

**Assessment Report Standard Format  
July 1, 2008 - June 30, 2009**

**PROGRAM(S) ASSESSED** Bolinga Black Cultural Resources Center

**ASSESSMENT COORDINATOR** Dana Murray Patterson, Director

**1. ASSESSMENT MEASURES EMPLOYED**

Briefly describe the assessment measures employed during the year.

- The Bolinga Center developed and implemented an assessment questionnaire during the fall of 2008 to measure the effectiveness of educational programs and services. The assessment consisted of a five question scale administered at the end of each major educational program or training session (see Appendix A).
- The VISION Mentor Program Annual Assessment includes data on the success of individual student mentors and mentees who participated in the program during the 2008-2009 academic year.
- Students who participated in the Bolinga sponsored tutoring program.
- 2008 fact book and BPRA data on student performance.
- Oral assessments from student leaders involved in Take Flight Leadership Retreat, Bolinga Leadership Institute and Council of Multicultural Student In Leadership (COMSIL)
- Students, faculty, staff, parents, visitors, alumni were asked to complete the brief questionnaire on educational programs sponsored and co-sponsored by Bolinga. Mentors and Mentees were queried to compile data for the VISION report and BPR data was used to construct information about student academic success.
- UDAC has recently implemented an assessment process to measure the success and effectiveness of all diversity programming on campus (Appendix B). The short assessment questionnaire developed by the Bolinga Center staff, while helpful, did not measure the items specified in the UDAC assessment and therefore is not in line with campus wide diversity assessment. The Multicultural Center has decided that each of our units will administer the UDAC assessment for Multicultural programs so that data can be collected, assessed and reported collectively in a universal format. The new assessment plan has been used for Multicultural programs but not specifically for Bolinga programs as of yet. Effective Winter quarter 2010, the Bolinga Center, as a part of the Multicultural Centers will use the UDAC assessment tool during each program

## 2. ASSESSMENT FINDINGS

- Fall 2008 Programs assessments summary: Generally program assessments ranged from five being the best possible rating to three. The events that received most feedback included KWANZAA featuring the Highest Praise Dance Team and (new) Fall Graduate Recognition.
- Winter 2009 Programs assessment summary: Generally program assessments ranged from five being the best possible to four. The event that received the most feedback was the MLK Presidential Lecture featuring Mr. Danny Glover.
- Spring 2009 programs assessment summary: Generally program assessments ranged from five being the highest to four. The events that received the most feedback/praise were 1) The Regional Academic and Cultural Collaborative Dear Dr. Hip Hop Convergence where the hip hop artist COMMON lectured and various others including students throughout the region performed and 2) The Annual Bolinga Awards Ceremony which featured African dance, drums and music. In an effort to make the program more succinct, liberties were taken to substitute a reception for the historical dinner during this event.
- Vision Mentor 2008 Assessment summary: Of the 246 first year students who were mentees in the program 119 (48%) are in good standing, 119 (48%) are on probation, and 4(%) were dismissed. 174 (71%) of the students who participated in the program were registered for the Fall 2008 while 71 (29%) did not register. Additionally, 41 (17%) of the 246 students had a cumulative GPA of 3.0 or higher by fall 2008 and 78 (31%) had a cumulative GPA between 2.0 to 2.9. 127 (52%) had a cumulative GPA below 2.0. Based on this data, the Director of Minority Academic Support was asked to submit his recommendations which are attached to this document (Appendix C).
- Bolinga Sponsored tutoring assessment summary: Bolinga Center sponsored approximately 221 hours of tutoring for the academic year supporting approximately 40 students with a cost of approximately \$1,768.24.
- 2008 Fact Book Summary on academic performance of African American Students: According to the 2009 Fact Book, African American students made up 12% of the total university population. This included 1,816 undergraduates of which 883 were freshman, 315 were sophomores, 231 were juniors and 387 were seniors. The 2009 Fact Book shows a slight increase in the overall percentage of African American students to 13% which includes 2,112 undergraduates consisting of 1,028 freshmen, 369 sophomores, 319 juniors and 396 seniors. These totals reflect a major increase in our ability to attract a diverse student pool but a major deficit in our ability to retain them.
- Other oral assessments related to Take Flight, COMSIL and the Bolinga Leadership Institute: The 15 students who completed the Summer 2009 Bolinga Leadership Institute became the founding members of the

Council of Multicultural Students in Leadership (COMSIL). These students participated in several leadership development activities including Student Activities sponsored Take Flight Leadership Retreat. They reported that there is a need to have an umbrella organization that helps to unite and organize the efforts of minority student organizations to advocate for their unique needs.

### **3. PROGRAM IMPROVEMENTS**

- Changes to program assessment process
- Changes to multicultural programming format
- Changes to Vision Mentoring program and elimination of REACH and STARS
- Changes to student tracking
- Leadership Development Model and COMSIL
- Participation in joint Residential Life Assessment process and MAP Works

### **4. ASSESSMENT PLAN COMPLIANCE**

- The assessment plan is in effect with the included modifications and improvements. Notes from the Bolinga Advisory board are not included in this report but will be available for the 2009-2010 report.

