

2014-15 Black/African American Cultural Center Programming

The purpose of this report is to provide the demographics and success outcomes for students who participate in Black/African American Cultural Center (BACC) programs compared to similar students who do not participate in the programs. For the purpose of this report, African American students could also be Hispanic or multi-racial.

2014-15 BACC Programs

Table 1 below, displays the count of participants as well as demographic/academic variables by BACC program.

Table 1.

Program	BACC 2014-15 Program Participation				
	Target Population	Headcount	First Generation (%)	Average Index	Average GPA ¹
Rites of Passage	First-Year	49	69.4%	105.80	2.69
My Brother's Keeper	First-Year	9	66.7%	102.67	2.16
African American Woman Dedicated to Excellence	First-Year	10	80.0%	106.40	2.88
L.E.A.D Conference	Second-Year	22	45.5%	109.73	2.82
Albert C. Yates Leadership Development Institute	Second-Year	8	25.0%	108.25	3.06
John Mosely Leadership	Athletes	22	40.9%	93.74	2.57
Donald W. Wilson Professional Mentoring	Continuing Students	28	45.5%	109.73	2.82
RAM Mentors	Continuing Students	12	25.0%	95.67	2.71
B.E.S.T.	Continuing Students	14	64.3%	103.79	2.65

¹Cumulative GPA at the end of the SP15 semester

Program participation in 2014-15 is largest for the Rites of Passage and smallest for the Albert C. Yates Leadership Development Institute. First generation representation is largest for African American Woman Dedicated to Excellence and smallest for the Ram Mentors program and the Albert C. Yates Leadership Development Institute. CCHE index is lowest for the John Mosley Leadership program and highest for the LEAD Conference and Donald W. Wilson Program. Average SP15 cumulative GPA is highest for the Albert C. Yates Leadership Development Institute and lowest for the My Brother's Keeper program.

The proceeding sections of the report compare each program to a group of similar students. The report is organized by grouping programs by the student level they are intended to serve. These BACC programs specifically target first-year students, second-year students, athletes, and continuing students. Please note that the comparison groups exclude any students who participate in any of the BACC programs included in this report.

First-Year Programs

The following three programs are targeted at first-year students who identify as African American:

-  Rites of Passage
-  My Brother’s Keeper
-  African American Women Dedicated to Excellence

Rites of Passage

The Rites of Passage program is designed to improve the academic performance and retention rate of African American first-year and transfer students. In 2014-15 only one of the participants is a transfer student. Components of this program include peer mentoring, a fall retreat for incoming first-year students, seminars/community building forums, community service involvement and leadership development. Table 2 compares the demographics and academics of Rites of Passage Program participants to other African American new freshmen in FA14 (who did not participate in BACC programming).

Table 2.

2014-15 Rites of Passage Program Participants' First-Year Performance and Demographics					
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³
Participants	49	105.8	69.4%	2.69	27.63
Comparison Group ¹	90	107.6	56.7%	2.56	26.27

¹FA14 African American new freshmen who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

³Total completed credits at the end of the SP15 semester

Rites of Passage program participants have a slightly lower average index (105.8 compared to 107.6) and a larger representation of first generation students (69.4% compared to 56.7%) compared to other African American first-year students. However, program participants have a higher first year GPA (.13 grade points) and slightly higher average completed credits (1.4 credits) compared to similar students who are not in any BACC programming.

My Brother's Keeper

The goal of My Brother's Keeper program is to create a support system and community for Black/African American men as they begin their college journey. All of the program participants in 2014-15 are new freshmen. Table 3 compares the demographics and academics of My Brother's Keeper Program participants to other male African American new freshmen in FA14 (who did not participate in BACC programming).

Table 3.

2014-15 My Brother's Keeper Program Participants' First-Year Performance and Demographics					
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³
Participants	9	102.7	66.7%	2.16	22.89
Comparison Group ¹	42	107.6	45.2%	2.53	26.60

¹FA14 male African American new freshmen who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

³Total completed credits at the end of the SP15 semester

My Brother's Keeper program participants have a substantially lower index score (5 index points) and greater first generation representation (21 percentage points) compared to other male African American first-year students. Program participants have a lower first year GPA (.36 grade points) and substantially lower average completed credits (3.7 credits) compared to similar students who are not in any BACC programming.

African American Women Dedicated to Excellence

African American Women Dedicated to Excellence is run through Orientation and Transition Programs and is made up of African American women first-year students. The goal of this program is to create a support system and community for Black/African American women as they begin their college journey. Table 4 compares the demographics and academics of African American Women Dedicated to Excellence Program participants to other female African American new freshmen in FA14 (who did not participate in BACC programming).

Table 4.

