

Preliminary Report 2012-2013
Office of Multicultural Affairs

Submitted By – Krishna Han / Assistant Director for Diversity Education Programs

Date: June 27, 2013

Department Website URL: www.bgsu.edu/oma

Signature Program/Service Overview

National Coalition Building Institute (NCBI) Welcoming Diversity Workshop model is carefully designed to stimulate discussion that promotes awareness of multifaceted of diversity. Also, the workshop aims to contribute to the reduction of prejudice and intergroup conflicts in community and society at large through activities and processes that provoke critical thought and reflection on oppression in the society. The NCBI workshop allows individuals to learn and develop bridge building. Under the motto “Every Issue Counts” it implies that no type of oppression (Racism, sexism, classism,..etc.) takes priority over another. Moreover, the NCBI focuses on reaching to the heart, and sharing stories of discrimination and mistreatment without shaming or blaming, yet looking at ways we can be allies for one another.

LEARNING OUTCOMES

University Learning Outcome

The NCBI Welcoming Diversity Workshop contributes to several university learning outcomes. However, it falls within outcome #3 which is *Personal and Social Responsibility*. The NCBI also falls within certain aspects of learning outcome #1, which is *Intellectual and Practical Skills* – in ways that the workshop designed to encourage participants to engage others in action through exchanging ideas and understanding different perspectives, maintaining integrity, spirit, and mutual respect.

Student Affairs Learning Outcomes

1. Divisional Student Learning Outcome #1: Intellectual and Practical Skills
 Critical and Constructive Thinking
 - Explore and respect the values of others
 - Explore values and recognize the implications of our values through involvement
 - Demonstrate a willingness to learn and grow through others
2. Divisional Student Learning Outcome #3: Civic and Community Involvement
 Understanding Diverse Perspectives
 - Acknowledge, respect, and be open to difference
 - Make an effort to understand the ideas, values, and beliefs of others
 - Advocate for social justice
 - Understand one’s own personal identities and appreciate that of others
 - Learn to seek similarities to bridge differences between self and others
 - Build multicultural competence through developing intercultural relationships
 Personal Development
 - Improve cultural competence through the interaction and inclusion with others different from oneself
3. Divisional Student Learning Outcome #4: Integrate, Apply, and Reflect
 Synthesis of Advanced Accomplishments
 - Develop the ability to articulate and discuss the reflection of shared and individual experiences in group settings
 - Learn how to stop or interrupt prejudicial comments, slurs, and remarks

Signature Program Learning Outcomes with Target Achievement Level

Include the following in all SLO’s (Heinich et al, 1996):

- **Audience/Who does the outcome address?**
 NCBI workshop model is suitable for everyone. Participants found the experience to be beneficial for both personal and professional development. So far, faculty and staff members, students, and community members have been benefiting from the workshop opportunity.
- **Behavior/What do you expect the audience to know or be able to accomplish?**
 One of the most powerful features of the NCBI workshop model is the experience-sharing, through which it helps shift the attitude as audiences learn about how group(s) other than their own experience mistreatment. Through various activities, audiences also identify the information and misinformation they learned about other groups, and have the opportunity to express pride in the group(s) to which they belong. Moreover, the model also addresses the importance of being an ally, and the skill-building aspect to help audience learn how to interrupt prejudicial jokes, remarks, and slurs.

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➤ **Condition/How will the learning occur?**

While learning might occur immediately after hearing or experiencing how others have experienced life, the learning mainly occurs through well-thought out processing questions that follow after each interacting activity.

➤ **Degree/How much will be accomplished, how well will the behavior be performed, and to what level?**

This is a very difficult and vague question to answer. Individuals learn differently, and at different pace and style. The make-up of the audience may also affect the overall learning outcomes of each workshop session. However, facilitators play a big role in maximizing the positive learning outcomes. Ground rules are established, and behavior performed is respect for all identities revealed during the session to maximize positive learning experience.

METHODS AND PROCEDURES

Project Sample/Participant Overview

277 out of 852 NCBI workshop attendees completed the workshop survey request for program evaluation/assessment purposes.

Data Collection Timeframe

Surveys for this assessment were collected between September 2012 and June 2013.

Data Collection Methods

The majority of the surveys for this assessment were paper based survey. The survey contains both quantitative and qualitative inquiries. The latter half of the semester, the survey were sent to participants using Google form a day after the workshop to reduce printing cost, and one focus-group was conducted during the last workshop in June 10, 2013.

