During the 2011-2012 academic year the Latino Cultural Center (LCC) completed an assessment of its programs and services to better understand its impact on campus and neighboring communities. We wanted to know how the LCC programs and services were 1) helping students, faculty/staff and community members to deepen their understanding of Latino cultures, issues, and assets; 2) supporting the academic and professional growth of students in the areas of leadership development, civic engagement, and building intercultural skills; 3) supporting faculty scholarship and their engagement with students and communities; and 4) harnessing community knowledge and assets. LCC staff collected all the data for the assessment and Elise Fulara, an independent evaluator and owner of Fulara Consulting, LLC analyzed the data. Fulara is a cultural anthropologist who has taught college students and evaluated educational arts and culture programs at museums and cultural centers. Edith Tovar, LCC Assistant Program Coordinator and Elise Fulara wrote the final report.

**Our Mission and Vision**

At the Latino Cultural Center, our vision is a world in which the distribution of resources is equitable, and Latinos, Latin Americans, and all other members of the world are healthy and secure. Our mission therefore is to expand the appreciation for—and understanding of—Latino cultures on campus and throughout local communities as well as to ensure that Latino/a students have a positive self-defined identity and practical tools for accomplishing our vision. The Latino Cultural Center identifies, creates, and promotes opportunities to:

- Sustain and nourish the academic, personal, and professional growth of Latino/a students on campus so that they can graduate, join the work force, and become the next generation of leaders;
- Provide educational experiences for everyone on campus and local communities to deepen understanding of Latino cultures, community issues and assets;
- Connect the talents, needs, and experiences of Latino/a students with others on campus and local communities to build intercultural skills and collaborations for positive social change.

LCC fulfills its mission objectives through a public programming initiative, an internship program, seminars and acts as a valued resource that provides support to faculty/staff, a robust number of individual students, student organizations, and off-campus community organizations.
Public Programming Initiatives
LCC’s 2011-2012 public programming included four initiatives: Zona Abierta, Civic Cinema, Noche de Poetas, and Telling Our Stories. During the 2011-2012 academic year LCC held a total of 40 public events which included:

- 17 Zona Abierta events
- 9 Civic Cinema events
- 6 Noche de Poetas events
- 2 Telling Our Stories events
- 6 Special Events

A complete listing of LCC’s public events for 2011-2012 and a description of each of the four programs has been included at the end of this report.

Internship Program
LCC’s internship program began during the Fall 2011 semester with three interns and grew to include opportunities for five interns during the Spring 2012 semester. Prospective interns were recommended from the Department of Psychology, Honors College, College of Liberal Arts, LARES Program, CHANCE Program, or responded to campus-wide opportunity announcements publicized via campus mass-mail. Internship recipients were diverse, both in terms of ethnic background and areas of academic interest. Interns were assigned a specific project intended to build upon their academic and professional skills and to expand their intercultural capacity. Additionally, they were expected to contribute to the day-to-day operations of LCC which included set-up and clean-up of public events, event promotion and marketing, and tasks as assigned by LCC staff.

Intern projects during the course of the academic year included:

- Documenting Fall 2011 events with description and photos for LCC website.
- Mapping art and cultural organizations in Chicago’s Latino communities.
- Assessing the needs of Latino student organizations and their engagement with LCC.
- Identifying prospective documentaries for the Civic Cinema initiative.
- Developing a catalog of Civic Cinema documentaries that had previously been screened at the LCC.
- Researching funding opportunities and developing a calendar for grant proposals.

Campus Support
Through its facilities, programming, and network LCC provides valuable support for UIC’s students, student organizations, faculty, staff, campus departments, and units. LCC’s gallery provides a unique, welcoming, and thought-provoking space on campus and departments, units, and student organizations alike regularly reserve the space for their meetings and events. The gallery is used regularly by LCC staff to help visitors make connections between the past, present and future and think critically about their role as agents of change. LCC hosted 24 events on behalf of 12 campus departments.
American and Latino Studies classes were hosted in the gallery during the 2011-2012 academic year. LCC’s murals were incorporated into course discussions for these classes, which encouraged students to think deeply about social justice issues.

Through its programming, LCC brought campus departments together to collaborate with student and community organizations during the planning and presenting of public events. Four UIC faculty and six outside faculty presented their work during LCC events. And, LCC supported the capacity of UIC student organizations and interns by expanding their academic, intercultural, and leadership skills. Student leaders were included in partnerships in 11 of the LCC’s public events. As participants in these events, student leaders expanded their knowledge about local, national, and international community issues and assets and built their public speaking, organizational, and intercultural skills through collaboration with students of diverse backgrounds. LCC also supports students on an individual basis by providing quiet study areas and a computer lab for students.

**Connecting Campus and Community**

Through programs, LCC collaborated with six Latino community organizations during the 2011-2012 academic year: Casa Michoacán, Casa Aztlan, the Institute of Puerto Rican Arts and Culture, The National Museum of Mexican Art, the Dominican American Midwest Association, and the Puerto Rican Arts Alliance. Collaborations occurred during the Chicago Latino Film Festival as well as during LCC public events. These partnerships offered opportunities for greater community involvement and coordination efforts to do joint promotions and share financial resources. They also increased community awareness of the university as a vital asset that families can consider for their youth higher education and that organizations can draw upon for community research and action.

