DIVISION OF ACADEMIC AFFAIRS

NYUMBURU CULTURAL CENTER
PROGRAM REVIEW REPORT

May 21, 2013

University of Maryland
Nyumburu Cultural Center
Building #232, Suite 1120
College Park, Maryland 20742-4517
Nyumburu Cultural Center Program Review Report

For

Dr. Kumea Shorter-Gooden

Chief Diversity Officer and Associate Vice President

Edited By

Ronald Zeigler, Ph.D.

and STAFF

Nyumburu Cultural Center Director

May 21, 2013
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Acknowledgments

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Ronald Zeigler, Ph.D.

Nyumburu Cultural Center
Director
Historical Overview and Early Years

The Nyumburu (nim-boo-roo) Cultural Center was established at the University of Maryland (1971) during an American era of turmoil and strife, (i.e., 1960s and 1970s). Dr. Julia Davidson, Director of the Intensive Education Development (IED) Program, and staff had the vision of having a Black Cultural Center (BCC) on the campus of the University of Maryland. The original Nyumburu Cultural Center opened its doors in October of 1971. Its location was a temporary wooded facility called the ‘CC Building’ down in the ‘gulch’ on the South side of the University of Maryland Campus.

Mr. Henry Jackson, a Swahili fluent Pan Africanist, named the center Nyumburu for “Freedom House” in Swahili. Mr. Jackson served for approximately one year as the center’s first director. In December 1972, Mr. James Otis Williams, assumed the directorship of the Nyumburu Cultural Center. During its formative years, the Nyumburu Cultural Center served as a “safe-haven” for African-American/Black students, while being one of the early Black Cultural Centers (BCCs) in existence at a Predominantly White Institution (PWI).

Nationally between 1964 and 1974, American higher education would be historically hailed as the period of student unrest (Patton, 2005, p. 154). The Nyumburu Cultural Center was relocated to the third floor of the South Campus Dining Hall in 1976, and featured a broader format of dramatic, visual, and performing arts. Moreover, the dedication, insight, and leadership provided by Director, James Otis Williams, was instrumental in broadening the Nyumburu mission to embrace the African Diaspora for black students from Africa, America, and the Caribbean.

Under the direction of James Otis Williams and the Associate Director Ms. Anne Reese Carswell who joined the staff in 1981, Nyumburu flourished for twenty-five years as they implemented many new and innovative programs and courses such as: The Awakening, The Miss Unity Scholarship Pageant, The Maryland Gospel Choir (MUSC329E), Black History Month Programming, Kwanzaa Celebration, Black Graduating Seniors’ Banquet, Black Explosion Newspaper, Jazz As A Cultural Art Form (AASP298Z), Blues As A Cultural Art Form (AASP298V), and Creative Writing Through The Eyes of African Americans (AASP274/ENGL274).

Due to the organizational leadership of Mr. James Otis Williams and Associate Director, Ms. Anne Carswell, and administrative support provided by then President William “Brit”
Kirwan, the Nyumburu Cultural Center was relocated for a second time to its current site on Campus Drive. The present Nyumburu facility is a 4.1 million stand-alone building, replete with the following: Multipurpose Room, two conference rooms, two computer labs, two kitchens, staff offices, recreation area, student lounge, newspaper office, art gallery, reception area, audiovisual control and sound room, outdoor amphitheater, pavilion, and terrace.

The Nyumburu Cultural Center at the Advent of the 21st Century

Since May 2000, Dr. Ronald Zeigler, has had the privilege of directing the Nyumburu Cultural Center. Under the leadership of Dr. Zeigler, with the assistance of experienced Associate Director, Ms. Anne Carswell; Assistant Director of Student Involvement and Public Relations, Mr. Solomon Comissiong; Business Manager, Ms. Tina Lorick; I.T. Support Assistant & Facility Supervisor, Mr. Aaron McGrew; and Office Assistant, Mr. David Hinton who replaced long time Nyumburu staffer Ms. Rene Harrison; Nyumburu continues its quality socially responsible programming to the campus community. The traditional Nyumburu Programmatic offerings are well supported and attended by students, faculty, and staff.

Moreover, new student retention and welcome initiatives, community outreach, and cross-cultural programming, is being implemented at the Nyumburu Cultural Center. Specific new Nyumburu Programs/Activities are the following: The Black Male Initiative (BMI) and Sisterhood Of Unity and Love (SOUL) Retention Projects, Community Partnerships & Outreach Engagements with Caribbean and South American Diplomats, Nyumburu Film and Radio Media Initiatives focusing on information and commentary often marginalized or overlooked (i.e., www.blogtalkradio.com/unitv-radio, www.youtube.com/unitvmedia, www.nyumburu.blip.tv, http://www.youtube.com/nyumburu), cross cultural fundraising for books and computers for Northern Uganda, Nyumburu Jazz Club, Nyumburu Indigenous African Language Program, Nyumburu Outreach to local public schools, Nyumburu Leadership Series, Pre-Law School Workshops, Camp Shule Summer Enrichment Camp, (K-11th) and a 1-credit EDCP diversity course, are just a few of the newer programmatic innovations and offerings.

In carrying out these traditional programs and newer activities for students, the Nyumburu Cultural Center Staff has operationalized its mission statement to meet the needs
of its various constituencies. Therefore, the mission statement has been utilized for more than a decade to guide the Nyumburu Cultural Center Staff in its interactions, expansions, and connections with the various black and multi-ethnic student organizations. The major student organizational constituents are the following: Black Student Union (BSU), African Student’s Association (ASA), Caribbean Student Association (CSA), and the National Association for the Advancement of Colored People (NAACP). Additionally, the inclusion of campus chapters of fraternities, sororities, pre-professional societies, and smaller student organizations guide our mission statement.