Limitations

1. NCBI is a diversity and prejudice reduction workshop model that contains a set of various interactive activities which are designed to generally build upon one another as the workshop progresses. However, the workshop is long. Without having the opportunity to conduct a complete workshop model, the full range of NCBI workshop intended learning outcomes is limited.
2. The workshop evaluation materials have to be revised to capture a better picture of the learning outcome of the workshop.
3. While the NCBI workshop generates wonderful discussion and learning every time it happens, it is very challenging to get people to sign up and attend the workshop. As a result, some of the workshops were cancelled.

RESULTS AND CONCLUSIONS

Sharing the Results

Trying to attract people to come to diversity and prejudice reduction workshop like NCBI is very challenging. However, the result and impact on participants has been great. Participants reported good experiences and meaningful learning about themselves and others by participating in the workshop. Participants reported high relevancy and applicability of the awareness and knowledge they learned from the workshop to their life and community at large. Other aspects that have been reported as high are gaining insight on how other groups, other than their own, experience mistreatment or discrimination, and the workshop experience helps participants to be more comfortable to express pride in groups that they belong. Participants also expressed satisfaction with the skills and professionalism of the workshop facilitators (See more in key results below).

Key Results

Survey Ratings (5 points being highest)

- Applicability to life: 4.57 points
- Knowledge and professionalism of facilitator(s): 4.69 points
- Overall performance of facilitator(s): 4.82 points
- Overall satisfaction with the workshop activities: 4.73 points
- Ability to identify information and misinformation that one learns about other group(s): 4.52 points
- Ability to identify and express pride in my group(s) to which I belong: 4.74 points
- Gain insight on how group(s), other than my own, experience mistreatment: 4.73 points
- Increase awareness of personal impact of specific incident of discrimination: 4.58 points
- Ability to follow steps needed to interrupt prejudicial jokes, remarks, and slurs: 4.34 points

Some survey comments

- In what way(s) did the workshop meaningful to you?

- The shared stories. Krishna modeled what it was he was teaching. It created a sense of openness in the group and allowed us to learn from each other. I really appreciated Krishna's openness to sharing his experiences. It meant a lot to me that he was willing to put himself out there for our benefit. The discussions were very informative.
- I enjoyed the opportunity to share with others different aspects of my identity and to learn about theirs. I also appreciated learning about the kinds of stereotypes that concerned members of certain identities in class.
- It brought a lot of awareness and knowledge to me about more cultures such as atheist, males in education and other groups from the caucus activity. In addition, the "messages" activity in the beginning helped me realize where my automatic thoughts and feelings stem from.
- What impact did the workshop have on you?
 - I gained some personal insight, and have been processing some of what I have learned - even days later.
 - It reminded me that patience, listening and personal stories often go a lot farther in changing attitudes than rational debate.
 - It made me realize my own personal views growing up and how they've changed.
 - I've taken quite a few diversity workshops and this one in particular was more inviting for conversation and felt like a safer space than others I have participated in.
 - This workshop had a very profound impact on me. One activity I enjoyed the most was learning how to approach those who are being racist or making degrading comments about people of color. Also, nothing can beat the stories that I heard. I think those stories will stick with me forever.
 - I feel that this workshop will help me in understanding more about myself and my own cultural experiences. I feel that this will help me better relate to my clients and have a better understanding how culture plays a huge role in the client's perception of an event.

ACTION TAKEN/CLOSING THE LOOP

Decisions and Recommendations

- What could have been done differently?

There is no doubt that NCBI workshop model is positively impacting its audiences. However, it has been very challenging to get people to attend the workshop at the first place. Therefore, I think one thing I would like to do differently is to strategize the marketing and publicity of the workshop opportunity. I also think word of mouth is very important, and the buy-in from staff and faculty members is needed, so that more students are encouraged to attend the workshop.

- Based on collected data, what changes will you make to your program in the future?

I would like to see more NCBI workshop part 2 offered the next academic year to increase the skill building aspect in interrupting prejudicial jokes, remarks, and slurs. Also, NCBI workshop often involves conversation about diversity, power, privilege and oppression. These topics are tough to talk about. Facilitators must have strong sensitivity and are well-practiced in facilitating in ways that allow participants to feel comfortable to share experiences, so that authentic and mutual learning opportunities are possible. While we have good number of strong and enthusiastic NCBI facilitators, consistent practice is needed for those who have not had the time and opportunity to do actual facilitation of the workshop.