**Assessment Methods**

In order to obtain data on visitation throughout the 2011-2012 academic year, sign-in sheets were employed to determine visits to the LCC’s gallery space and attendance sheets were requested from departments and organizations that had reserved space at LCC. However, LCC staff observed that visitor sign-in tended to be low, especially in open study areas such as the gallery which is frequented by students and members of the general public, but not proctored for portions of the day by LCC staff due to staffing limitations and arrangement of office space. Therefore, daily estimates were also indicated by LCC staff on sign-in sheets in order to more accurately represent LCC’s visitation numbers on a daily basis. Actual and estimated numbers are indicated on the data tables below. At program events, a member of LCC’s staff completed a manual head-count of the attendees in the audience. In addition to manually accounting for the number of visitors to LCC, feedback was solicited via three separate survey forms. **536** total feedback surveys were collected during the 2011-2012 academic year. This includes:
505 Public Event Feedback Surveys (24.5% response rate)
6 Internship Exit Surveys (75% response rate)
29 Annual Assessment Surveys (54.7% response rate) for student leaders/faculty/staff, and community members

The goal of collecting this data was to elucidate event audience demographic/marketing information, to gauge the LCC’s impact, to aid in the identification of specific audience needs, and to gather feedback regarding areas for LCC improvement. Individuals that were solicited for their feedback included program attendees, LCC interns, student leaders, members of the University’s faculty and staff, members of the LCC’s Ambassador’s Group¹, and members of community organizations that the LCC worked with during the 2011-2012 academic year. The surveys contained a combination of closed and open ended questions, and were targeted according to audience (event attendee, interns, faculty/staff, etc…) A copy of each of the three survey forms employed has been included at the end of this report.

Assessment Results

Visitation

Visitors to LCC came through the doors for a wide variety of reasons including attendance at public events and meetings, to visit the gallery, to access the computer lab and study areas, or to attend one of several classes that met regularly in the space. LCC also partnered with six different community organizations during the 2011-2012 academic year for public events held at various locations throughout Chicago.

LCC’s gallery space is unique in that it can be reserved, and is one of only two spaces available on the UIC campus that can be reserved free-of-charge. Therefore, the space is employed frequently as a meeting and/or event space by individual faculty, staff, student organizations, campus departments, and community organizations.

Visitation Totals:

10,585 total 2011-2012 visits to LCC were recorded which includes:

- 2,056 attendees at public events (19.4%)
- 3,088 gallery space visits (29.2%)
- 1,356 computer lab visits (12.8%)
- 3,860 guests hosted for meetings/events via space reservations (36.5%)
- 225 additional visits via events held at community partner locations (2.1%)

¹ The Ambassador Group was established in the fall of 2011 to provide engaged support for the work and growth of the Latino Cultural Center. The Ambassadors represent a diverse group of UIC students, alumni, faculty, staff, and community members.
Visitation Breakdowns:

Fall 2011

<table>
<thead>
<tr>
<th>Event Description</th>
<th>UG</th>
<th>G</th>
<th>F/S</th>
<th>C/A</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zona Abierta (8 events)</td>
<td>191</td>
<td>37</td>
<td>35</td>
<td>43</td>
<td>305</td>
</tr>
<tr>
<td>Civic Cinema (5 events)</td>
<td>93</td>
<td>12</td>
<td>14</td>
<td>24</td>
<td>143</td>
</tr>
<tr>
<td>Noche de Poetas (3 events)</td>
<td>136</td>
<td>27</td>
<td>14</td>
<td>42</td>
<td>219</td>
</tr>
<tr>
<td>Telling our Stories Altar, Workshop October 31 2011</td>
<td>69</td>
<td>5</td>
<td>10</td>
<td>21</td>
<td>105</td>
</tr>
<tr>
<td>35th Anniversary September 14, 2011</td>
<td>110</td>
<td>30</td>
<td>80</td>
<td>30</td>
<td>250</td>
</tr>
<tr>
<td>Dia de los Muertos Theater Performance Nov., 2 2011</td>
<td>25</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>49</td>
</tr>
</tbody>
</table>

Total LCC Event Attendance: 1,071

<table>
<thead>
<tr>
<th>Attendance - LCC Public Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zona Abierta (8 events)</td>
</tr>
<tr>
<td>Civic Cinema (5 events)</td>
</tr>
<tr>
<td>Noche de Poetas (3 events)</td>
</tr>
<tr>
<td>Telling our Stories Altar, Workshop October 31 2011</td>
</tr>
<tr>
<td>35th Anniversary September 14, 2011</td>
</tr>
<tr>
<td>Dia de los Muertos Theater Performance Nov., 2 2011</td>
</tr>
</tbody>
</table>

Gallery Space Visitations to LCC

- Undergraduate: 501
- Graduate: 53
- Faculty/Staff: 29
- Community/Alumni: 37

608 estimated repeat visitations from students for class meetings

Estimate for visitors who did not sign in: 214

Total Actual: 1,228/ Estimate: 1,442

Computer Lab Visitations

- Undergraduate: 658
- Graduate: 5

Total: 663

Guests hosted in the gallery for meetings/events being held by other organizations