### **5. NEW ASSESSMENT DEVELOPMENTS**

- New UDAC Campus Wide Diversity Assessment Model
- Data will be correlated between students involved in tutoring and mentoring and leadership programs to see if there is marked improvement in academic and social success.
- Data from the joint Residential Life and MAP Works programs will help to triangulate findings from the UDAC/Multicultural Center Data in the future.
- A plan is being developed to address the deficit in African American Student retention.

**Appendix A: Assessment Questionnaire (2008)**



**BOLINGA BLACK CULTURAL  
RESOURCES CENTER**



I am a/an:

- Student
- Faculty Member
- Staff Member
- Alumni
- Community guest
- Parent of a student
- Other \_\_\_\_\_

EVENT: \_\_\_\_\_

DATE: \_\_\_\_\_

**Rate this program from 1-5 (5 being the highest)**

1. This program was well organized. (1 2 3 4 5)
2. I am very likely to attend other Bolinga Center events. (1 2 3 4 5)
3. This program contributed to my understanding of the topic. (1 2 3 4 5)
4. This event helped expose me to diverse views. (1 2 3 4 5)
5. I agree, this was an important diversity event. (1 2 3 4 5)

On the back, please provide any other feedback about this program, suggestions for other programs and what types of programs you would like the Bolinga Center to organize in the future.

**Appendix B: UDAC Assessment Questionnaire**

**We appreciate your feedback about this event sponsored by the Wright State University Diversity Advocacy Council. Your feedback will assist us in providing presentations and workshops on relevant diversity issues to enhance multicultural competency.**

I am affiliated with Wright State University Yes / No  
**If no, please share your institutional or organizational affiliation** \_\_\_\_\_

My status is (Choose the category to which you most identify)

Student \_\_\_\_\_ Staff \_\_\_\_\_ Faculty \_\_\_\_\_ Administrator \_\_\_\_\_ Other (Specify) \_\_\_\_\_

My gender is \_\_\_\_\_ My race/ethnicity is \_\_\_\_\_

The title of the event I just attended is \_\_\_\_\_

The event was held on \_\_\_\_\_ at \_\_\_\_\_  
Date Location

	Not Applicable	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
1. Overall, the presentation provided me with insight about diversity issues.						
2. Overall, the presentation content will be valuable to my <b>career</b> development in addressing diversity issues.						
3. Overall, the presentation content will be valuable to my <b>personal</b> development in addressing diversity issues.						
4. I will make changes in my <b>personal</b> behaviors related to diversity issues as a result of this presentation.						
5. I will make changes in my <b>career</b> behaviors related to diversity issues based as a result of this presentation.						
6. I would recommend this presentation to my peers/colleagues.						

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7. Overall, I found this presentation valuable.						
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8. Based upon this presentation, I will make the following changes in my behaviors related to diversity issues: \_\_\_\_\_

\_\_\_\_\_

9. In a few words, I would describe this presentation as: \_\_\_\_\_

\_\_\_\_\_

10. I would like to see the following topics on diversity issues in higher education included in future presentations: \_\_\_\_\_

**THANK YOU and please use the back of this form for any additional comments.**  
**Please return the form to \_\_\_\_\_**

## **Appendix C: Recommendations of Director of Minority Academic Support**

### **Recommendations and Revisions to the REACH and Visions Mentoring Programs**

I have developed a two-pronged revision to the REACH and Visions Mentoring Programs. Firstly, the REACH Program should be redesigned as a summer bridge program. All African-American freshmen who are at risk academically will be required to complete the program. This determination will be made based on high school GPA, ACT scores and class rank. The Summer Bridge Program will be offered for a six-week term based on the current PASS course used at the University College. Interactive seminars and workshops will be featured to increase the students' level of participation. The program will assist first-semester freshmen in making a successful transition from high school to college. Through the program, students will become acclimated to campus life at WSU, get access to student support programs and services, and learn effective academic skills.

Secondly, the university must "build" and sustain a key group of African-American students who are prepared academically, socially, and mentally. These students will serve broader roles as mentors, advocates, and ambassadors. They will convey vital information and resources to their peers. A partnership must be formed between the colleges at the university and the Visions Mentoring Program. This collaboration will assist students who have identified majors during the freshman year and each subsequent year until graduation.

There has been much discussion of directing more resources and personnel to aid the retention of students. This initiative and collaboration with the colleges would provide a mechanism to pilot this concept. Colleges and departments would play an integral and active role early in the lives of students. Research has proven that students who are connected to and feel comfortable at a university are more likely to persist and graduate. Conversely, students who rely on their own support system are more likely to leave or dropout.

The Visions Mentoring Program was established by students who assessed students' need and advocated for their peers--this has made a difference. By implementing this two-prong plan, the university will help more African-American students to feel supported and welcomed. The number of students who are retained and graduate will grow proportionally.