Assessment Report

July 1, 2009—June 30, 2010

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

ASSESSMENT COORDINATOR: Mai Nguyen, Director, AHNA Center

YEAR 3 of a 5 YEAR CYCLE

ASSESSMENT MEASURES EMPLOYED

A number of measures were employed by the AHNA Center to assess its programming and services provided to AHNA students and the university community: program evaluations, surveys of AHNA students, exit interviews, student focus groups, quarterly GPA 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.

Finding: AHNA Center’s diverse and educational programming continued to draw large and appreciative audiences, on campus and off, with the Chinese and Vietnamese New Year celebration (Year of the Tiger), in addition to its usual substantial university audience, 175 students from local high schools that offer Chinese classes and high schools at which Wright State is offering dual enrollment courses in Chinese; Multicultural Halloween Celebration attracting more than 1,000 attendees; and Asian Culture Night attracting more than 400 attendees, including the highly acclaimed Korean dance group from Chicago who were the special performers. AHNA Center helped to promote the university’s common text, Three Cups of Tea, in collaboration with the Bolinga Center and Women’s Center, organizing a series of conversations tied to themes of the text; over 100 students, faculty, and staff attended the fall event alone. AHNA programming for Asian, Hispanic, and Native American Heritage Months included a series of very informative lectures, films, and art exhibits, among them a lecture by Dr. Yan Yu of Grand Valley State University on new gender roles of Chinese immigrant wives, civil rights attorney Angela Oh on the future of race relations in America, Dr. Jorge Chapa of the University of Illinois at Urbana Champaign on opportunities and challenges for Latinos in the Heartland, and Mr. Cliff Clay, Editor of Drums Along the Ohio, on interracial relations between Native Americans and African Americans. Each of these lectures generated about 100 attendants, an effort to further the academic mission of the university by linking what the AHNA Center does on a daily basis—furthering cultural understanding. AHNA art exhibits included a Japanese origami artist from
Columbus, a Peruvian quilt artist from Florida, and the Native American visual artist from Cleveland averaged from 100-120 visitors to the gallery per exhibition.

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

**Outcome Assessed:** number of students actively participating in activities and taking on broader leadership roles on and off-campus.

**Finding:** The Asian and Native American students have good leadership and students are actively involved with their club activities. The Latino students encounter the challenge of finding competent students who are willing to commit to their club. Nevertheless, the positive aspect is all these students work together to support one another with their clubs’ activities. They actively participated in campus activities such as Fall Fest, May Daze and Relay for Life. The AHNA students take the leadership role annually in organizing the Multicultural Halloween Celebration in conjunction with other student organizations. Additionally, these students also raise funds during the school year for scholarship funds awarded to members who show good leadership skills. Currently, the Asian students have raised $6,084 for scholarship funds; the Latinos have $2,090; and the Native students have $1,394.

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

**Outcome Assessed:** Effectiveness of providing academic, social and cultural support to AHNA students.

**Finding:** The AHNA Center continuously monitors the academic progress of students via quarterly GPA printouts. The Center has an early intervention strategy to inform students and parents about the different academic support services when students’ GPAs are slightly above 2.0 or below 2.0.

The first-year retention rate for AHNA students is 73% for Fall 2008. The overall university’s first-year retention rate for Fall 2008 is 69.9%. The six-year graduation rate for AHNA students for cohort 2004 is 54%. The overall university’s six-year graduation rate for cohort 2004 is 44.1%.

The enrollment data reveals an increase of Asian, Hispanic and Native students at WSU at the undergraduate and graduate levels for Fall 2009. For fall 2009, there were 617 Asians, 289 Latinos, and 65 Native students. For fall 2008, there were 581 Asians, 283 Latinos, and 57 Native students.

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

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

**Finding:** The center continues to respond to requests from departments on campus and from the community to guest lecture and conduct diversity activities, to assist with translation, and to present at local school districts and libraries. The center also works collaboratively with neighboring colleges and universities and with others throughout the
state of Ohio. Mai Nguyen, director of the AHNA Center, completed her 1-year term as founding president of the Ohio Consortium of Multicultural Centers in Higher Education. She was offered the title of president emeritus and continues to provide leadership to the consortium.

**ASSESSMENT COMPLIANCE**

Explain deviations from the plan (if any)
The AHNA Center has reversed back to a 5-year plan assessment instead of a 3-year plan. The Center will conduct its comprehensive assessment in its 5\textsuperscript{th} year. The 3-year plan seems a little too early and does not generate the needed data for a comprehensive evaluation since the center annually collects data via different mechanisms to ensure the efficiency of its programs and services.

**NEW ASSESSMENT DEVELOPMENTS**

N/A