- Undergraduate: 1,782
- Graduate: 52
- Faculty/Staff: 138
- Community: 277

Total: 2,249

Grand Total Fall 2011 Visitations to LCC: 5,425
**Spring 2012**

### Attendance - LCC Public Events 2012

<table>
<thead>
<tr>
<th>Event</th>
<th>Undergraduate (UG)</th>
<th>Graduate (G)</th>
<th>UIC Faculty/Staff (F/S)</th>
<th>Community/Alumni (C/A)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zona Abierta</strong> (9 events)</td>
<td>UG: 253</td>
<td>G: 32</td>
<td>F/S: 54</td>
<td>C/A: 61</td>
<td>400</td>
</tr>
<tr>
<td><strong>Civic Cinema</strong> (4 events)</td>
<td>UG: 162</td>
<td>G: 20</td>
<td>F/S: 34</td>
<td>C/A: 49</td>
<td>265</td>
</tr>
<tr>
<td><strong>Noche de Poetas</strong> (3 events)</td>
<td>UG: 113</td>
<td>G: 18</td>
<td>F/S: 15</td>
<td>C/A: 25</td>
<td>171</td>
</tr>
<tr>
<td><strong>Telling our Stories</strong></td>
<td>UG: 7</td>
<td>G: 2</td>
<td>F/S: 7</td>
<td>C/A: 3</td>
<td>19</td>
</tr>
<tr>
<td>Stories of LOVE from Agosto and other Months of the Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Open House January 11-12, 2012</strong></td>
<td>UG: 75</td>
<td>G: 2</td>
<td>F/S: 5</td>
<td>C/A: 2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Messages of Love February 13 2012</strong></td>
<td>UG: 23</td>
<td>G: 1</td>
<td>F/S: 5</td>
<td>C/A: 1</td>
<td>30</td>
</tr>
</tbody>
</table>

Total LCC Spring 2012 Event Attendance: 985

### Spring 2012 Gallery Space Visitations to LCC

- Undergraduate: 421
- Graduates: 336
- UIC Faculty/Staff: 6
- Community/Alumni: 67
- 816 estimated repeat visitations from student for class meetings

Total: 1,646

### Spring 2012 Computer Lab Visitations

- Undergraduate: 692
- Graduate: 1

Total: 693

### Guests hosted in the gallery for meetings/events being held by other organizations

- Undergraduate: 952
- Graduate: 70
- Faculty/Staff: 183
- Community: 406

Total: 1,611

**Grand Total Spring 2012 Visitations to LCC: 4,935**

### LCC Community Events 2011-2012

<table>
<thead>
<tr>
<th>Fall 2011</th>
<th>Spring 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Museum of Mexican Art</strong></td>
<td><strong>Casa Aztlan</strong> Yo Soy el Army</td>
</tr>
<tr>
<td>Stella Pope: If I die in Juarez</td>
<td>90 community members</td>
</tr>
<tr>
<td>90 community members</td>
<td>15 community members</td>
</tr>
<tr>
<td><strong>Institute of Puerto Rican Arts and Culture</strong></td>
<td><strong>Institute of Puerto Rican Arts and Culture</strong></td>
</tr>
<tr>
<td>Latino Film Festival (2 films)</td>
<td>Latino Film Festival (2 films)</td>
</tr>
<tr>
<td>50 community members total</td>
<td>50 community members total</td>
</tr>
<tr>
<td><strong>Casa Michoacan</strong></td>
<td><strong>Casa Michoacan</strong></td>
</tr>
<tr>
<td>Morir de Pie/ Die Standing Up</td>
<td>Morir de Pie/ Die Standing Up</td>
</tr>
<tr>
<td>30 community members</td>
<td>30 community members</td>
</tr>
<tr>
<td><strong>Puerto Rican Arts Alliance</strong></td>
<td><strong>Puerto Rican Arts Alliance</strong></td>
</tr>
<tr>
<td>40 community members</td>
<td>40 community members</td>
</tr>
</tbody>
</table>

**225 Additional Attendees at Community Member Locations**
**Feedback Analysis**

**Public Programming Impact**
Feedback surveys asked respondents to rate the quality of their experiences at public events. Responses are as follows:

*Zona Abierta* (n= 258):

<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, did the event meet your expectations?</td>
<td>219</td>
<td>36</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Did this event expand your awareness and understanding about the topic we presented?</td>
<td>221</td>
<td>36</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Would you recommend Latino Cultural Center events to a friend?</td>
<td>237</td>
<td>21</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Civic Cinema* (n=105):

<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, did the event meet your expectations?</td>
<td>90</td>
<td>14</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Did this event expand your awareness and understanding about the topic we presented?</td>
<td>88</td>
<td>15</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Would you recommend Latino Cultural Center events to a friend?</td>
<td>96</td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Noche de Poetas* (n=119):

<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, did the event meet your expectations?</td>
<td>105</td>
<td>13</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Did this event expand your awareness and understanding about the topic we presented?</td>
<td>89</td>
<td>28</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Would you recommend Latino Cultural Center events to a friend?</td>
<td>113</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Telling Our Stories (n=23):

<table>
<thead>
<tr>
<th>Question</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, did the event meet your expectations?</td>
<td>20</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Did this event expand your awareness and understanding about the topic we presented?</td>
<td>22</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Would you recommend Latino Cultural Center events to a friend?</td>
<td>22</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Open-ended survey responses collected with the question, “What stuck out in your mind as something valuable to know from today’s event?” are overwhelmingly positive and indicate that individuals attending LCC programs and events achieve a deeper understanding of Latino cultures, issues, and assets. Respondents regularly articulated that they learned something new as a result of attending an event, or that they were able to self-reflect/reframe their own personal experiences as a result of something new they learned. This was especially true of Zona Abierta and Civic Cinema events where the value seems to rest in the variety and quality of speakers/topics presented (ZA), or the dialogue after a presentation (CC). Responses to Noche de Poetas surveys indicate participants and audiences alike find value in the diversity of perspectives presented and collaborative nature of the events themselves.

Only one event garnered negative audience responses: Yo Soy el Army (CC-6). The discussion after the film seems to have been polarizing with a few (3) respondents indicating they felt the panel discussion afterwards was “biased” or that it needed to be “better informed.” However, an equal number of other respondents indicated they felt the perspectives presented by the panelists in the same discussion after the film to be valuable.

