

AN EVALUATION OF THE MINORITY CULTURAL CENTER
PROGRAM AT THE
UNIVERSITY OF WISCONSIN-LA CROSSE

A SEMINAR PAPER
PRESENTED TO
THE GRADUATE FACULTY

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF SCIENCE

by
Fred E. Jungers
May 1974

UNIVERSITY OF WISCONSIN - LA CROSSE
COLLEGE OF EDUCATION

Candidate: Fred E. Jungers

I recommend acceptance of this seminar paper in partial fulfillment of this candidate's requirements for the degree Master of Science in Education: Student Personnel Service.

5-9-74
Date

Susan I. Hardin
Seminar Paper Advisor

This seminar paper is approved for the College of Education.

5/9/74
Date

B. J. Young
Dean, College of Education

ABSTRACT

The purpose of this study was to evaluate the Minority Cultural Center programming at the University of Wisconsin-La Crosse. The investigation was directed toward minority students enrolled in the spring semester of the 1973-74 academic year.

The minority population sampled consisted of 68 Ss (46 blacks, 14 native Americans, and 8 latinos). A total of 31 Ss (46 percent) responded to the questionnaire. The 31 Ss consisted of 21 blacks, 5 native Americans, 3 latinos and 2 others.

Results of the survey revealed that there were no significant differences between under-classmen and upper-classmen evaluations when considering the criteria of personal adjustment, self-identity, and academic growth.

The results show that because of the lack of participation on the part of native Americans and latinos, black students evaluated the program more positively.

Black students as well as all other minority students participating in this survey feel that the Minority Cultural Centers should be utilized to meet the needs of all minority students.

ACKNOWLEDGEMENTS

The writer extends his thanks and appreciation to Dr. Susan Hardin, seminar paper advisor, for her guidance and advice.

He also acknowledges Dr. Andris Ziemelis, seminar instructor, for his advice.

TABLE OF CONTENTS

	Page
Table of Contents	ii
List of Tables	iii
Chapter	
I. INTRODUCTION	1
Purpose	2
Statement of Problem	2
Related Literature	3
Assumptions and Hypotheses	7
II. METHOD	9
Sample	9
Instrumentation	9
Definition of Terms	9
Procedure	10
III. RESULTS AND DISCUSSION	11
Descriptive Data	16
Tests of Hypotheses	16
Discussion of Results	17
IV. SUMMARY	20
REFERENCES	22
APPENDIX	23

LIST OF TABLES

Table	Page
1. Mean and Standard Deviation of Freshmen Evaluations	12
2. Mean and Standard Deviations of Sophomore Evaluations	13
3. Mean and Standard Deviation of Junior Evaluations	14
4. Mean and Standard Deviation of Senior & Graduate Evaluations	15
5. Average Mean and Standard Deviation of Freshmen & Sophomore Evaluations	16
6. Average Mean and Standard Deviation of Junior, Senior & Graduate Evaluations	16
7. t Test for Independent Measure	17

CHAPTER I

INTRODUCTION

One element of the current revolution in higher education is the minority student and his* demands for cultural centers. If one accepts the thesis that American society is basically racist, then minority cultural centers can be viewed as one attempt to deal with the problem. If the legitimate demands of black or other minority students are met to the best of the college's or university's ability, then minority cultural programming may turn out to be one of the best long-term efforts to end discrimination. Minority cultural center programming can constitute "relevant" education and can be a part of the current effort to make educators consider the total needs of the students rather than concentrating solely upon intellectual development.

Absolute statements cannot be made regarding all minority students; however, there are general observations that can be cited regarding the minority student's perception of himself in the white world of the immediate campus. A number of these perceptions are closely related to the black student's stimulation to act out his feelings and motivations toward satisfying his needs in a situation that he must live in for four years. Maslow (1970) states that like white students, black students must find healthy means of satisfying their basic physiological needs, safety needs for love and belongingness, needs for esteem or pride, and needs for self-actualization or

*For purposes of clarity of presentation, the words "his" and "men" will be used as inclusive of both men and women.

self-growth and development. Although many white students may currently find frustration in satisfying various human needs, for black students satisfaction is even more difficult to attain.

