<table>
<thead>
<tr>
<th>Department Name:</th>
<th>Thea Bowman AHANA and Intercultural Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program or Service:</td>
<td>Community Research Program</td>
</tr>
<tr>
<td>Brief description of program or service:</td>
<td>CRP is a two-semester program that offers leadership, research, and public policy training for students interested in working with Latino, Asian American, Native American, and/or African and African Diaspora communities in Massachusetts. In the Fall, students participate in a seminar to study the process of community-based research and its methodologies, and begin to design a research proposal for an independent study with a faculty advisor for the Spring semester research project. The seminar also includes a Lecture Series where academic researchers and community professionals discuss their current work and experiences on issues related to the four research-interest communities.</td>
</tr>
<tr>
<td>Date:</td>
<td>6/1/2016</td>
</tr>
</tbody>
</table>

1. State the formal learning and/or operational outcomes for the program, service, or department:

   **Student Operational Goal and Measurement**

   75% of students will rate overall experience as satisfied or very satisfied with the program.

   **Learning Goals and Measurements:**

   1. Gain an understanding of the uniqueness of community-based research in comparison to other forms of research
      a. Understand different approaches to collaboration between researcher and participants including their implications for the research process
      b. Understand how community-based research can influence social/public policy
   2. Build upon knowledge of the issues affecting communities of color and those organizations
      a. Utilize strengths and interests to develop research for social change
      b. Identify and evaluate strategies that organizations used to work toward social change
      c. Learn about issues outside one's area of interest (track)
      d. Identify public policy issues influencing communities of color
   3. Acquire methodological skills
      a. Apply field observation, interviewing and/or survey data collection methods
      b. Analyze quantitative/qualitative data
      c. Draft a research paper that summarizes findings that earns at least a B-
   4. Learn the important components in designing a research proposal and conducting a study
      a. Understand deductive and inductive reasoning
      b. Develop a research question
      c. Draft a research proposal that demonstrates understanding of relevant literature and appropriate methodologies
      d. Navigate the library system
      e. Defining the critical components of an empirical research study
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>f.</td>
<td>Accurately cite literature</td>
</tr>
<tr>
<td>5.</td>
<td>Be critical consumers and producers of knowledge</td>
</tr>
<tr>
<td>a.</td>
<td>Reflect upon own personal experience and understand limitations of own knowledge</td>
</tr>
<tr>
<td>b.</td>
<td>Identify possible bias in research</td>
</tr>
<tr>
<td>6.</td>
<td>Gain a deeper understanding of ethical and methodological issues related to community-based research</td>
</tr>
<tr>
<td>a.</td>
<td>Identify possible obstacles to conducting research project and propose solutions</td>
</tr>
<tr>
<td>7.</td>
<td>Develop presentation skills</td>
</tr>
<tr>
<td>a.</td>
<td>Deliver an academic presentation</td>
</tr>
<tr>
<td>b.</td>
<td>Increase confidence in conducting an academic presentation</td>
</tr>
<tr>
<td>c.</td>
<td>Encourage to present outside the classroom</td>
</tr>
</tbody>
</table>

2. **Where are these learning outcomes published? Be specific.** (Where are the department’s learning expectations accessible to potential students: on the web or in your department’s handouts?):

   On the CRP section of the BAIC website

3. **What data/evidence is used to determine whether participants have achieved the stated outcomes?** (What method did you use? What were you measuring?):

   To determine if participants have achieved the learning outcomes, we:
   1. Give each participant an opportunity to critique everyone’s presentation
   2. Administer a survey at the end of the year to all student participants
   3. Administer a survey to alumni of the program the following year
   Additionally, we review the results as a team, to determine what changes need to be made, to achieve our desired results.

4. **Who collects and interprets the evidence? When and how often does this occur? Who assists in interpreting and analyzing the data?:**

   The Baseline system is used to collect the results, and the program coordinator, faculty, and the graduate assistants discuss the findings, and offers suggestions and recommendations to improve the program.
   This takes place during the spring semester of each academic year.

5. **Individuals with**

   The data is shared with the Associate Director who oversees the program and the
whom the data is shared (list primary and secondary stakeholders and narrative as to why):

Director of the Center. Faculty partners also received a summary of the feedback regarding their supervision of the project and the Associate Vice president and Vice president of Student Affairs through the annual report.

<table>
<thead>
<tr>
<th>6. What changes have been made as a result of using the data/evidence? (What was the change? What data led you to make that change?) If no change, indicate why.:</th>
</tr>
</thead>
</table>
| 1. Eliminate the ‘policy panel’ and instead emphasize scheduling speakers that will relate their work to public/social policy. This will enable students to continue to make connections between their projects and policy impacts. Add an entire class period to this topic.  
2. Add an incentive for students to complete their IRB application in the fall semester (adding 5 points extra credit if they complete all the materials beyond the application and research summary) in hopes of making workload more manageable in the spring semester, as well as getting IRB approval earlier.  
3. Encourage students to work with their GA on their final presentation to increase their confidence in their presentation abilities, and to identify biases in the literature and their work.  
4. Facilitate more rigorous discussion on how to influence public policy in the fall.  
5. Although several students felt that they knew how to identify biases, some did not in their presentations. Review this again as students develop their presentations. |

<table>
<thead>
<tr>
<th>7. How do you know that the changes have resulted in improved learning outcomes? (continuous improvement evidence):</th>
</tr>
</thead>
<tbody>
<tr>
<td>The changes that were made the previous year resulted in positive outcomes for the students and the program.</td>
</tr>
</tbody>
</table>