Excerpted comments from the feedback surveys are indicated in the table below:

<table>
<thead>
<tr>
<th>Program Code</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC – 4</td>
<td>The dialogue after the movie was very educational.</td>
</tr>
<tr>
<td>CC – 5</td>
<td>The economics of migrants, I didn’t know how it affected the economy in the U.S. and organized crime by crossing.</td>
</tr>
<tr>
<td>CC – 7</td>
<td>Culture change can be ok, having pros and cons that ultimately advance a population/culture.</td>
</tr>
<tr>
<td>CC – 8</td>
<td>Pretty much everything. “The Interrupters” was excellent, and talking to the real guys was a great opportunity.</td>
</tr>
<tr>
<td>NP – 4</td>
<td>Different outlets/comfortable settings for students to be expressive.</td>
</tr>
<tr>
<td>NP – 4</td>
<td>Collaboration of organizations! Coming up events and the importance of participation as UIC students, staff, etc.</td>
</tr>
<tr>
<td>NP - 4</td>
<td>The environment was extremely friendly and many people should know that these events bring out the best in people.</td>
</tr>
<tr>
<td>TS - 1</td>
<td>I learned a lot about a culture that is no different than my own. I am starting a new tradition to share with my future family.</td>
</tr>
<tr>
<td>ZA - 1</td>
<td>The horrible acts done to the women of Juarez &amp; the fact that things like this are not normally taught in regular history classes and I believe this is important.</td>
</tr>
<tr>
<td>ZA - 2</td>
<td>The pain that deportation cause to the family and children. How health care is defined and how families are afraid to even seek healthcare.</td>
</tr>
<tr>
<td>ZA - 3</td>
<td>Need to accustom research to different Latino groups.</td>
</tr>
<tr>
<td>ZA - 5</td>
<td>How early Mesoamerican writing really was. How really complex these different writings were.</td>
</tr>
<tr>
<td>ZA - 6</td>
<td>My first time here- most valuable thin(g) is that this place exists.</td>
</tr>
<tr>
<td>ZA – 13</td>
<td>Latinos are more likely to have lead in their blood due to pollution. Also, that due to pollution Latinos have a higher risk to have asthma.</td>
</tr>
<tr>
<td>ZA – 16</td>
<td>It was empowering and reminded me why I want to go into education.</td>
</tr>
</tbody>
</table>

### Demographic Information

#### Fall 2011

- Latino/a Hispanic: 52%
- Middle Eastern: 3%
- Mix Ethnicity: 9%
- No response: 16%
- Asian: 5%
- African American: 4%
- European Decent: 11%

#### Spring 2012

- Latino/a Hispanic: 77%
- Middle Eastern: 2%
- Mix Ethnicity: 7%
- No response: 19%
- Asian: 5%
- African American: 3%
- European Decent: 10%

Program attendees were asked to indicate their ethnic background via an open-ended response question. The responses indicate that LCC attracts an ethnically diverse audience for its public programs.
**Event Marketing**

Event attendees were asked to indicate on the feedback surveys, via a closed-ended question, how they learned about the LCC event they attended. Responses indicate that direct marketing via email or indirect marketing (i.e. a friend’s invitation) remains the primary manner that individuals learn about LCC events and programming. Interestingly, social media marketing such as Twitter and Facebook are not indicated as major sources of exposure for event promotion.

**Impact Upon Interns**

Exit surveys conducted with LCC’s 2011-2012 interns indicate that individuals found the experience valuable and they acquired skills that will translate into their professional futures. 100% of the responding interns indicated they believe they will be able to apply the skills they learned while at LCC to their educational and professional plans. On the exit surveys, interns indicated the following regarding skills acquired while interning at LCC:

| Question: What are some of the skills that you learned in this internship? |
| --- | |
| I think that I improved my research skills. I learned how to go through local facets in order to access organizations that may not be as popular. I also became bolder about connecting with those organizations. | |
| Mostly I feel like I developed some confidence in being in a professional environment I learned about business/professional communication and how organizations interact and support each other. | |
| How to build resources that can benefit you in your future, and how to become a more responsible individual. | |
| One of the skills that I learned in the internship was about the website as well managing the listserve. | |
| This internship among other things allowed me to develop my critical thinking skills. Through the examples of Dr. Cabrera, I have become aware of the various forms of collaboration and networking. I have observed how one builds working relationships with other institutions. | |
Interns were additionally given a follow-up question via email to respond to in order to assess whether or not their LCC internship helped them in their academic, professional and/or personal life. Four responses were received. Replies included:

**Question: How do you think your LCC experience will help you in your academic, professional and personal life?**

“"The Latino Cultural Center is a unique space within the UIC campus. Although it serves as a different function for each person, it is a space that can be shared amongst students with similar interests and/or concerns. This same space is where I was, not only, able to complete my internship during the Spring 2012 semester, but also, learned just how the center is able to reach out to students in aiding their college career and personal concerns. I witnessed just how much of a small and large impact the LCC made on students on a daily basis, especially commuting students. Academically, I now know just how much of a resource the LCC can be, and how I can meet other students that are just as eager as I am to succeed. My internship also opened a door to view the specifics of development and funding, even though I am unsure of my career, this experience has allowed me to work in other places, where such research experience is needed. Lastly, the LCC staff and regular visitors are such diverse, accepting, and helping people. The events coordinated by the staff have re-acknowledged my belief in the ability of a passionate message to be transmitted to a community, small or large. The LCC has, overall, helped me view the simple benefits of a small space and appreciate what each person contributes, even if it's just their presence.” - Vivian Delgadillo