Evaluation of the goals and objectives in higher education must be made by faculty and administrators to determine the value and direction of education. Students' opinions are also an important and necessary part of the evaluating process. Howe (1967) pointed out that students pay for their education and are the ultimate purpose of it, and it is for this reason that black and other minority students should be considered in the evaluating procedure of a minority cultural center.

Purpose

The purpose of this study was to evaluate the Minority Cultural Center programming at the University of Wisconsin-La Crosse. The sample for this study included all minority students enrolled at the University of Wisconsin-La Crosse during the spring semester of the 1973-74 academic year.

Statement of the Problem

This paper represents the results of a recent evaluation of the Minority Cultural Center. The criteria considered in the design of the study were personal adjustment, self-identity, and academic growth.

Three major questions were asked in the study:

1. Are there significant differences between the program evaluations of freshman and sophomores as compared to upper-classmen currently participating in the minority cultural center?
2. Do black students evaluate the program significantly more positively than all other minority students?

3. Is programming through the Minority Cultural Center an effective way to meet the needs of all minority students?

Related Literature

The trend toward separatism may well be temporary in nature. When the American Negro is able to improve his self-concept, we may see a renewed and more successful effort to fully integrate our society. Black people have never achieved respect by trying to be white. They are finally achieving it by being black, as Thee Smith (1969) stated as a junior at Exeter College.

I am the new black. Last year I felt that an investment had been made in me - not merely by this school but by your whole society - to provide a safe, well-balanced and responsible leadership for the black revolution. The fact that I once accepted your definition of my role as a black nauseates me. I see in your definition, and in my agreement, a continuation of the efforts to teach blacks how to act white and at the same time teach them to deny the legitimacy of their own culture. I feel that we, as human beings, have much more to gain by remaining true to ourselves, true to our culture, and true to our blackness. When we become leaders, we will derive our strength not from your friendship, or your brains, or your money, but from ourselves. I am a black first, and an American when I can afford to be. (Williams, 1969, p.9).

Coping with the problem of black student unrest on the college campus has emerged as a compelling necessity. Since the early sixties, black students have manifested genuine and active interest in the elimination of racial inequities in American society as well as in our universities. The resulting efforts have been felt on practically every college campus. These colleges have experienced activism which resulted in the resignation of presidents, student personnel workers and other top level administrators and in increased faculty turnover. They have experienced the closing of some colleges for brief periods, destruction of property both on the campus and in the community, court decisions related to the dismissal of dissident

students, and the use of police force to maintain order. They have experienced increased pressure for reformed curricula and reorganized administrative practices. One consequence of these developments has been a noticeable change in the quality and style of collegiate life for the black student in a white university setting. There have been changes in the codes of campus citizenship, relations among administrators, students and faculty members, decision-making process, student expectations, disciplinary procedures and recreational activity of the college community.

There is the commanding need to incorporate black students into the intellectual as well as the social life of the academic community. To a great extent, black college students feel alienated from the faculty whose relationships with students, in a large measure, are limited to the formal setting of the classroom. Emerging from this feeling of alienation is a feeling that the black student has lost his identity.

Most black critics thrust forward a variety of demands calculated to cure the ills that so sorely afflict the nation. Universal among these remedies in the field of education was the demand for the establishment of black cultural centers.

White hostility to the black power and black consciousness movement is often based on a profound ignorance of what it feels like to be black, and live in an essentially white society.

Grier and Cobb (1968), two black psychoanalysts, have tried to convey this feeling in their book, Black Rage. Their conclusion is that, "If existing oppressions and humiliating disenfranchisements are to be lifted, they will have to be lifted most speedily, or catastrophe will follow. For there are no more psychological tricks blacks can play upon themselves to make it possible to twist in dreadful circumstances"(pg.247).