Nyumburu Mission Statement

“The mission of the Nyumburu Cultural Center is to promote an understanding of and appreciation for African-American Culture in all of its richness and complexity. In carrying out its mission, the Nyumburu Cultural Center strives to improve the life for African-American students and students of the African Diaspora, both undergraduate and graduate; to foster greater involvement of these students in campus programs and initiatives; to instill in these students an informed consciousness of their African-American, Caribbean, and African heritages; and to improve retention and graduation rates of these students. In the various events and activities it sponsors, the Center also acknowledges, recognizes and solicits contributions of other heritages. Such efforts to cross boundaries and to intersect with other campus circles make the Nyumburu Cultural Center an excellent place for cultural exchange and enables the University to make greater strides in achieving genuine cultural pluralism.”

Self-Study Methodology

This self-study is a program review and evaluation that examines needs, challenges, and perceptions of Nyumburu Programs and services by Nyumburu constituents. The collection of data for this self-study survey involved multiple strategies: Distribution of self-study survey instruments at student organization meetings, distribution of self-study survey instruments to students visiting the Nyumburu Cultural Center, distribution of self-study instruments in residence halls and campus departments, and the electronic submission of self-study survey instruments to undergraduate students and campus organization leaders.

Most of the data were collected during the Spring Semester, 2013, but some of the information was collected during earlier semesters. The two main survey instruments (i.e., Appendix A, Appendix B) were designed by the Nyumburu Cultural Center Staff with input

**Survey Instruments**

There are two main survey instruments that are utilized in this self-study of the Nyumburu Cultural Center. The first survey instrument (Appendix A) investigated the attitudes, utilization patterns, needs, and perceptions by students (N = 205) who utilized the ‘physical space’ of the Nyumburu Cultural Center for meetings, socializing with other students, studying, and various academic and nonacademic activities. This survey consisted of demographic questions, twenty-three Likert Scale Questions, and a participation analysis by students of twenty-one Nyumburu Programs/Services.

Surveys were administered both to students at the center and students who attended weekly meetings hosted by the following student organizations: Black Student Union (1/28/2013), African Student’s Association (2/6/2013), Caribbean Students Association (1/31/2013), NAACP (2/5/2013), and Pan Hellenic Council (2/18/2013). Overall, these stakeholders comprised a voluntary response sample of 205 undergraduate students.

This same survey was also administered electronically to the entire population of approximately 3,000 Black/African Students, who were enrolled at UMD (University of Maryland) during the Spring Semester, 2013. The results for these students who took the electronic version were analyzed separately from students who received the written version of the self-study survey at the Nyumburu Cultural Center.

The second survey instrument (Appendix B) was a shorter instrument that was administered either electronically or by direct distribution to undergraduate students who were infrequent users or non-participants of Nyumburu Cultural Center programs and activities. The focus of this survey was slightly different from the first self-study survey instrument. The main objective of this instrument was to ascertain reasons as to why these undergraduates do not visit or rarely attend programs, activities, at the Nyumburu Cultural Center. The target population for this second survey came from multiple samples. Electronic surveys were emailed to random samples of undergraduate students: 2,000 White/Caucasian, 500 Asian, 500 Latino/Latina,
and 10 Native American. Moreover, student leaders from multiple cultural, religious, academic, sexual orientation, and pre-professional organizations at UMD were mailed the second survey.

Self-Study Survey Findings and Discussion—Nyumburu Participants

The primary racial classification of our 205 students was Black/African American 176 (85.9%). Other student racial categories were: Bi-racial 16 (8%), Other 7 (2.9%), White/Caucasian 3 (1.5%), Asian 2 (1%), Native American 1 (0.5%), and Latino/Latina 1 (0.5%). Females comprised a much higher percentage of this sample 135 (65.9%) than their male counterparts 70 (34.1%), and nearly all students were enrolled full-time 201 (98%). The academic classification of students follows: Freshmen: 65 (31.7%), Sophomores 43 (21%), Juniors 59 (28.8%), Seniors 34 (16.6%), and Other 4 (2%).

According to the findings from this sample of students, the Nyumburu Cultural Center programming is assisting the University of Maryland (UMD) in meeting its six diversity strategic core area goals: Climate, Leadership, Recruitment and Retention, Education, Research and Scholarship, and Community Engagement. For example, survey findings indicate that Nyumburu Programs are in accord with the UMD Strategic Plan for Diversity goal of promoting a, “welcoming and inclusive learning community and campus environment.”

Nine of the self-study survey questions specifically addressed issues of ‘climate’. Seventy-seven percent (158) of the 205 participants reported that the Nyumburu programming was either successful or very successful in fulfilling its mission, compared to 19% (39) who were uncertain and 4% (8) who responded somewhat successful. Table 1 specifies student responses to attitudinal climate questions, indicating that Nyumburu student programming fosters an environment that promotes social, didactic, and interactive communications among students. The first row references the attitudinal results for participants who completed written surveys, and the second row references electronic online survey participants.
### Table 1

