

**Assessment Report**  
**July 1, 2008—June 30, 2009**

**PROGRAM(S) ASSESSED:** Asian/Hispanic/Native American (AHNA) Center

**ASSESSMENT COORDINATOR:** Mai Nguyen, Director, AHNA Center

**YEAR 2 of a 3 YEAR CYCLE**

**ASSESSMENT MEASURES EMPLOYED**

The AHNA Center assesses its programming and services through a number of measures: program evaluations, surveys of AHNA students, exit interviews, student focus groups, quarterly printouts, annual retention/graduation data, and requests for services received by the center.

**ASSESSMENT FINDINGS**

**Objective 1:** Implement programs & services that promote awareness and understanding of Asian, Hispanic and Native American culture.

**Outcome Assessed:** Efficiency of programs and services that meet the needs and enhance the Asian, Hispanic and Native American cultural learning experience.

**Findings:** Programs offered by the center received high attendance from the university and Dayton communities: 1,500 for the Multicultural Halloween Celebration; 500 for the Asian Culture Night; 400 for the Chinese/Vietnamese New Year (150 students came from West Carrollton High School, Miami Valley School, Stebbins High School and Antioch Middle School). The lecture series featuring notable speakers such as Dr. Jimenez Francisco for Hispanic Heritage Month; Mr. Jim Northrup for Native Heritage Month; and Angela Oh for Asian Heritage Month generated about 100 attendants for each lecture. These were students from UVC 101 sessions and sociology classes. The art exhibitions featuring Asian, Hispanic, and Native artists averaged about 100 visitors to the art gallery per exhibition during the three-week exhibition. La Fiesta and Cinco de Mayo presented on the quad attracted about 400 students. Evaluations from the above programs included positive comments, and the center continues to enhance its programs based on the interest and feedback from the participants.

**Objective 2:** Provide opportunities for students' leadership development.

**Outcome Assessed:** Increased number of students actively involved with their clubs and taking on broader leadership roles on and off-campus.

**Findings:** With support from the Student Organization Budget Committee, the AHNA Center was able to send three students to the National Conference on Race and Ethnicity annually. Additionally, AHNA students attended the annual leadership conferences in the Midwest. AHNA student leaders are well equipped to work with the university's Bias-Incident Report Team whenever their input is needed. AHNA students also play a major leadership role in planning the annual popular Multicultural Halloween Celebration with other student organizations on campus. They raised over \$500 for the American Cancer Society in the Relay for Life by selling homemade fortune cookies and generating donations online from friends and family members. Additionally, they raise \$1,000 + annually to generate leadership scholarships for incoming members who show potential leadership skills and who aspire to become active

student leaders. Attendance at the Asian Student Association (ASA) meetings averages 50+ attendants per meeting. A new position as Ambassador for ASA was created. More Asian students want to serve as emcees for the annual Asian Culture Night than the regular number of ten students.

**Objective 3:** Enhance recruitment, retention and graduation of AHNA students.

**Outcome Assessed:** Efficiency in providing academic, social and cultural support to AHNA students.

**Findings:** The academic progress of students is monitored via quarterly GPA printouts for early intervention. When students' GPAs are below 2.0, they and their families receive a letter informing them of academic support services from which they can benefit.

The first-year retention rate for AHNA students cohort of 2007 returning Fall 2008 is 76%. The university's overall first year retention for all students in that cohort was 69.7%. The six-year graduation rate for AHNA students for cohort 2003 is 50%, compared to the overall university six-year graduation rate of 43.8% for that cohort.

The enrollment data reveals an increase of Asian and Hispanic students at the undergraduate level but a slight decrease of Native American students.

Year 2007	Year 2008
Asian: 525 students (Undergraduate: 317; Graduate: 208)	Asian: 581 (Undergraduate: 375; Graduate: 206)
Hispanic: 240 students (Undergraduate: 191; Graduate: 49)	Hispanic: 283 (Undergraduate: 226; Graduate: 57)
Native: 60 students (Undergraduate: 53; Graduate 7)	Native: 57 (Undergraduate: 50; Graduate: 7)

**Objective 4:** Serve as an informational resource to the campus community and beyond.

**Outcome Assessed:** Impact of AHNA Center on campus, in the Dayton community and beyond.

**Findings:** The center provides resources for students from the College of Education, College of Liberal Arts, and College of Nursing and Health in the development of learning opportunities in and outside of the classrooms. Center's staff does diversity presentations on and off campus, assists with translation for the local school districts, courts and hospitals. Mai Nguyen, President of the Ohio Consortium of Multicultural Centers in Higher Education, organized a successful inaugural spring conference for the consortium in spring 2009 at the Ohio State University, attended by OSU President and representatives from the Ohio Governor's office.

**PROGRAM IMPROVEMENT:** The center closely monitors students' success and level of satisfaction of needs being met. Intervention for improvement will be made appropriately.

**ASSESSMENT COMPLIANCE:** No deviation from plan.

**NEW ASSESSMENT DEVELOPMENTS**            N/A