Wicker (1968) pointed out that blacks are no longer satisfied with the kind of patronizing courses that one black scholar called, "Chitlins 101". The demand is for black studies and for a minority cultural center where students may identify with one another. Harvard, Yale and Stanford were three of the early universities to develop minority cultural centers. But the prestige of Harvard has quickened interest throughout the country, and others have been quick to agree that cultural centers are needed to provide the black men in America a legitimate and urgent academic endeavor.

The harsh realities of the conditions of black people in America and the disenchantment of black students with contemporary university life in the late 1960's spotlighted the need for a university center that focused in depth on the black experience. Mitchell's (1970) major objectives of the cultural center were to be the identification and analysis of the contributions, problems, and aspirations of Americans of African descent and the development of skilled and committed students.

Earlier research on blacks admitted to regular programs at white institutions (Clark & Plotkin 1967) shows that black attrition rates tend to be lower than those of white students and that they tend to succeed in college. The factor that seems to make the difference is motivation. Knowing this, concerned administrators have tried to convince black students that the will to survive is a major part of their battle.

Observations by Pruitt (1970) suggest that there is more than the will to survive to prove academic success. A clearer understanding of this issue is found through research on the internal versus external control of reinforcements. Internal control refers to how much control one believes he has over his own destiny. External control refers to how much one blames outside forces for what happens to him (Rottner, Seeman, & Liverant,

1962). In addition to such generalized considerations of locus of control, the black student's belief about the causes of his success or failure in our society in general must be considered, and more specifically, causes of success or failure in a white university. For example, if one fails a course, is it because he failed to study or is it because the teacher is racist? Pruitt feels that some institutions have believed that they were providing the best of all possible worlds by swinging open the college gates so that black students could share in higher learning. He has observed that the consequences show that these good intentions were not enough. They are at best, window dressing. Students in regular programs, therefore, must learn to cope with the academic system of all of its hidden ramifications.

Pruitt's research indicates that a student can account for his performance in part by looking at activities over which he does have some control, e.g., studying, conferring with professors, and increasing his reading speed. Yet some of his success, as with all students, is a function of outside forces. For the black student, these forces are often overlaid with racism exhibited by such persons as professors, residence hall directors, and clerks in the business office. He feels that if an administrator is aware of this phenomenon, he can help the minority student deal with these everyday problems by giving him a place to identify with others of his own race.

The Board of Regents of Wisconsin State Universities System, on February 18, 1969, adopted Resolution 3301, providing for the establishment of minority cultural centers. The results of this resolution provided for the establishment of the University of Wisconsin-La Crosse Minority Cultural Center on September 24, 1969.

The center is located in Cartwright Center, adjacent to the main snack bar area, staffed by minority students and containing books, art work, lounge, study tables and artifacts. The program objectives are as follows:

- 1) To plan and execute activities and programs related to minority affairs. These may include a film series, seminars, workshops, dances, speakers, art exhibits.
- 2) To serve as a place of identity on the campus for the minority students to gather.
- 3) To serve as a resource place for academic departments, faculty, students, as well as the community, relative to the history and culture of minorities (blacks, latinos and native Americans)(Cartwright Center file, 1969).

No longer are universities dealing with the campus unrest of the late 1960's. It has been stated by many that the black crisis is over. The budget for the 1973-74 year shows a figure of \$34,430 to operate and maintain the Minority Cultural Center on the La Crosse campus. Keeping in mind the above three statements, it can be understood why the threat of closing some cultural centers is real. If minority cultural centers are not meeting the needs of students, additional programming is needed to provide minority students a fair chance to exist on a white campus.

Assumptions and Hypotheses

It was assumed that the primary concern of the minority cultural center program was directed toward personal adjustment, improved self-identity and academic growth of minority students.

It was also assumed that some types of programming were needed to provide the minority student with an identifying group to ease the adjustment from inner-city life to the anglo college community.

The following hypotheses were tested based upon the assumptions listed above:

1. Minority student under-classmen evaluate the program significantly more positively than upper-classmen when considering the criteria of personal adjustment, self-identity, and academic growth.
2. Black students evaluate the program significantly more positively than all other minority students.
3. Black students feel that programming through the minority cultural center represents a constructive effort to meet the needs of all minority students.