Students’ Climate Responses to Self-Study Survey

<table>
<thead>
<tr>
<th>Questions</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nyumburu Student Programs address needs and interest.</td>
<td>84(41.4%)</td>
<td>98(48.3%)</td>
<td>15(7.4%)</td>
<td>5(2.5%)</td>
<td>1(0.5%)</td>
</tr>
<tr>
<td>2. Excellent and of high quality.</td>
<td>67(33.7%)</td>
<td>96(48.2%)</td>
<td>29(14.6%)</td>
<td>7(3.5%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>3. I attend Nyumburu Programs.</td>
<td>58(28.4%)</td>
<td>106(52.0%)</td>
<td>32(15.7%)</td>
<td>6(2.9%)</td>
<td>2(1.0%)</td>
</tr>
<tr>
<td>15. Address issues of ethnicity, class and gender.</td>
<td>71(36.2%)</td>
<td>107(54.6%)</td>
<td>13(6.6%)</td>
<td>3(1.5%)</td>
<td>2(1.0%)</td>
</tr>
<tr>
<td>16. Address issues of sexual orientation &amp; disability.</td>
<td>30(15.5%)</td>
<td>72(37.1%)</td>
<td>60(30.9%)</td>
<td>28(14.4%)</td>
<td>4(2.1%)</td>
</tr>
<tr>
<td>17. Promotes an atmosphere of community building, collaboration, learning ...</td>
<td>63(32%)</td>
<td>111(56.3%)</td>
<td>18(9.1%)</td>
<td>5(2.5%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>19. Nyumburu is vital to student retention.</td>
<td>66(33.5%)</td>
<td>95(48.2%)</td>
<td>28(14.2%)</td>
<td>8(4.1%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td>20. Encourage students of different ethnicity, sexual orientation, gender.</td>
<td>76(38.6%)</td>
<td>87(44.2%)</td>
<td>25(12.7%)</td>
<td>6(3%)</td>
<td>3(1.5%)</td>
</tr>
<tr>
<td>21. My overall satisfaction with Climate.</td>
<td>73(38%)</td>
<td>95(49.5%)</td>
<td>17(8.9%)</td>
<td>7(3.6%)</td>
<td>0(0%)</td>
</tr>
</tbody>
</table>

Note: All questions may not total 205/69 due to missing data. Percentages may not total 100% due to rounding error.

- This color represents results for 205 student respondents to the written survey.
- This color represents results for 69 student respondents to the online survey.

For reasons of practicality and overlap, the following four UMD Diversity core areas: Leadership, Recruitment and Retention, Community Engagement, and Education are collapsed into Table 2. Students have provided their responses to questions 5, 6, 12, 13, 14, and 22, but
these questions conceivably could fit into one or more diversity core areas. Overall, student’s responses to these six questions were favorable, but Table 2 only partially explains the issue of diversity at UMD.

### Table 2
Recruitment & Retention, Community Engagement, Education & Leadership

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Effective involvement of students in student programming.</td>
<td>48(23.9%) 19(27.5%)</td>
<td>96(47.8%) 25(36.2%)</td>
<td>42(20.9%) 16(23.2%)</td>
<td>13(6.5%) 7(10.1%)</td>
<td>2(1.0%) 2(2.9%)</td>
<td></td>
</tr>
<tr>
<td>6. Receive information electronically about programs, activities, scholarship, etc.</td>
<td>87(43.1%) 31(44.9%)</td>
<td>81(40.1%) 27(39.1%)</td>
<td>13(6.4%) 5(7.3%)</td>
<td>18(8.9%) 3(4.4%)</td>
<td>3(1.5%) 3(4.4%)</td>
<td></td>
</tr>
<tr>
<td>12. Desire to participate in community engagement activities.</td>
<td>40(20.1%) 10(14.5%)</td>
<td>95(47.7%) 30(43.5%)</td>
<td>45(22.6%) 16(23.2%)</td>
<td>16(8.0%) 9(13%)</td>
<td>3(1.5%) 4(5.8%)</td>
<td></td>
</tr>
<tr>
<td>13. Professionalism of Nyumburu staff in leadership.</td>
<td>69(34.7%) 18(26.1%)</td>
<td>105(52.8%) 31(44.9%)</td>
<td>20(10.1%) 15(21.7%)</td>
<td>5(2.5%) 5(7.3%)</td>
<td>0(0%) 0(0%)</td>
<td></td>
</tr>
<tr>
<td>14. Nyumburu cultural center as a mentorship and leadership organization.</td>
<td>34(17.3%) 10(14.5%)</td>
<td>70(35.5%) 14(20.3%)</td>
<td>47(23.9%) 23(33.3%)</td>
<td>40(20.3%) 15(21.7%)</td>
<td>6(3.0%) 7(10.1%)</td>
<td></td>
</tr>
<tr>
<td>22. Plans of alumni connection to Nyumburu cultural center.</td>
<td>45(23.1%) 13(18.8%)</td>
<td>79(40.5%) 9(13%)</td>
<td>51(26.2%) 30(43.5%)</td>
<td>19(9.7%) 13(18.8%)</td>
<td>1(0.5%) 4(5.8%)</td>
<td></td>
</tr>
</tbody>
</table>

Note: All questions may not total 205/69 due to missing data. Percentages may not total 100% due to rounding error.

- **This color represents results for 205 student respondents to the written survey.**
- **This color represents results for 69 student respondents to the online survey.**

Take, for example, the goal of ‘recruitment and retention.’ There is a paucity of Black/African American faculty at the UMD Campus. Unfortunately, the tenure process has adversely affected these faculty members through a decline in their numbers, which has subsequently created negative “climate perceptions” by undergraduate and graduate students who look to faculty for leadership, modeling, and direction.
The Nyumburu Cultural Center has attempted to enhance its relationship with remaining Black/African American faculty. A noteworthy accomplishment in this direction is the seven-year leadership involvement in the Black Male Initiative Program by recently tenured Associate Professor of African American Studies, Dr. Joseph Richardson. Other ‘recruitment and retention’ initiatives have included both a collaborative research proposal submission to the Robert Wood Johnson Foundation, and planning of student focus groups involving Associate Professors Dr. Mia Bynum and Dr. Joseph Richardson. A by-product of this collegial partnership will be new research opportunities involving the Nyumburu Cultural Center and these two faculty members.