Assessment Report 2012-2013
Office of Multicultural Affairs

Submitted By – Tobias Spears/ Assistant Director for LGBT Programs

Date: July, 19th, 2013

Department Website URL: www.bgsu.edu/oma

Signature Program Overview:

Safe Zone is a signature program in the Office of Multicultural Affairs, it seeks to promote awareness of Lesbian, Gay, Bisexual, and Trans* (LGBT) people. The 2 hour workshop provides education concerning LGBT awareness, culture, and issues, with a central goal of improving the environment for LGBT people. One of the project's other goals is to build a support network of allies for BGSU's LGBT student community. Though the program mainly educates straight identifying community members, Safe Zone training is for all people who wish to be educated about LGBT culture.

University Learning Outcome:

Outcome 3, which is *Personal and Social Responsibility*

Student Affairs Learning Outcomes:

1. Student Learning Outcomes #1, *Critical and Constructive Thinking*
 - a. Inquiry
 - Explore and respect the values of others
2. Student Learning Outcomes #3, *Civic and Community Involvement:*
 - a. Understanding Diverse Perspectives
 - Acknowledge, respect, and be open to difference
 - Make an effort to understand the ideas, values, and beliefs of others
 - Advocate for social justice
 - Understand one's own personal identities and appreciate that of others
 - Learn to seek similarities to bridge differences between self and others
 - Build multicultural competence through developing intercultural relationship

Project Sample/Participant Overview:

- Lesbian: 14
- Gay: 27
- Bisexual: 10
- Transgender: 2
- Queer: 4
- Straight/Ally: 249
- Other/not listed/ no response: 5

Data Collection Timeframe:

Data for Safe Zone was collected between August 2012 and July 2013.

Data Collection Methods:

The data collection method is written survey.

Limitations:

Similar to last year's survey data:

1. Safe Zone is a program that often requires thought, reflection, and recollection, thus, data collected after each training does not always encapsulate how the students will use the learned principles in action— thus, the data often reports students' immediate feeling after the training.
2. Not all Safe Zone surveys differentiated between faculty, staff, and student.

Student Learning Outcome with Target Achievement Level:

1. SLO #1: Students will be able to articulate BGSU resources available to LGBT community members.
 - a. In an effort to build off of last year's assessment materials, in which attendees asked for more information regarding BGSU resources, we've added a resource guide and table to the end of the safe zone packet. This will ultimately allowed for students to see, in one place, the resources offered through the resource center and its BG partners--students' knowing these available resources is a target goal. At the end of the safe zone program attendees are told of resources and then asked about which resources they will employ to be better allies.
2. SLO #2 Students will be able to identify ways to be more inclusive of LGBT community members.
 - a. The goal of Safe zone is to help both allies and LGBT community members feel more comfortable within BGSU and its surrounding community. Safe zone attendees are expected to employ inclusive language, review social statistics, and visit various spaces on campus that cater to LGBT students and community members. We currently measure this through a type of mapping where we recognize folks who visit the resource center after a safe zone and we often note for LGBT students what community members have gone through safe zone.

Summary of Results

This year's safe zone data revealed that our revamping to the program was successful. We first updated the statistics regarding suicide, marriage equality and law. We learned that these parts of the safe zone attracted participants: first, because the data was current and two, as laws and culture shifts to what seems like a more inclusive environment, some folks start to forget about the need to purposefully build allies. So, by updating current statistics, particularly regarding trans* identities, participants saw that there was still work to be done. The data from this year also tells us that 90 percent of the attendees to safe zone identify as "straight." This means that the program is indeed reaching its target audience. Lastly, we also learned, and this is rather recently, of the necessity to schedule trainings through both classified and administrative staff councils, allowing those groups to be trained through their affiliations with the councils. Also, data revealed that safe zones in the summer months allow for folks who cannot attend during the school year to attend the training.

Key Results:

Participant Identification

- Lesbian: 14
- Gay: 27
- Bisexual: 10
- Transgender: 2
- Queer: 4
- Straight/Ally: 249
- Other/not listed/ no response: 5

Ratings (5 being most satisfied)

- Facilitator's knowledge of the subject: 4.95
- Usefulness of packet: 4.79
- Practical application of the content: 4.60
- Overall quality of workshop: 4.77
- Overall value of workshop: 4.77

Decisions and Recommendations

This past year as trainings ensued, some facilitators used older surveys which did not solicit information as to whether participants were students or faculty/staff, this is being addressed in the preliminary assessment report for 2013-2014. In the coming year, safe zone will include an updated reading list and an actual website where students can see who's been trained to lead workshops and too who's been through a workshop. It is also recommended that we offer more workshops in the summer. Safe Zone workshops will be part of the BG community's Not in Our Town initiative beginning 2013-2014.