CHAPTER II

METHOD

Sample

The sample for this study included all minority students enrolled at the University of Wisconsin-La Crosse during the spring semester of the 1973-74 academic year.

Instrumentation

The data were compiled from information recorded on a questionnaire sent to each subject. The questionnaire was designed so that the minority student could evaluate the programs offered through the Minority Cultural Center.

The criteria considered for each program were personal adjustment, self-identity, and academic growth. Each subject rated each program he had participated in on a Likert scale. These ratings were perceptions on the part of the S, not objective measures. Values of one represented a negative influence while values of seven indicated a very positive influence. See Appendix for a copy of the instrument.

Definition of Terms

Minority Student - A black American, latino, or native American enrolled at the University of Wisconsin-La Crosse.

Personal adjustment - A positive experience aiding minority students in adjusting from home environment to anglo campus living.

Self-identity - An experience providing an opportunity for a minority student to know himself better.

Under-classman - A student who has not completed more than sixty credits with a class standing of freshman or sophomore.

Upper-classman - A student who has completed more than sixty credits with a class standing of junior, senior or graduate student.

Procedure

A list of all minority students and their addresses was compiled through the University of Wisconsin-La Crosse computer center. Each student was sent an identical questionnaire and requested to return it by a given deadline. Stamped self-addressed envelopes were provided for Ss convenience in returning the questionnaire.

The t test for Independent Measures was used to test for a significant difference in the evaluations by under-classmen and upper-classmen.

The University of Wisconsin-La Crosse computer center computed means and standard deviations for personal adjustment, self-identity, and academic growth for each program offered through the Minority Cultural Center.

CHAPTER III

RESULTS AND DISCUSSION

Chapter III is divided into three sections: descriptive data, tests of hypotheses, and discussion.

Descriptive Data

A total of 68 Ss were used in this study. Each subject received an identical questionnaire. Of the 68 questionnaires mailed, a total of 31 (46 percent) were returned. The 31 Ss consisted of 21 blacks, 5 native Americans, 3 latinos and 2 others. Of the 31 Ss, 13 were freshmen, 5 sophomores, 8 juniors, 4 seniors and 1 graduate student.

Means and standard deviations were computed for the criteria of personal adjustment, self-identity and academic growth for each program offered through the Minority Cultural Center. A total mean and standard deviation was also computed for each program. The data derived from these analyses are presented in Tables 1, 2, 3, 4, 5 and 6.

Tests of Hypotheses

Hypotheses 1...Hypotheses 1 predicated that minority student underclassmen evaluate the program significantly more positively than upperclassmen when considering the criteria of personal adjustment, self-identity, and academic growth. The evidence shown in Table 6, using the t Test for Independent Measures, indicated that there were no significant differences between underclassmen and upperclassmen when evaluating for the criteria of personal adjustment, self-identity, and academic growth.

Table I
Means and Standard Deviations
Of Programs Offered Through The Minority Cultural Center
13 Freshman Evaluations

Programs	Personal Adjustment		Self-identity		Academic Growth		Number Responding
	X	S.D.	X	S.D.	X	S.D.	
Art Exhibits	4.25	0.14	4.25	0.14	3.00	1.22	4
Film Series	4.60	1.95	4.80	0.15	3.80	2.13	5
Speakers	5.44	1.28	5.22	1.05	4.66	1.56	9
Dances	5.44	1.45	4.88	1.79	3.22	1.88	9
Seminars	----	----	----	----	----	----	---
Black History wk	6.00	1.00	6.00	1.00	6.00	1.00	2
Black Culture wk	5.42	1.18	5.85	1.00	5.71	1.33	7
Literature Rack	3.83	1.86	5.50	1.11	4.83	2.04	6
Study Room	2.50	0.27	2.75	1.47	3.00	1.87	4
Athletic Program	4.40	1.35	4.20	1.92	2.60	1.20	5
Lounge Area	4.85	1.13	5.28	1.16	4.71	1.38	7
Scope Meetings	2.85	1.24	2.71	1.26	2.42	1.29	7