“I think that my LCC experience has helped me gain the cultural knowledge that is essential in the field that I am pursuing, which is immigration and international law. When reviewing my resume, my current employer was impressed about the fact that I had worked in an environment where diversity is valued. She wanted to learn more about the programs that we held at LCC as well as my responsibilities at the Center. I think in addition the experience I had at a refugee center, LCC helped to boost my credentials.” - JT Harrison
“The internship at LCC got me to get a great job opportunity. During the semester while interning at LCC, I applied at the Cardiologist office and was accepted to work/intern with him as a personal assistant. This is a great opportunity for me as I see myself doing the same thing in my near future. He was very pleased to see LCC as a place that I interned at on my resume. It is not something of my field; however, he was happy to see something outside the ball on my resume, which makes me stand out and be able to do more overall than other candidates. Also, being able to speak two languages before Spanish, as well as being able to speak Spanish, was something that got me to get the job.” - Mahroo Khan

“LCC has helped me develop stronger relationships with UIC community among professors, staff and student leaders. Having the opportunity to interact with students and staff at LCC has expanded my knowledge in intercultural components. Even though I am from Mexican decent, I was able to learn about other Latin America issues.

I know that what I experienced at LCC during my internship, I will take with me throughout my career and will utilize strategic planning over all, since that was a major concept at LCC. On regards to my personal life, I value everyone else’s culture as much as I value mine and I am determine to educate others whom are eager to learn. My passion to help and explore organizations needs grew stronger every time I interviewed student leaders.” Eduardo Muñoz

Support of Students and Student Organizations
Survey responses from student leaders indicate students, in general, view LCC as a welcoming campus space and that they would like LCC to achieve a higher level of visibility on campus. As previously mentioned, a large number of student organizations reserve the space at LCC for their regular meetings and events, as well as participate in programs, and attend events at LCC. 76% of responding student leaders also indicated that they use the space at LCC as a study area and space for socializing with their peers.

Several students indicated that their experiences at LCC could be improved with newer computers in the computer lab. Several respondents also said that they appreciated the food provided during finals week.

<table>
<thead>
<tr>
<th>Question: Can you please tell us how you (and/or your students) benefited from your engagement with LCC?</th>
</tr>
</thead>
<tbody>
<tr>
<td>We held a meeting at LCC and everyone enjoyed the space.</td>
</tr>
<tr>
<td>Learning about all the Latino organizations at UIC</td>
</tr>
<tr>
<td>Perfect study area and best computer lab</td>
</tr>
<tr>
<td>The program and service the LCC provides are phenomenal. Space availability and support for our organization is/has been very important.</td>
</tr>
<tr>
<td>The Center provided me with a place to study in, read a book, write papers, and socials with</td>
</tr>
</tbody>
</table>
people of different backgrounds.
The programs were extremely informational and eye opening.
It expanded my knowledge on Latino issue and further my understanding in conjunction with my LALS classes. The space is great for studying.
During a UPPF seminar, they explained the murals painted on the wall.
It gave me a place to study or hang out between classes.
Cultural and political awareness. A stronger connection with the staff.
I benefited from the engagement in many ways. I was exposed to diverse ideas and was able to discuss with faculty, staff, and students about issues that are often not represented in some of the classroom settings at UIC. I was able to express myself more comfortably in the LCC space because the space itself is more welcoming to discussing “sensitive” issues than other spaces. I also benefited from the LCC because I was able to meet many people from all over (UIC, surrounding Chicago communities, and other universities) where I was able to network. These networks helped me find out “how” to get where I want to be after I graduate. It was valuable information not only in the career sense but also in the personal growth sense. The LCC has provided me with safe space where I can grow as an individual and use that growth in order to give back to my community.
It is a common place for many of my friends and I to study and spend time.
They were able to focus more on their studies and they learned about Latinos in the field they were interested in.

Support of Faculty/Staff
Responses from faculty/staff and department administrators were overall positive and indicate that engagements with LCC occurred through a variety of channels: faculty/staff may be engaged as presenters, as co-sponsors, or as event attendees. LCC programming provides important instructional support for faculty looking for ways to enrich their classes, and the gallery space itself is an important resource for campus departments and organizations. Two faculty members indicated they held their regular class meetings in LCC. Additionally:

77% of respondents recommend their students attend events at LCC
69% of respondents work for a unit/department that has held meetings at LCC
30% of respondents indicated they have advised students to seek internships with LCC

Suggestions for improvement mainly involved suggestions for improving marketing and also several requests for new/improved AV equipment.

Question: Can you please tell us how you (and/or your students) benefited from your engagement with LCC?

Professor John Hagedorn and I (Professor Cintron) conducted a weekly seminar on ethnographic methods at LCC. The total # of students was in the low 30s, I think. The seminar included graduate and undergraduates.

LCC has expanded our programming in multiple ways: it provides a welcoming space in which to hold events; it expands the reach and impact of our events base by publicizing our program
through it’s substantial student, staff, faculty, and community network; and staff members are reliable, well-organized partners who are a pleasure to work with. In addition, all LCC events have provided important insight into issues and intellectual questions that are center al to IRRPP’s mission and programming.

I loved the environment, the murals, the traditions of struggle represented by the LCC. It has allowed the Department of Hispanic Studies to firm up academic relationships and exchanges with the Center. As far as DAMA is concerned, the Center has acted as bridge to introduce this community organization to student and faculty so they can become knowledgeable about cultural aspects and presentations by renowned personalities unknown to them, such as the painter Freddy Rodriguez, and Dede Mirabal, one of the Mirabal sisters.

The programs were good for students. And, there were a lot of them so it gave them many choices.