**Self-Study Survey Findings and Discussion—Nyumburu Non Participants**

This sample of respondents had zero to moderate involvement with the Nyumburu Cultural Center, and some students did not attend Nyumburu Programs for a variety of reasons (i.e., busy with academic responsibilities and other activities, not heard of Nyumburu Cultural Center, choose not to visit, cultural programming is for African diaspora students, and visit other departments/buildings on campus). Racially this sample of nonparticipants of Nyumburu Student Programs were identified as: Black/African American 12 (36.4%), 1 Native American (3%), Asian 3 (9.1%), White/Caucasian 10 (30.3%), Latino/Latina 1 (3%), Native Hawaiian 1 (3%), Other 3 (9.1%), and bi-racial 2 (6%). Females again comprised a much higher percentage of the sample 20 (60.6%) than their male counterparts 13 (39.4%), and nearly all students were enrolled full-time 31 (94%). The academic classification of students were as follows: Freshmen: 5 (15.2%), Sophomores 3 (9.1%), 12 Juniors (36.4%), Seniors 11 (33.3%), and 2 Other (6.1%).

Overall, this self-selected sample of thirty-three minimal to moderate participant students believed that the main purpose of the Nyumburu Cultural Center was to provide cultural programming and academic support for students at UMD regardless of their ethnic or racial background 22 (68.8%), whereas 8 (25%) believed that providing cultural programming for students at UMD who are of African-American, African, or Caribbean racial backgrounds was the major purpose of the Nyumburu Cultural Center. Two (6.3%) students stated “Other” reasons and 1 (3%) response was ‘Missing’ regarding major purpose of the Nyumburu Cultural Center.
In summary, Table 3 indicates some of the more interesting attitudinal findings for this sample of students who do not have as much involvement with the Nyumburu Cultural Center. For example, the majority of the sample (55%) wanted to participate in Nyumburu community engagement activities (Question 8), and nearly 63% (Question 11) surprisingly view the Nyumburu Cultural Center as vital to the graduation of African American, African, and Caribbean students. Results for this sample (N = 33) are presented on the first row of Table 3 for selected questions: 6, 7, 8, 9, 11, and 12.

Table 3
Self-Study Responses for non-participants in Nyumburu Programs.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Responses</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Social Media are important devices.</td>
<td></td>
<td>18(54.5%)</td>
<td>14(42.4%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
<td>1(3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>71(47.7%)</td>
<td>55(36.9%)</td>
<td>21(14.1%)</td>
<td>1(0.7%)</td>
<td>1(0.7%)</td>
</tr>
<tr>
<td>7. I frequently visit the Nyumburu Website.</td>
<td></td>
<td>0(0%)</td>
<td>4(12.1%)</td>
<td>4(12.1%)</td>
<td>12(36.4%)</td>
<td>13(39.4%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11(7.4%)</td>
<td>12(8.1%)</td>
<td>15(10.1%)</td>
<td>29(19.5%)</td>
<td>82(55%)</td>
</tr>
<tr>
<td>8. I would like to participate in Community engagement activities.</td>
<td></td>
<td>2(6.1%)</td>
<td>16(48.5%)</td>
<td>8(24.2%)</td>
<td>6(18.2%)</td>
<td>1(3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>13(8.7%)</td>
<td>39(26.2%)</td>
<td>61(40.9%)</td>
<td>22(14.8%)</td>
<td>14(9.4%)</td>
</tr>
<tr>
<td>9. I use the Nyumburu Cultural Center Staff as a source of mentorship and student support.</td>
<td></td>
<td>1(3%)</td>
<td>5(15.2%)</td>
<td>11(33.3%)</td>
<td>13(39.4%)</td>
<td>3(9.1%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7(4.7%)</td>
<td>7(4.7%)</td>
<td>30(20.1%)</td>
<td>38(25.5%)</td>
<td>67(45%)</td>
</tr>
<tr>
<td>11. Nyumburu Cultural Center is vital to retention of African American, …….</td>
<td></td>
<td>7(21.2%)</td>
<td>14(42.4%)</td>
<td>12(36.4%)</td>
<td>0(0%)</td>
<td>0(0%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22(14.8%)</td>
<td>46(30.9%)</td>
<td>70(47%)</td>
<td>7(4.7%)</td>
<td>4(2.7%)</td>
</tr>
<tr>
<td>12. I encourage students who are of a different ethnicity, orientation or gender to attend programs at Nyumburu.</td>
<td></td>
<td>4(12.1%)</td>
<td>20(60.6%)</td>
<td>8(24.2%)</td>
<td>0(0%)</td>
<td>1(3%)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>24(16.1%)</td>
<td>43(28.9%)</td>
<td>60(40.3%)</td>
<td>17(11.4%)</td>
<td>5(3.4%)</td>
</tr>
</tbody>
</table>

Note: All questions may not total 33/149 due to missing data.

Percentages may not total 100% due to rounding error.

- This color represents results for 33 student respondents to the written survey.
- This color represents results for 149 student respondents to the online survey.
Self-Study Survey Findings and Discussion—Electronic Submission Participants

Survey results on selected Likert Scale items for UMD students who completed the self-study online are presented in italics on the second row of Tables 1, 2, and 3. Comparisons can be made for students who completed the written survey document with students who completed the electronic versions. The two online survey links were: https://www.esurveycreator.com/s/a4dbd2b and https://www.esurveycreator.com/s/512abd1.