Table 3

Means and Standard Deviations

Of Programs Offered Through The Minority Cultural Center

8 Junior Evaluations

14

Programs	Personal Adjustment		Self-identity		Academic Growth		Number Responding
	X	S.D.	X	S.D.	X	S.D.	
Art Exhibits	3.25	1.47	4.25	1.91	3.00	1.58	4
Film Series	5.00	1.00	5.40	0.30	4.20	1.25	6
Speakers	4.80	1.32	4.20	1.07	4.60	1.35	5
Dances	5.00	1.41	3.80	1.16	2.80	0.23	5
Seminars	4.60	1.24	4.60	1.24	4.60	1.24	3
Black History wk	4.60	0.30	5.30	1.24	2.30	1.11	3
Black Culture wk	5.10	1.16	5.50	1.25	3.60	1.49	6
Literature Rack	4.00	1.28	3.50	0.30	2.80	1.07	6
Study Room	3.50	1.44	3.00	1.00	4.10	0.28	6
Athletic Program	2.60	1.24	1.60	0.27	2.00	0.25	3
Lounge Area	6.00	1.15	5.30	0.30	3.10	1.57	6
Scope Meetings	4.00	1.09	3.40	1.01	2.60	1.01	5

Table 4
Means and Standard Deviations
Of Programs Offered Through The Minority Cultural Center
5 Senior Evaluations

Programs	Personal Adjustment		Self-identity		Academic Growth		Number Responding
	X	S.D.	X	S.D.	X	S.D.	
Art Exhibits	3.50	0.15	4.50	0.15	4.00	1.00	2
Film Series	4.50	0.15	5.00	0.00	4.50	1.50	2
Speakers	5.50	0.15	4.50	0.15	2.50	0.15	2
Dances	4.00	1.00	5.50	0.15	2.50	0.15	2
Seminars	----	----	----	----	----	----	---
Black History wk	----	----	----	----	----	----	---
Black Culture wk	5.33	1.24	5.66	1.24	4.66	0.30	3
Literature Rack	3.66	1.24	4.66	0.30	5.00	1.41	3
Study Room	2.50	1.50	5.00	1.00	4.50	1.50	2
Athletic Program	4.50	0.15	4.50	1.50	3.00	1.00	2
Lounge Area	4.25	1.08	5.25	1.29	3.00	1.00	4
Scope Meetings	3.50	0.15	3.50	0.15	2.50	0.15	2

Table 5
Average Mean & Standard Deviations
Of Programs Offered Through The Minority Cultural Center
Freshman And Sophomore Evaluations

	Personal Adjustment		Self-identity		Academic Growth	
	X	S.D.	X	S.D.	X	S.D.
Freshman	4.50	1.16	4.67	1.09	3.99	1.44
Sophomore	4.32	0.79	3.91	0.38	3.23	1.26
Group Results	4.46	1.08	4.51	0.94	3.83	1.40

Table 6
Average Mean & Standard Deviations
Of Programs Offered Through The Minority Cultural Center
Junior And Senior Evaluations

	X	S.D.	X	S.D.	X	S.D.
	Junior	4.80	1.17	4.15	0.92	3.30
Senior	4.12	0.65	4.80	0.59	3.61	0.81
Group Results	4.45	1.01	4.34	0.82	3.39	0.96

Table 7

t Test for Independent Measures
 Comparison of Evaluations
 By Under-classmen and Upper-classmen
 Minority Students Currently Enrolled

	t	p*
Personal Adjustment	0.5000	NS
Self-identity	0.9659	NS
Academic Growth	1.8333	NS
*one tailed t Test		

Hypothesis 2...Hypothesis 2 predicted that black students evaluate the program significantly more positively than all other minority students. The results of the questionnaire indicated that native American and latino students do not participate in the programs offered through the Minority Cultural Center. Hypothesis 2 was not supported statistically for lack of participation on the part of native Americans and latinos.