My students participated in the LCC as part of their internship experience. The experience permitted them to put into practice the theories and concepts they learned in a prerequisite course.

The space is wonderful – so different from other spaces on campus. It’s alive and engaging, welcoming and beautiful. The SGC events that took place at LCC were enhanced by the physical surroundings and the skills of the LCC staff to provide a unique and dynamic environment for learning and discussion. The space is also easy to use – equipment works (you can’t assume that in other spaces) and the seating is comfortable, etc. All of this makes it easy to plan to be there. Also, because of the other programs that take place there, I feel we can always draw upon a rich context of other events when we enter and begin a new discussion.

It’s a great place for UIC Latino students, staff and faculty to come and meet and engage in many educational initiatives pertaining to all cultures and the external community.

Aside from the space usage, we sent students to events hosted by the Center and saw how one of our students was able to see value in the internship he completed with the Center.

The Latino Cultural Center is an ideal place to hold events. The space is ample enough to host a large event, the art seems to make students feel welcome and at home. Also, I enjoyed the novel presentation and discussion held at the Latino Cultural Center. These sessions gave me a new insight to the Latino Community.

Cultural and social enrichment.

First and foremost working with the LCC and having them as host/co-sponsors of our events meant that they would help me with set-up – sometimes with refreshments, and of course whatever technical stuff I needed it was provided. This type of assistance made my work a lot easier. I truly appreciate this type of support.

I benefit from LCC by attending its cultural and educational events that provide me with new knowledge.

**Responses from Community Members**

**Question: Can you please tell us how you (and/or your students) benefited from your engagement with LCC?**

As a life-long member of the Alumni Association and a former Trustee, I support the mission of the Rafael Cintrón Cultural Center and value the opportunity to share my experience, work with students, and faculty. I benefit from the exchange of ideas and learning how the Center is enriching the campus in general.

It is always good to learn how other centros are working with the Latino Communities and to
better understand the students/youth perspectives. We have shared audiences.

As an Alumni from UIC, the Latino Cultural Center was always a space I held dear to my heart. It is where I learned about my culture, but also where I found a safe space on campus. I do so much programming at the Latino Cultural Center and felt that I have helped to support this beautiful space on campus. I continue to try to connect the LCC with the communities around it with partnering with them on events. I feel as being their Ambassador is the least I can do to give back to a space that gave me so much and has contributed to my identity as a young person in this city.

Analysis

Survey responses indicate that LCC is achieving the goal of deepening understanding of Latino cultural issues and assets for UIC faculty, staff, and students. Its programs are highly rated by audiences, with 83% of respondents indicating their awareness and understanding of the topic presented greatly increased as a result of attending an LCC event.

Surveys also indicate LCC is valued as a campus resource offering the opportunity to extend learning outside of the classroom through programming and/or internships and that LCC serves as a unique campus location where faculty/staff, student leaders, interns, and community organizations interact in ways they find valuable.

And finally, LCC’s facility itself is a valuable campus resource; the largest portion of events held at LCC during the 2011-2012 academic year (36.5%) are events or meetings LCC hosted on behalf of another organization/department. Students, student organizations, faculty, and staff all indicated that the space availability of LCC’s gallery serves to support the capacity of their organization, teaching, or department and many respondents described the space as “safe” and “welcoming” and stated they valued the diversity of information and perspectives found at LCC.

We also learned about challenges confronting LCC. First, students asked LCC to provide additional services such as workshops on writing, time management, financial aid, and supporting students that are parents. While most of these services (if not all) already exist on campus they clearly are not reaching out to many of our students. A possible solution would be for LCC to partner with units and departments that are already offering such services to develop better strategies to reach Latino/a students and perhaps even develop Latino/a student workshops. A challenge to this, however, is that LCC does not currently have the staff capacity to do this.

A second challenge is the maintenance and management of the gallery space, which is a significant asset in that it is free to all on campus. During the last academic year, the space was in high demand and booked nearly every Monday through Thursday. The LCC program coordinator spends at least 50% of her time managing the gallery including space reservations, cleaning and setting up the space every morning, and setting AV equipment for events and meetings. In addition, the wear and tear of the gallery including its AV equipment gets remediate under the LCC budget (except some for this year).
Finally, students depend heavily on the LCC computer lab and they have pointed out the sad and inefficient condition of the computers and printer, which have been inherited from other departments in the past. Currently, LCC does not have a budget to replace this equipment.

Suggestions for next year’s goals from evaluator:

- Continue to focus on Latino/a student success – especially building their intercultural skills and connecting their heritage with the present and future.
- Increased focus on student organizations especially in terms of leadership development.
- Increased focus on impacting faculty scholarship – especially community-engaged scholarship.
- Develop and harness the Ambassadors Group.
Zona Abierta  This initiative highlights the intersection of arts, humanities, science, culture and civic life with presentations by local, national and international artists, scholars and community leaders about pressing social issues affecting the lives of Latinos and Latin Americans while making connections to other communities.

If I Die in Juarez. Oct 4, 2011
Guest speaker: Author Stella Pope Duarte
Partner: National Museum of Mexican Art
Community Engagement: Event also held at the National Museum of Mexican Art
Co-sponsors: UIC's Honors College and Women's Leadership and Resource Center

Guest speaker: Tanya Golash-Boza, Author and Assistant Professor of Sociology at University of Kansas
Partner: UIC Latin American and Latino Studies.
Co-sponsors: Latin American and Latino Studies (LALS) Program and the Department of Sociology

Guest speaker: Juana Ballesteros, Executive Director of the Greater Humboldt Park community of Wellness.
Partner: UIC Chancellor’s Committee on the Status of Latinos.