2014-15 African American Women Dedicated to Excellence Program Participants' First-Year Performance and Demographics					
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³
Participants	10	106.4	80.0%	2.88	27.60
Comparison Group ¹	48	107.6	64.6%	2.59	25.98

¹FA14 female African American new freshmen who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

³Total completed credits at the end of the SP15 semester

African American Women Dedicated to Excellence program participants have a slightly lower average index (106.4 compared to 107.6) and a substantially larger representation of first generation students (80% compared to 64.6%) compared to other female African American first-year students. However, program participants have a higher first year GPA (.29 grade points) and slightly higher average completed credits (1.6 credits) compared to similar students who are not in any BACC programming.

Second-Year Programs

The following two programs are targeted at first-year students who identify as African American:

-  L.E.A.D. Conference
-  Albert C. Yates Leadership Development Institute

L.E.A.D. Conference

L.E.A.D. Conference is a sophomore conference hosted by the BACC and El Centro that focuses on enhancing the academic and professional achievements of under-represented students. The purpose of this conference is to foster a strong sense of belonging and to instill confidence in future academic endeavors among participants. Table 5 compares the demographics and academics of L.E.A.D conference participants to other second year African American students (who did not participate in BACC programming).

Table 5.

2014-15 L.E.A.D. Conference Participants' Second-Year Performance and Demographics					
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³
Participants	22	109.7	45.5%	2.82	50.14
Comparison Group ¹	98	108.2	46.9%	2.84	53.89

¹FA14 African American sophomores (new freshman in FA14) who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

³Total completed credits at the end of the SP15 semester

L.E.A.D Conference participants have a slightly higher average index (109.7 compared to 108.2) but a slightly smaller representation of first generation students (45.5% compared to 46.9%) compared to other second-year African American students. However, program participants have a slightly lower first year GPA (.02 grade points) and substantially lower average completed credits (3.75 credits) compared to similar second-year students who are not in any BACC programming.

Albert C. Yates Leadership Development Institute

Albert C. Yates Leadership Development Institute aims to continually develop a 21st century generation of African American leaders. The goal of this program is to prepare participants to lead and confidently face the realities of economic, social, political, and cultural life upon graduation. These second-year students spend the fall working on internal leadership development, then go to high schools in the spring to put the development into action. Table 6 compares the demographics and academics of Albert C. Yates Leadership Development Institute participants to other second-year African American students (who did not participate in BACC programming).

Table 6.

2014-15 Albert C Yates Leadership Development Institute Participants' Second-Year Performance and Demographics					
	Headcount	Average Index	First Generation (%)	Average GPA ²	Average Completed Credits ³
Participants	8	108.3	25.0%	3.06	52.63
Comparison Group ¹	98	108.2	46.9%	2.84	53.89

¹FA14 African American sophomores (new freshman in FA14) who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

³Total completed credits at the end of the SP15 semester

L.E.A.D Conference participants have a very similar average index score compared to other second-year African American students. However, participants have significantly smaller representation of first generation students (25% compared to 46.9%) compared to other second-year African American students. Program participants have a higher first year GPA (.22 grade points) and slight lower average completed credits (1.26 credits) compared to similar second-year students who are not in any BACC programming.

Athlete Programs

The John Mosley Leadership program is designed to assist student-athletes. The overall objective of the program is to reduce the percentage of academic probation rates, increase graduation rates, and expose participants to positive role models. Table 7 compares the demographics and academics of John Mosley Leadership program participants to other new freshman student-athletes (who did not participate in BACC programming).

Table 7.

2014-15 John Mosley Leadership Program Participants' Performance and Demographics					
	Headcount	Average Index	First Generation (%)	Average GPA ²	Probation Rate ³
Participants	22	93.7	40.9%	2.57	13.6%
Comparison Group ¹	54	116.7	14.8%	3.08	5.6%

¹FA14 new freshmn athletes who did not participate in any BACC programs in the 2014-15 academic year
²Cumulative GPA at the end of the SP15 semester
³Probation status at the end of SP15 semester

John Mosley Leadership program participants have a substantially lower index score (23 index points) and greater first generation representation (26.1 percentage points) compared to other new freshman student-athletes. Program participants have a lower first year GPA (.51 grade points) and substantially higher probation rate (about 8 percentage points) compared to similar student-athletes who are not in any BACC programming. The difference in probation rate for the John Mosley Leadership program seems large; however, with such a small group of students a 13.6% probation rate is due to three students being on probation.

Continuing Student Programs

The following three programs are targeted at continuing students who identify as African American:

-  Donald W. Wilson Professional Mentoring Program
-  RAM Mentor Program
-  B.E.S.T. Program

Donald W. Wilson Professional Mentoring Program

Donald W. Wilson Professional Mentoring program provides active learning opportunities to upper division students (juniors/seniors). The purpose of this program is to provide a mentor/protégé relationship between faculty/staff members and students by pairing students with faculty/staff members who work in a field relevant to the students' major. Table 8 compares the demographics and academics of Donald W. Wilson Professional Mentoring program participants to other junior and senior African American students (who did not participate in BACC programming).