Hypothesis 3...Hypothesis 3 stated that black students feel that programming through the Minority Cultural Center represents a constructive effort to meet the needs of all minority students. The results of the questionnaire indicated that 20 out of 21 blacks feel that the Minority Cultural Center should concentrate on meeting the needs of all minority students.

Discussion of Results

The purpose of this study was to evaluate the Minority Cultural Center programming at the University of Wisconsin-La Crosse. The criteria considered were personal adjustment, self-identity, and academic growth.

When comparing the evaluation of under-classmen and upper-classmen minority students, it was found that the two groups evaluated the programs showing a little under average influence on their college experience. This may mean that the Minority Cultural Center is not as important an influence on the minority student's college experience as research indicated following campus unrest of the late 1960's. It may also indicate that little transition takes place from a minority student's home environment to assimilation on a white campus.

The study also indicated a feeling on the part of black and other minority students that the Minority Cultural Center should concentrate on meeting the needs of all minority students. The results state that very little participation is shown by native Americans and latinos. This could mean that the present programming is only beneficial to black students. It may also be that black students dominate, hence, providing little opportunity for other minority students to get involved. It may also be true that the difference between minority groups is too great for administrators to expect them to relate and work together for one common goal.

Limitations...The questionnaire may have been too complicated resulting in a small sample return.

Recommendations...Student evaluations are very important in the hope of obtaining the best possible educational experiences for students. The researcher recommends that minority students be involved in future decisions regarding the success or failure of the University of Wisconsin-La Crosse Minority Cultural Center. The researcher recommends further study regarding the goals and objectives of the Minority Cultural Center.

Other colleges and universities are taking a hard look at cultural centers and replacing them with a different style of programming to better meet the needs of its minority student body.

CHAPTER IV

SUMMARY

The purpose of this study was to evaluate the Minority Cultural Center programming. The minority population sample consisted of 68 Ss (46 blacks, 14 native Americans, and 8 latinos). A total of 31 Ss (46 percent) responded to the questionnaire. The Ss consisted of 21 blacks, 5 native Americans, 3 latinos and 2 others.

It was hypothesized that:

1. Minority student under-classmen evaluate the program significantly more positively than upper-classmen when considering the criteria of personal adjustment, self-identity and academic growth.
2. Black students evaluate the program significantly more positively than all other minority students.
3. Black students feel that programming through the Minority Cultural Center represents a constructive effort to meet the needs of all minority students.

Results of the survey revealed that there were no significant differences between under-classmen and upper-classmen evaluations when considering the criteria of personal adjustment, self-identity, and academic growth.

The results show that because of the lack of participation on the part of native Americans and latinos, black students evaluated the program more positively.

Black students as well as all other minority students participating in this survey feel that the Minority Cultural Center should be utilized to meet the needs of all minority students.

REFERENCES

1. Carson, T., The Negro student at integrated colleges. cited by Clark, K., & Plotkin, L. (Eds.), Education of the Disadvantaged. New York: Holt, Rinehart and Winston, 1967.
2. Cartwright Center File, La Crosse Minority Cultural Center, 1969.
3. Grier, H., Cobbs, P. Black Rage. New York: Bantam Books, 1968.
4. Howe, H., Less teaching, more conversation. Improving College Teaching. American Council on Education, 1967, 259-260.
5. Maslow, F. L., The black student needs, American Psychological Association Proceedings, 1970, 6, (1), 395.
6. Mitchell, H., The black experience in higher education, The Counseling Psychologist, 1970, 2(1), 32-34.
7. Pruitt, A. S., Black poor at white colleges, Journal of College Student Personnel, 1970, 11, 2-6.
8. Rotter, T., Seeman, F., & Liverant, C., The uses of the university. Harvard University Press, 1962, 241-245.
9. Smith, T., The university's black crisis, cited by Williams, F., College & University Journal, 1971, 8, 9-10.
10. Wicker, T., Black Americans in higher education, New York Times, Sept., 1968.