Guest speaker: Priscilla Ruiz Guillén, Attorney at the Fray Bartolomé Center.
Partners: UIC Department of Anthropology and Latin American and Latino Studies.
Co-sponsors: Department of Anthropology and the Latin American and Latino Studies Program

Guest speaker: Sebastián van Doesburg, Senior Advisor to the Alfredo Harp Helú Foundation, and a member of the Mexican Committee of the International Council on Monuments and Sites (ICOMOS) of UNESCO.
Partners: Department of Anthropology and Latin American and Latino Studies.

Guest speaker: Juan Haro, member of the Movement for Justice in El Barrio in East Harlem and beyond.
Partners: the Union for Puerto Rican Students (UPRS) and Mexican Students de Aztlan (MeSA).
Co-sponsors: Chancellor’s Committee on the Status of Latinos

Panelists: Rigo Padilla & Carla Navoa, UIC students;
Fred Tsao & Monica Starczuk, Illinois Coalition for Immigrant and Refugee Rights, (ICIRR);
Natalia Delgado, Associate General Counsel Office of the Governor;
Chikh Diop, United African Organization;


“Bebeviejo” The Insignificant Other: The very old and the very young in our society. April 20, 2012.
Guest speaker: Maestro Antonio Martorell.  
Partner: Latin American and Latino Studies Program

Guest speaker: Sylvia Puente, Executive Director of the Latino Policy Forum.  
Partner: Chancellor’s Committee on the Status of Latinos.

Guest speaker: Miriam Zoila Perez founder of Radical Doula.  
Partner: Center for Research on Women & Gender.  
Co-sponsors: College of Nursing, Women’s Leadership & Resource Center, Institute for Research on Race and Public Policy, and Latin American and Latino Studies

---

**Civic Cinema** This initiative shows documentary films to engage different voices on campus and neighboring communities in dialogue about pressing social issues. Documentaries are identified to link to academic research on campus and community concerns and leaders that are addressing these issues. A dialogue facilitated by these scholars and community experts follows each documentary film.

Guest speaker: Film Director Esaú Meléndez

*Woke Up Black* October 6, 2011.  
Guest Speaker: Mary F. Morten.  
Partner: Gender & Sexuality Center  
Co-Sponsors: Campus Housing, Chancellor’s Committee on the Status of LGBTI, Honors College, Institute for Research on Race and Public Policy, Office of the Vice Provost for Undergraduate Affairs

*Chungui, horror sin lágrimas* October 25, 2011.  
Guest Speaker: Margarita Saona, Dept. of Hispanic and Italian Studies  
Partner: Hispanic and Italian Studies  
Co-Sponsors: UIC Department of Anthropology

*Standing Silent Nation* November 8, 2011.  
Guest Speaker: White Plume Family from the Pine Ridge Reservation of South Dakota.  
Co-Sponsors: American Indian Center

*María en tierra de nadie* November 21, 2011.  
Guest Speaker: Director Marcela Zamora, visual artist Cristian Pineda Flores and Father Alejandro Solalinde, director of Albergue de Migrantes Hermanos en el Camino, Oaxaca, Mexico.  
Co-Sponsors: Latin American and Latino Studies Program, Casa Michoacan

Guest Speakers: Brian Galaviz, counselor El Cuarto Año High School Camilo Maya, U.S. Army E4 Specialist and UIC student Annette Uriostegui, U.S. Army Sergeant and UIC student Jesus Palafox, American Friends Services Committee
Illiana Silva, counselor Social Justice High School / Little Village Lawndale High School Campus
Moderator: Erica Meiners, Institute for Research on Race and Public Policy
Partner: The Institute for Research on Race and Public Policy
Community Engagement: Casa Aztlan
Co-Sponsors: Latin American Recruitment and Educational Services Program (LARES)

Shipibo March 14, 2012.
Guest Speaker: Alaka Wali, The Field Museum
Co-Sponsors: UIC Department of Anthropology and Latin American and Latino Studies

The Interrupters March 28, 2012
Co-Sponsors: Latin American Recruitment and Educational Services Program (LARES) and the School of Art and Design

Precious Knowledge April 24, 2012.
Guest Speaker: Cynthia Brito, a graduate student from the Latin American and Latino Studies Program.
Partners: Latino/a Educators United for Change, Higher Education, and Action (LUCHA)
Co-Sponsors: Latin American Recruitment and Educational Services Program (LARES)

Noche de Poetas This initiative brings together students and community members from diverse backgrounds to share and compare their life experiences through their own poetic words. Each event is organized around a theme and features a poet from a local community. This program is in partnership with three student organizations: MeSA (Mexican Students de Aztlan, UPRS (Union for Puerto Rican Students) and SJP (Students for Justice in Palestine).

Feature Poet: King Keith.
Partners: Mexican Students de Aztlan (MeSA), Union for Puerto Rican Students (UPRS), & Students for Justice in Palestine (SJP)

The Role of Safe Places in Shaping Identities October 13, 2011.
Partners: Mexican Students de Aztlan (MeSA), Union for Puerto Rican Students (UPRS), & Students for Justice in Palestine (SJP)

Feature Poet: Hip Hop artist Olmeca from L.A.
Partners: Mexican Students de Aztlan (MeSA), Union for Puerto Rican Students (UPRS), & Students for Justice in Palestine (SJP)

What’s Love Got to do with it February 9, 2012.
Featured Poet: UIC student Luis Pasillas (TheZenOne).
Partners: Mexican Students de Aztlan (MeSA), Union for Puerto Rican Students (UPRS), & Students for Justice in Palestine (SJP)
**Human Rights and Democracy** March 8, 2012.