Table 8.

	Headcount	Average Index	First Generation (%)	Average GPA ²
Participants	28	108.0	53.6%	2.98
Comparison Group ¹	268	108.7	45.5%	2.81

¹FA14 African American juniors and seniors (defined by credit level) who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

Donald W. Wilson Professional Mentoring program participants have a slightly lower average index (.7 index point difference) and a larger representation of first generation students (8 percentage point difference) compared to other continuing African American students. Program participants have a higher cumulative GPA (.18 grade point difference) compared to similar students who are not in any BACC programming.

Ram Mentoring Program

Ram Mentoring program participants are the mentors for the first-year student athletes in the John Mosley Leadership program. Table 9 compares the demographics and academics of Ram mentors to other continuing African American students (who did not participate in BACC programming).

Table 9.

2014-15 RAM Mentor Program Participants' Performance and Demographics				
	Headcount	Average Index	First Generation (%)	Average GPA ²
Participants	12	95.7	25.0%	2.71
Comparison Group ¹	427	107.4	48.2%	2.77

¹FA14 African American continuing students who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

The Ram Mentoring program participants have a significantly lower average index (95.7 compared to 107.4) but a significantly smaller representation of first generation students (25% compared to 48.2%) compared to other continuing African American students. Program participants have a slightly lower cumulative GPA (.06 grade point difference) compared to similar students who are not in any BACC programming.

B.E.S.T. Program

B.E.S.T. is BACC’s Black Educational Support Team and includes the students (most on work-study) that work in the office on programming as well as serving as peer mentors for the Rites of Passage program. Table 10 compares the demographics and academics of B.E.S.T. to other continuing African American students (who did not participate in BACC programming).

Table 10.

2014-15 B.E.S.T. Program Participants' Performance and Demographics				
	Headcount	Average Index	First Generation (%)	Average GPA ²
Participants	14	103.8	64.3%	2.65
Comparison Group ¹	427	107.4	48.2%	2.77

¹FA14 African American continuing students who did not participate in any BACC programs in the 2014-15 academic year

²Cumulative GPA at the end of the SP15 semester

The B.E.S.T. program participants have a slightly lower average index (103.8 compared to 107.4) and a significantly larger representation of first generation students (64.3% compared to 48.2%) compared to other continuing African American students. Program participants have a slightly lower cumulative GPA (.12 grade point difference) compared to similar students who are not in any BACC programming.

Conclusions

This section summarizes the findings from this report and provides recommendations on alternative outcome measures for future assessment.

First-Year Programs

The three first-year BACC programs include participants with lower average index scores and greater representation of first-generation students compared to African American first-year students who do not participate in BACC programming. Two of the three programs have participants with higher average GPA's and credit completion compared to similar non-program participants.

GPA and credit accumulation are the two outcome measures currently used to compare participants to non-participants, but all of these programs are intended to increase first-year retention. Therefore, the freshman retention rates of program participants should be compared to non-program participants after the FA15 census.

Second-Year Programs

The two programs intended for second year students serve students with a slightly higher index and lower first generation representation compared to the first-year program participants. Participants in these programs have similar index scores and first generation representation compared to other second-year African American students who do not participate in BACC programming. Among the Albert C. Yates program participants, the average cumulative GPA is slightly higher but the average completed credits is slightly lower compared to the non-program participants. Among the L.E.A.D Conference participants, the average GPA and completed credits are lower compared to non-program participants.

The intent of L.E.A.D Conference participation is to create a strong sense of belonging and the intent of the Albert C. Yates program is to foster leadership skills, but the student outcomes measured in this report do not capture these effects. Assessment of the second-year programs will be enhanced with qualitative responses from participants.

Athlete Programs

The John Mosely Leadership program is intended for first-year student-athletes. This program serves a group of athletes with a very low average index score and considerable first generation representation. Students in this program have a lower GPA and higher probation rate compared to other first-year athletes.

Continuing Student Programs

Two of the three programs intended for continuing students serve students with higher indexes. However, the RAM Mentors program has one of the lowest average indexes compared to all other BACC programs. The Donald W. Wilson program is the only program where participants have a cumulative GPA that is higher than the comparison group. Again the GPA outcome does not fully measure the intent of these programs. Students participating in these programs next year should also be assessed by their spring 2016 responses on the National Survey of Student Engagement (NSSE). For instance, NSSE specifically asks students to report the quality of their relationship with faculty, staff, and other students. Responses to these questions will be important data points for next year's assessment.