Sixty-nine students completed the survey online. These students were familiar with Nyumburu Cultural Center Programs for students. The racial classification of these students are indicated in Figure 1 below. Figure 2 indicates the academic classification of these sixty-nine students. Overall, based on actual numbers and cell percentages for Tables 1 and 2, the results seem to indicate that the 69 participants who took the self-study survey online were a little less involved with Nyumburu Cultural Center Programming in comparison to the 205 participants who took the written surveys at the Nyumburu Cultural Center.

Figure 1: Race of Sixty-nine Electronic Survey 2 Participants
Self-Study Survey Findings and Discussion—Electronic Submission for Nonparticipants

There were 149 students who completed self-study survey 1 online. These students generally were either unfamiliar or had minimal to moderate involvement with Nyumburu Cultural Center programs and activities. The racial classification of these students is indicated in Figure 3. Figure 4 indicates the academic classification of these 149 students.

Table 3 indicates the responses of these 149 students to selected questions related to community engagement, student retention, ethnicity, gender, and mentorship. As observed in the italicized results on the second row of Table 3, this sample does not use the Nyumburu Cultural Center Staff as a source of student support. Clearly 70.5% (105) of the students either disagreed or strongly disagreed with Question 9. Nevertheless, in answering ‘Question 11’, 45.7% (68) of these same students either agreed or strongly agreed that, “the Nyumburu Cultural Center is vital to retention and graduation of African American and African Diaspora students.” There were 47% (70) of the students who neither agreed nor disagreed with this question, and 7.4% (11) disagreed or strongly disagreed with this question. Overall, these 149 students who were defined as ‘nonparticipants’ were endorsers of Nyumburu Programs even though they did not participate or attend Nyumburu Programs. Question 12 indicated that 45% (67) of the sample, “encouraged students of a different ethnicity, sexual orientation, or gender to
attend programs at Nyumburu.” There were 40.3% (60) of the students who neither agreed nor disagreed with ‘Question 12’, and 14.8% (22) disagreed or strongly disagreed with this question.

Figure 3: Racial Classification of 149 Electronic Survey 1 Nonparticipants

Figure 4: Academic Classification of 149 Electronic Survey 1 Nonparticipants
Attendance and Participation At Nyumburu Cultural Center Programs

Overwhelmingly, ‘Juke Joint’ (Open mic-spoken word, song, dance, rapping, etc) was the most popular Cultural-Social Nyumburu Program as reported by students who were participants or infrequent participants. Other popular Nyumburu Programs were the following: Black History Month Programming, Nyumburu Student Welcome, Kwanzaa Celebration, Ms. Unity Scholarship Pageant, SOUL (Sisterhood Of Unity and Love), and the Alumni Homecoming Tailgate. Figure 5 depicts a basic attendance percentage for 69 participants who completed the electronic self-study surveys.

Please note that some less popular Nyumburu Programs that did not rate high based on student attendance, were cited for their didactic and qualitative student testimonials. For example, “I took the Blues as a Cultural Art Form Class, best class I have taken at Maryland. Small class size with a personable teacher. Interesting events. It was just a long class once a week. Learned a lot though.” “Would love to see a program connecting international students with American students in their transition to Maryland and the United States.” “The Center's work is vital to ensure diversity and support to the UMD student community.” I may be ill-informed about current programs but I would like to see more student and school involvement within Prince George's County in terms of education, health, mentoring, etc.

“Promote more academic initiatives.” “I don't know if these already exist but I think it would be really cool if there were cooking classes (where you could sign up to learn how to make traditional dishes from different cultures and then have dinner with the people you cooked with), or to foreign film screenings (showing the work of lesser-known directors from different countries), or crafts showcases, or basic language classes for people who might want to learn a bit about other languages and their idiomatic expressions or that sort of thing. I'd be especially interested in Ukrainian things of this nature since I don't have a strong connection to that part of my culture but would like to learn more about it (but if I knew about these events for other cultures I would definitely go to those, since it's just fun to learn about.” “I only attend the Nyumburu Jazz Club, but I truly enjoy participating in the workshops.”
Nyumburu Cultural Center Program Review Recommendations

The Nyumburu Cultural Center serves as an advisor to its target population of African American and African Diaspora students’ at the University of Maryland. Moreover, the Nyumburu Cultural Center Mission reflects this message. Beyond this mission statement, it is also the responsibility of the Nyumburu Cultural Center to continue extending beyond its African diaspora students by fostering the diversity goals of the University of Maryland, while helping to facilitate adequate change in racial relations among culturally different students.

Therefore, based on the findings of this Nyumburu Cultural Center Program Review Report along with staff input, the following recommendations are being proposed:

- Continue traditional Nyumburu Cultural Center Programming to the UMD community of students’, faculty, and staff.
- Nyumburu Cultural Center Staff will ‘brainstorm’ innovative ways and departmental collaborations that will incorporate undergraduate and graduate nonusers into its cultural student programming. (e.g., Diversity Music Series Grant, MICA Collaboration)
• Nyumburu Cultural Center Staff will identify new and innovative ways in which UMD faculty can utilize our departmental computer labs with students for course assignments, meetings, and study sessions.

• Nyumburu Cultural Center Director and Associate Director will seek external funding for artistic and musical projects involving students.