**Featured Poet:** Jessie Fuentes, director of El Batey Urbano.

**Partners:** Mexican Students de Aztlan (MeSA), Union for Puerto Rican Students (UPRS), & Students for Justice in Palestine (SJP)

**Journey...the walk of millions** April 12, 2012.

**Featured Poet:** Tampico. Partners: Mexican Students de Aztlán (MeSA), Union for Puerto Rican Students (UPRS), & Students for Justice in Palestine (SJP)

---

**Telling Our Stories** This initiative collects “first voice” stories about universal concerns that Latinos and people around the world share. From personal stories we can help understand each other, learn about creative solutions to solve common problems, and connect our aspirations and actions for a sustainable world. Stories about specific concerns are being collected through our website and public programs using the following themes: Honoring the Dead, Love and Peace, Passing down Family Recipes, and Migration and Adaptation.

**Dia de los muertos (Day of the Dead) & Dia de Difuntos (All Saints’ Day)**

**Altar Installation Date:** October 31, 2011.

**Theater performance:** Skulls, Rosaries, and Cempazuchitl by Laura Crotte and Yolanda Nieves **Date:** November 2, 2011

**Partners:** Mexican Students de Aztlan (MeSA)

**Co-sponsors:** Chancellor’s Committee on the Status of Latinos, Department of Anthropology, Honors College, and Latin American and Latino Studies Program

**Messages of Love**

**Workshop:** February 13, 2012. Stories of Love from Agosto and Other Months of the Year: February 14, 2012. Speaker: Mónica Flores Correa

**Co-sponsors:** Honors College and School of Art and Design

---

**2011-2012 Special Events**

**35th Anniversary Celebration** September 14, 2011


**Chicago Neighborhoods and Around the World** September 23, 2011.

**Partners:** UIC Study Abroad.

**Co-Sponsors:** Honors College and the Office of the Vice Chancellor for External Affairs


**20th Annual UIC Latino Film Festival**

**Semi Toasted / Semi Tostado** - Date: April 17, 2012
Community Engagement: Saturday April 21, 2012 at Institute for Puerto Rican Arts and Culture

**The Color of the Guayaba / El Color de la Guayaba** - April 18, 2012

Community Engagement: Saturday April 21, 2012 at Institute for Puerto Rican Arts and Culture

**Die Standing Up / Morir de Pie** - April 19, 2012

Community Engagement: Friday April 20, 2012 at Casa Michoacán

Co-Sponsors: Chancellor’s Committee on the Status of Latinos, College of Nursing, Hispanic Center of Excellence, LARES, and LALS
Event Feedback Form

Event:  
Title
Month/Date/Year

What follows is a series of questions designed to get a better understanding of how well today’s experience worked FOR YOU and what you gained from participating in this event.

A- Please circle the number below that best reflects the quality of the experience for you.  A score of 4 tells us that you thought we did a great job.  A score of 1 tells us you really didn’t think we did all that well.

1. Overall, did the event meet your expectations?
   
   FULLY MET  4  3  2  1  NOT MET

2. Did this event expand your awareness and understanding about the topic we presented?
   
   VERY MUCH  4  3  2  1  NOT AT ALL

3. Would you recommend Latino Cultural Center events to a friend?
   
   VERY MUCH  4  3  2  1  NOT AT ALL

B- Other comments

4. What stuck out in your mind as something valuable to know from today’s event?

   ___________________________________________________________________
   ___________________________________________________________________

5. How did you hear about this event? (circle all that apply)
   
   email  facebook  twitter  posters  LCC website  a friend  other:_________

6. Any suggestions on how to make the (Initiative) series better?

   ___________________________________________________________________
   ___________________________________________________________________

Please continue on reverse side
C- About yourself (circle one)

UIC Undergrad  UIC Grad  other student  UIC faculty/ staff  Community Member/
Alumni

Ethnic background(s)

___________________________________________________________________

If you are not receiving email event announcements from us, would you like to share your email?
(We do not share our email database) ________________________________________

Please return this form at the end of the event. Thank You!
UIC Latino Cultural Center (LCC) Annual Assessment Feedback Form
Fall 2011-Spring 2012

You are receiving this Assessment Feedback Form because you (and or your students) have engaged with the LCC is some ways. Please take a few minutes to fill it out and return it by June 30th. You can email it to Edith Tovar, Program Assistant at etovar4@uic.edu

Thank You!

Name: ___________________________________________ Date: ______________

Circle one: Faculty Staff Student Leader Community Member Non-UIC Presenter

UIC Department/Unit or Name of Organization:

__________________________________________

1. What was your engagement with LCC? Please check all that apply:
   _____ Partnered and/or co-sponsored LCC events
   _____ Presented at the LCC
   _____ Attended various events presented by the LCC
   _____ Recommended my students to attend LCC events
   _____ Held my class lectures at the LCC
   _____ Advised students to obtain their internship at the LCC
   _____ Member of the LCC Ambassador group
   _____ The department/unit that I work for has held events at the LCC
   _____ My organization holds its weekly meetings at the LCC
   _____ I use the gallery space as a study area
   _____ Other: If so, explain

2. Can you please tell us how you (and or your students) benefited from your engagement with the LCC?

3. Do you have any suggestions to improve your engagement with LCC?
1. What did you like best about your internship experience with LCC?

2. What are some of the skills that you learned in this internship?

3. How do you think you can use these skills in your educational and professional plans?

4. What did you like least about your internship experience?

5. (optional) Additional Comments