)

Graduate (231)

Entrance Year of Students:

2021 (820)

2020 (723)

2018 (507)

2019 (506)

2017 (165)

2016 (5)

According to this data, the highest percentage of attendees at the DEC were first year students.

First Generation Students:

Yes (1416) - 58% of students

No (1010)

Gender:

NOTE: Presence only shows M, F, and Other

F (1947)

M (951)

Race:

NOTE: Presence does not have the category of Latinx, Chicanx or Hispanic

White (1345)

Black (421)

Asian (133)

Pacific Islander (52)

American Indian (41)

Veteran

N (2540)

Y (186)

Campus Location

Ellensburg (2690)

WEB (28)

Pierce (5)

Admit Type

First Year Student (1272)

First Year Transfer (running start students) (594)

Transfer Student (307)

Graduate (228)

Readmitted (177)

Transfer First-Year (less than 40 college credits to transfer) (77)

International Transfer (31)

International First Year (22)

7. How many unique CWU students utilize your program or services?
- How do you gather these metrics?
 - If you do not, what is preventing you from getting that data and how are you determining usage by CWU students?

From Sept 1, 2021, to March 17, 2022, we had:

- **880 unique attendees**
- 338 new
- 2561 returning
- 128 DEC events total.

We gather these attendance metrics using Presence.

Presence has its limitations. It does not allow sorting based on unique attendees. It allows us to track returning attendees, but not to sort by event/program to see if attendees are returning to a specific program. Presence also does not allow us to track Latinx race demographics.

8. Are there any current vacant positions in your program?

Program Manager.

We currently have 6 student staff positions and 2 GA positions. Historically, we've had 8-10 DEC student staff. We plan to hire 1-2 additional student staff in Fall 2022. We do not have the capacity to hire additional student staff beyond that because of our limited number of professional staff.

9. Given the budget reductions taking place and continuing for the remainder of the funding cycle, please tell us what specific impacts those reductions have had on your program compared to what was originally planned and including in your initial base funding request.

We have had to dramatically reduce our spending in the following areas:

- Collaborative programming with other departments, academic departments has mostly been eliminated – we can no longer offer financial support to any department that reaches out to us. For example, Latino Studies department reached out to us to co-sponsor a guest speaker, but we had to turn them down.
- Large campus-wide signature programs - Parade of Nations and Women's History Month programming had to be scaled back. We will not be able to host Spring AAPI Festival in the Spring Quarter.
- Advocacy capacity for our undocumented students – apart from providing emotional support and connection to free legal resources and case management, we have not been able to provide financial support to undocumented students. We also wished to have used these funds to seek training resources for staff to better support undocumented students
- We have had to dramatically reduce the amount of financial support we provide to ESC graduation celebrations. In previous years, we purchased cultural stoles for the 4-5 graduations (~\$6000), but this year, we are only able to offer total \$1200 across 4 graduations.
- One of our program managers moved on and we have not been approved to rehire for this role, and so we have had to scale back most of our large-scale cultural programming.
- We eliminated most of our professional development budget for our staff and pivoted to sharing books and resources internally.

We are doing our best to find creative solutions to lead community-building programming on a smaller scale so that students continue to feel engaged and supported.

10. Are there any circumstances or challenges that are currently impacting your ability to use your base funding allocation this year?

We are following requests for us to reduce our base budget by 5% for the remainder of the year, and to forecast for a 10-15% reduction in the following year. We anticipate using the majority of this base funding (reduced by 5%) by the end of the year for our yearlong programs and to support ESC graduation celebrations.

11. What growth or increases would you like to see in your program in the future?

We would like to continue to build more consistent ongoing smaller scale programs to provide weekly touchpoints for students. We hope to start a bi-weekly program called “Culture Corner” in the Spring that would invite all students to come together and have conversations around a specific topic related to social justice, culture, and diverse experiences.

For campus wide events – for Día de Los Muertos in 2022, we would like to help coordinate a Día Planning Committee that brings together Latinx student organizations (MECHA, LSO, etc.), students, El Centro, ESC, staff, and faculty across various departments to develop the vision for the event. We would like the event to be student-led and student driven as well as campus-wide, rather than hosted primarily by the DEC.

We would like to start a DEC newsletter to communicate the goals of our programs, our vision, mission and values, and share our stories with the wider community. We would like to continue collaborating with the Publicity Center to write stories in the Hype blog and support student staff and student leaders to be story contributors.

We hope to offer continued support for event planning for ESC orgs, and to build positive and clear partnerships with ESC.