• Nyumburu Cultural Center will broaden its African Diaspora scholarly programming (e.g., lectures, forums) to emphasize geographical locations in Latin America and the Caribbean.

• Nyumburu Staff will expand its work with African American Males through the Black Male Initiative (BMI) Program to incorporate the following: Service learning, internship opportunities, summer pre-matriculation program, and school mentoring.

• Explore new ways through technology and social media to connect with undergraduate students and subsequently involved them in Nyumburu Programming.

• Continue to involve the UMD external campus community members in Nyumburu Programming (e.g., Sisterhood Of Unity & Love, (SOUL) BMI Movie Nights, BMI Meetings, Health and Wellness Events, Career and Graduate/Professional School Workshops) that attracts students from various racial ethnicities to the Nyumburu Cultural Center.

• Nyumburu Cultural Center will seek a stronger relationship and formal partnership with the Department of African American Studies, ODEC, OMSE, CMSE, LGBT, Incentive Awards Program, MICA, and the Driskeell Center.

• Bridging Alumni and undergraduate students with networking through the conduits of entrepreneurship, and self-actualization.

**Nyumburu Cultural Center Vision Statement**

“Helping Students To Use Their Creative Talents For Critical Thinking, Artistic Performing, and Academic Success.”
Dear University of Maryland Student:

The Nyumburu Cultural Center Staff is conducting a self-study of Nyumburu Programs and services. A major goal of this self-study is to collect data on the perceptions of Nyumburu Programs and services by students of African descent, and also by students from other ethnicities. We would like for you to assist us in the self-study process by completing the following survey. Thank you for your assistance.

Race/Ethnicity: (Check all that apply).

___ Black/ African American    ___ Native American    ___ Asian
___ White/Caucasian    ___ Latino/Latina    ___
_____ Native Hawaiian or Other Pacific Islander, U.S.
_________________________ Other (Please Specify)

Gender/Sex:

___ Male                 ___ Female

My Academic Classification is:

___ Freshman    ___ Sophomore    ___ Junior    ___ Senior
_______________________________ (Other: Please Specify)

What was your status when you were admitted as an undergraduate to the University of Maryland:

___ Freshman    ___ Transfer Student    _____________________ Other: (Please Specify)

I am currently enrolled as:  ____ Full-Time Undergraduate
Part-Time Undergraduate: 

In Fall 2012, how frequently did you visit the Nyumburu Cultural Center?

- 1 to 6 times
- 7 to 12 times
- More than twelve times
- I did not visit the Nyumburu Cultural Center in Fall 2012.

Overall, would you say you visited the Nyumburu Cultural Center more or fewer times in Fall 2012 than in other semesters?

More ___  Less ___  About the Same ____  Does not apply ______

Please check if you have taken or enrolled/registered for any of the following courses taught/co-taught by Nyumburu Cultural Center Staff and Affiliates (Check All that Apply):

- (ENGL 274/AASP298W) Creative Writing
- (MUSC 329E) Maryland Gospel Choir.
- (AASP298V) Blues As A Cultural Art Form.
- (AASP298Z) Jazz As A Cultural Art Form.
- (AASP498E) A Critical Examination of Hip Hop Culture.
- I have not taken any of the courses listed above.

How did you hear about the Nyumburu Cultural Center? (Check all that apply)

- Another Student ___  Orientation ___  Brochure ___  Web Site/Email ___
- Faculty Member/Administrator ___  Nyumburu Staff Member/Letter ___
- (Other: Please Specify) ________________________________
Please indicate the extent to which you agree or disagree with the following by circling your response:

1. Nyumburu student programming (e.g., Juke Joint, New Student Welcome, Ms. Unity Scholarship Pageant, Black Male Initiative, Sisterhood of Unity and Love, Leadership Series, Kwanzaa Celebration, etc.) and other sponsored activities adequately address the needs and interests of students at the University of Maryland.

   Strongly Agree       Agree       Neither Agree Nor Disagree       Disagree       Strongly Disagree

2. The sociocultural, intellectual, leadership, and social programs sponsored by the Nyumburu Cultural Center are excellent and of high quality.

   Strongly Agree       Agree       Neither Agree Nor Disagree       Disagree       Strongly Disagree

3. I generally attend programs and activities that are sponsored by the Nyumburu Cultural Center.

   Strongly Agree       Agree       Neither Agree Nor Disagree       Disagree       Strongly Disagree

4. The student programs and activities sponsored by Nyumburu Cultural Center are well advertised and marketed to students in a timely manner.

   Strongly Agree       Agree       Neither Agree Nor Disagree       Disagree       Strongly Disagree

5. The Nyumburu Cultural Staff is effective in both involving students and maximizing attendance at sponsored/co-sponsored events of the Nyumburu Cultural Center.

   Strongly Agree       Agree       Neither Agree Nor Disagree       Disagree       Strongly Disagree

6. As an undergraduate student, I frequently receive information electronically from the Nyumburu Listserv informing me about the following: Programs, activities, scholarships, internship opportunities, etc. that are sponsored by the Nyumburu Cultural Center, academic departments and student organizations.

   Strongly Agree       Agree       Neither Agree Nor Disagree       Disagree       Strongly Disagree

7. The Nyumburu Web Site (http://www.nyumburu.umd.edu) is another electronic point of contact used by the Nyumburu Cultural Center to communicate with students. Please
respond to the following statement, “I have frequently visited the Nyumburu Web Site to learn about the Nyumburu Cultural Center and its programs for students.”

8. Social Media such as: Twitter, Facebook, You- Tube Postings, and LinkedIn are important devices that should be used by the Nyumburu Cultural Center Staff to connect and maintain a relation with students.

