The purpose of this assessment is to determine if:

1. Participating students are benefitting and learning from the DOR experience.
2. Students are more comfortable with initiating or having these conversations outside of the DOR setting.
3. Students are able to build community within their group.
4. They are able to develop a clearer understanding of race and institutional racism and its continued impact on society.
5. Students are more likely to continue interacting with people in their discussion groups.

Assessment Purpose

The purpose of this assessment is to determine if:
1. Participating students are benefitting and learning from the DOR experience.
2. Students are satisfied with the program.
3. Students are able to build community within their group.
4. They are able to develop a clearer understanding of race and institutional racism.
5. Students are more comfortable with initiating or having these conversations outside of the DOR setting.

Structure and Activities

Staffing

- 2 student coordinators meet weekly with the OASP contact, to coordinate; the training, planning, marketing, and communication to facilitators and the BC community.
- 4-5 pairs of student facilitators plan their sessions, promote and recruit participants, and meet weekly with the coordinators to debrief any concerns or issues.

Structure

- Participants meet for 6 consecutive weeks, 2 hours each week, in a private residential lounge.
- Using articles, films, video, and their own experiences, participants discuss and reflect on issues related to race.
- Session themes include: race at BC, their identity and how it shapes them, institutional racism, race in the media, and more.
- At the end of the six sessions, each group executes an action project to bring awareness to these issues.
- Sessions operate in the fall and spring semesters, and take place Sunday through Thursday evenings.

Assessment Methodology

A survey was distributed at the closing ceremony of each session. The survey contained three sections:
- Feedback regarding the facilitators.
- Content of the sessions.
- Personal reflections/learning.
- 22 students completed the survey.
- Results were then evaluated, identifying patterns and/or themes.

Survey Participants by Class

- 41% Sophomore
- 27% Junior
- 5% Senior
- 37% Graduate Student

Survey Participants by Gender

- 55% Male
- 45% Female

Survey Participants by Ethnicity

- Caucasian: 27%
- Black: 14%
- Latino: 18%
- Asian: 18%
- Other: 9%
- Mixed: 13%
- Not Specified: 4%

Results

82% of students rated their overall satisfaction as “Satisfied” or “Very Satisfied”.
91% of students said they were able to make meaningful connections with others in their discussion groups.
82% of students stated they would continue interacting with people in their discussion groups.

By the end of the session, 100% of all of the participants were able to understand and correctly define Institutional Racism.
95% of students began having conversations about race outside of the DOR setting.
100% of students would recommend DOR to a peer.

Conclusions and Next Steps

A large majority of students have benefited and learned from participating in DOR, both from their co-facilitators, and each other. Many of them also continue meeting or remain close after their sessions end. Recommendations to improve both session content and attendance include:
- Show more film and video.
- Better outreach to students via the residence halls.
- Collaboration with faculty around courses with similar content.
- Additionally, get more students to complete the survey:
  - They will be distributed at their last session, instead of the closing ceremony.
  - We will reduce the number of questions.

Participant Quotes

“I’ve learned that it’s very important to share your experiences in order to connect with others and to ease racial tensions.”
“My favorite aspect of this program was that I could discuss topics about race outside of a classroom environment with people who were equally interested as I was.”
“What I really loved about DOR was talking to people from different racial backgrounds than me and just learning about their experience at BC. It is so refreshing to learn about other people’s lives and to examine firsthand what life in BC (or America!) is like for those who aren’t in the racial majority!”
“It is important to learn about different experiences because it forces people to be more analytical and critical of the systems of power that may not always be directly present in their lives. Also, just knowing about other cultures in general makes for a more well-rounded and educated person who can try to understand a variety of perspectives.”

“Now that I have been freed from the ‘matrix’ I feel a lot of what I learn will now be through observation of the world and comparing it to ‘the world’ I once knew.”

Contact and Acknowledgements

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2011-2012 DOR Co-Coordinators:
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