APPENDIX

2131 Adams Street
La Crosse, Wisconsin 54601

Dear Student:

The purpose of this questionnaire is to evaluate the Minority Cultural Center programming at the University of Wisconsin -- La Crosse. The sample for this study includes all minority students currently enrolled at the University of Wisconsin -- La Crosse.

Please fill out the questionnaire as accurately and honestly as possible, and return it by 3-21-74 in the enclosed envelope. All individual replies will remain confidential.

Your assistance in this study will be appreciated.

Sincerely,



Fred E. Jungers
Graduate Student
Student Personnel Services

FEJ:db

MINORITY CULTURAL CENTER PROGRAM EVALUATION

PART I. PERSONAL DATA

1. Sex

- _____ (1) Male
_____ (2) Female

2. Class standing

- _____ (1) Freshman
_____ (2) Sophomore
_____ (3) Junior
_____ (4) Senior
_____ (5) Other (Please state) _____

3. Ethnic or cultural background

- _____ (1) Black American
_____ (2) Native American
_____ (3) Latino
_____ (4) Other (Please state) _____

4. Number of semesters on the La Crosse campus

- _____ (1) Less than two
_____ (2) Three to five
_____ (3) Six to Eight
_____ (4) Nine or more

5. Age

- _____ (1) Twenty or under
_____ (2) Twenty-one or over

6. Description of hometown neighborhood

- _____ (1) Predominately the same ethnic or cultural background
_____ (2) A mixed ethnic or cultural background
_____ (3) Predominately white neighborhood

7. Number of hours you spend per week related to the Minority Cultural Center

- _____ (1) None
_____ (2) 1 to 3
_____ (3) 4 to 6
_____ (4) 7 to 9
_____ (5) over 10

PART II. PROGRAM EVALUATION

DIRECTIONS: Please evaluate each program offered through the Minority Cultural Center considering the criteria of personal adjustment (a positive experience aiding individuals in adjusting from their home environment to anglo campus living), self-identity (An experience providing an opportunity for a student to know his/her self better), and academic growth (the experience of broadening in knowledge). For each of

the following programs, check the column which most nearly represents the type of influence that program has had on your college experience.

NOTE: If you did not participate in a specific program, please check box on the left side.

MINORITY CULTURAL CENTER PROGRAMS:

Very Positive Influence
Average Influence
Negative Influence

8. Art Exhibits

No Participation

	7	6	5	4	3	2	1
Personal adjustment							
Self-identity							
Academic growth							

9. Film Series

No Participation

	7	6	5	4	3	2	1
Personal adjustment							
Self-identity							
Academic growth							

10. Speakers

No Participation

	7	6	5	4	3	2	1
Personal adjustment							
Self-identity							
Academic growth							

11. Dances

No Participation

	7	6	5	4	3	2	1
Personal adjustment							
Self-identity							
Academic growth							

12. Seminars

No Participation

	7	6	5	4	3	2	1
Personal adjustment							
Self-identity							
Academic growth							

13. Black History Week

No Participation

	7	6	5	4	3	2	1
Personal adjustment							
Self-identity							
Academic growth							

14. Black Culture Week

No Participation

	7	6	5	4	3	2	1
Personal adjustment							
Self-identity							
Academic growth							

15. Minority Literature Rack

No
 Participation

Personal adjustment
Self-identity
Academic growth

16. Study Room

No
 Participation

Personal adjustment
Self-identity
Academic growth

17. Athletic Program

No
 Participation

Personal adjustment
Self-identity
Academic growth

18. Rap or Lounge Area

No
 Participation

Personal adjustment
Self-identity
Academic growth

19. Scope Committee Meetings

No
 Participation

Personal adjustment
Self-identity
Academic growth

PART III. YOUR OPINION

20. Do you feel the Minority Cultural Center should concentrate most on meeting the needs of black students?

(1) Yes
 (2) No

21. Do you feel the Minority Cultural Center should concentrate on meeting the needs of all minority students?

(1) Yes
 (2) No

Please list reasons why you answered questions 20 & 21 as you did as well as suggestions for better meeting the needs of black students and/or all minority students.

Additional comments may be put on the back side of this sheet.