9. “I frequently attend student meetings (e.g., Black Student Union, African Student Association, Caribbean Students Association, NAACP, Fraternity/ Sorority) that are held at the Nyumburu Cultural Center.”

10. I frequently use the Computer Labs at the Nyumburu Cultural Center.

11. I find the Nyumburu Computer Labs to be very useful for completing course assignments, working on projects for student organizations, and just doing personal work.

12. I participate or would like to participate in the community engagement activities (e.g., Adopt-A-Road, University of Maryland—Seat Pleasant Health Partnership, BMI Public School Mentoring) that are prominently associated with Nyumburu Cultural Center staff.

13. The Nyumburu Cultural Center Staff is professional and courteous in their interactions with students’ and members of student organizations.

14. I utilize the Nyumburu Cultural Center Staff as a source of mentorship and student support to learn about the wider campus community, other academic support services, and programs that will assist me in graduating from the University of Maryland.
15. The Nyumburu Cultural Center presents student programs that address issues of ethnicity, class, and gender dimensions of diversity.

Strongly Agree   Agree   Neither Agree Nor Disagree   Disagree   Strongly Disagree

16. The Nyumburu Cultural Center presents student programs that address issues of sexual orientation and disability dimensions of diversity.

Strongly Agree   Agree   Neither Agree Nor Disagree   Disagree   Strongly Disagree

17. The climate within the Nyumburu Building promotes an atmosphere of community building, acceptance, collaboration, and stimulation for learning and understanding of plural societies.

Strongly Agree   Agree   Neither Agree Nor Disagree   Disagree   Strongly Disagree

18. The scheduled hours-of-operation for the Nyumburu Cultural Center, Monday -- Friday (8:30 a.m. – 7:00 p.m.), are generally sufficient for students who utilize Nyumburu Student Services (i.e., computer labs, student lounge, and study areas).

Strongly Agree   Agree   Neither Agree Nor Disagree   Disagree   Strongly Disagree

19. As an ‘intellectual and social entity’ within the University of Maryland, the Nyumburu Cultural Center is vital to the retention and graduation of African-American and other students of the African Diaspora.

Strongly Agree   Agree   Neither Agree Nor Disagree   Disagree   Strongly Disagree

20. I encourage students who may be of a different ethnicity, sexual orientation, or gender to attend programs at the Nyumburu Cultural Center.

Strongly Agree   Agree   Neither Agree Nor Disagree   Disagree   Strongly Disagree

21. Attendance or Participation in programs sponsored/co-sponsored by the Nyumburu Cultural Center has been important to my overall satisfaction with the climate at the University of Maryland.

Strongly Agree   Agree   Neither Agree Nor Disagree   Disagree   Strongly Disagree
22. Upon graduation from the University of Maryland, I plan to maintain my relationship with the Nyumburu Cultural Center and its staff, who helped to formulate my ‘identity formation’ through positive student programming and educational services.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

**Nyumburu Mission**

23. “The mission of the Nyumburu Cultural Center is to promote an understanding of and appreciation for African-American, African, and Caribbean Cultures. Therefore, Nyumburu programming is geared towards providing campus programs, courses, and initiatives that instill in students an informed consciousness of heritages of the African Diaspora, while also designed to improve retention, graduation rates, and overall campus satisfaction for these students.”

In the Fall Semester, 2012, how successful was the student programming at the Nyumburu Cultural Center in fulfilling this mission. (Please indicate the level of success by circling your response).

<table>
<thead>
<tr>
<th>Very Successful</th>
<th>Successful</th>
<th>Uncertain</th>
<th>Somewhat successful</th>
<th>Unsuccessful</th>
</tr>
</thead>
</table>

As an undergraduate student, I have participated or attended the following Nyumburu Programs/Events/Services

(Check all that apply)

- [ ] Adopt-A-Road
- [ ] Alumni Homecoming Tailgate
- [ ] Black History Month Kickoff
- [ ] Black History Month Closing Ceremony
- [ ] The Black Male Initiative Program (BMI)
- [ ] Industry Series
- [ ] Juke Joint
- [ ] Kwanzaa Celebration
- [ ] The Leadership Series
- [ ] The Literature Conference
- [ ] Maryland Gospel Choir Concert
- [ ] The Miss Unity Scholarship Pageant
- [ ] The Nyumburu Jazz Club
- [ ] New Student Welcome
- [ ] Shades of Harlem (Performing Arts Ensemble)
- [ ] Tribute to our Warriors
- [ ] Sisterhood Of Unity & Love (SOUL)
- [ ] Annual Cultural Dinner
- [ ] Annual Awards Ceremony
- [ ] Black Graduating Seniors Ceremony
- [ ] Black Explosion Newspaper
Optional: Please use the space provided to indicate any new initiatives, programs, courses, or activities that you would like to see offered at the Nyumburu Cultural Center:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

Additional Comments:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
Nyumburu Cultural Center
Student Self-Study Survey
Spring Semester, 2013

Dear University of Maryland Student:

The Nyumburu Cultural Center Staff is conducting a self-study of Nyumburu Programs and services. A major goal of this self-study is to collect data on the perceptions of Nyumburu Programs by students who do not attend Nyumburu Programs, or who do not have a full understanding of Nyumburu offerings. We would like for you to assist us in the self-study evaluation process by completing the following survey. Thank you for your assistance.

Race/Ethnicity: (Check all that apply).

___ Black/ African American  ___ Native American  ___ Asian
___ White/Caucasian  ___ Latino/Latina
_____ Native Hawaiian or Other Pacific Islander, U.S.
___________________________________ Other (Please Specify)

Sex/Gender:

_____ Male  _____ Female  _____ Prefer Not to Disclose

My Academic Classification is:

_____ Freshman  ___ Sophomore  ___ Junior  ___ Senior
___________________________________ (Other: Please Specify)

What was your status when you were admitted as an undergraduate to the University of Maryland:

_____ Freshman  _____Transfer Student  __________________________ Other: (Please Specify)

I am currently enrolled as:  _____ Full-Time Undergraduate
Part-Time Undergraduate  ________________________________ Other: (Please Specify)

1. Have you heard of the Nyumburu (nim-boo-roo) Cultural Center at the University of Maryland?
   Yes ____  No ____

2. Have you ever visited the Nyumburu Cultural Center?
   Yes ____  No ____

   If you answered “No” to question “2” (above), go directly to question “3”.

   If you answered “Yes” to question “2” (above), skip “3” and answer question 4.

3. Indicate your reason(s) for not spending free time at the Nyumburu Cultural Center, or attending the cultural programming, student activities, meetings that occur at Nyumburu (Check All That Apply)

   ___ I have not heard of the Nyumburu Cultural Center, but I am willing to learn more about its cultural programming, student activities, and events for students at the University of Maryland.

   ___ I am somewhat familiar with the cultural programming, student activities, and events for students at the University of Maryland, but choose not to visit the Nyumburu Cultural Center.

   ___ I feel that the Nyumburu Cultural Center is a place for African-American, African, and Caribbean Students, and the cultural and student programming is mainly designed for those student populations.

   ___ I generally visit other departments/buildings on campus (e.g., Stamp Student Union, Office of Multi-Ethnic Student Education, Academic Student Support Services, Hornbake Library, McKeldin Library, LGBT Equity Office, etc.) when I want to attend student programs, interact with other students, or relax between classes.

   ___ I am just too busy with my academic responsibilities and other activities to visit the Nyumburu Cultural Center.

OPTIONAL: Reasons for not visiting the Nyumburu Cultural Center (write your answer in this space provided):

___________________________________________________________________________
4. What do you think is the major purpose of the Nyumburu Cultural Center?

(NOTE: Check One Answer Only)

_____ To provide cultural programming and academic support for students at the University of Maryland, regardless of their ethnic or racial background.

_____ To provide cultural programming and academic support for students at the University of Maryland who are of African-American, African, or Caribbean Racial backgrounds.

_____ OTHER (Please write in this space): ________________________________

_____________________________________________________________________

5. As an undergraduate student, I have participated or attended the following Nyumburu Programs/Events/Services (Check all that apply)

☐ Adopt-A-Road
☐ Alumni Homecoming Tailgate
☐ Black History Month Kickoff
☐ Black History Month Closing Ceremony
☐ The Black Male Initiative Program (BMI)
☐ Industry Series
☐ Juke Joint
☐ Kwanza Celebration
☐ The Leadership Series
☐ The Literature Conference
☐ Maryland Gospel Choir Concert
☐ The Miss Unity Scholarship Pageant
☐ The Nyumburu Jazz Club
☐ New Student Welcome
☐ Shades of Harlem (Performing Arts Ensemble)
☐ Tribute to our Warriors
☐ Sisterhood Of Unity & Love (SOUL)
☐ Annual Cultural Dinner
☐ Annual Awards Ceremony
☐ Black Graduating Seniors Ceremony
☐ Black Explosion Newspaper
☐ Gospel Happy Hour
☐ I have not attended any Nyumburu Cultural Center Programs.

Please indicate the extent to which you agree or disagree with the following by circling your response:

6. Social Media such as: Twitter, Facebook, You-Tube Postings, and LinkedIn are important devices that should be used by the Nyumburu Cultural Center Staff to connect and maintain a relation with students.

7. The Nyumburu Web Site (http://www.nyumburu.umd.edu) is another electronic point of contact used by the Nyumburu Cultural Center to communicate with students. Please respond to the following statement, “I have frequently visited the Nyumburu Web Site to learn about the Nyumburu Cultural Center and its programs for students.”

8. I participate or would like to participate in the community engagement activities (e.g., Adopt-A-Road, University of Maryland—Seat Pleasant Health Partnership, BMI Public School Mentoring) that are associated with the Nyumburu Cultural Center.

9. I utilize the Nyumburu Cultural Center Staff as a source of mentorship and student support to learn about the wider campus community, other academic support services, and programs that will assist me in graduating from the University of Maryland.

10. The Nyumburu Cultural Center presents student programs that address issues of sexual orientation and disability dimensions of diversity.
11. As an ‘intellectual and social entity’ within the University of Maryland, the Nyumburu Cultural Center is vital to the retention and graduation of African-American and other students of the African Diaspora.

Strongly Agree   Agree    Neither Agree Nor Disagree    Disagree    Strongly Disagree

12. I encourage students who may be of a different ethnicity, sexual orientation, or gender to attend programs at the Nyumburu Cultural Center.

Strongly Agree   Agree    Neither Agree Nor Disagree    Disagree    Strongly Disagree

13. Attendance or Participation in programs sponsored/co-sponsored by the Nyumburu Cultural Center have been important to my overall satisfaction with the climate at the University of Maryland.

Very Successful   Successful   Uncertain   Somewhat successful   Unsuccessful

Optional: Please use the space provided to indicate any new initiatives, programs, courses, or activities that you would like to see offered at the Nyumburu Cultural Center:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Additional Comments:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________
Bibliography


Data Cited but Unreported

