



UCSD Residential Life 2012 Equity-Minded Education

Workshop



Public

Name of Assessment Project: UCSD Residential Life 2012 Equity-Minded Education Workshop

Name(s) of Person(s) Responsible for Assessment Project:	Role
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Providing Department: Sixth College

Other Units/Departments Involved in Assessment Project: International House, Marshall College, Muir College, Revelle College, Roosevelt College, Warren College

Program, Service, or Event Related to Assessment Project

This assessment project is linked to the annual Equity-Minded Education Workshop offered to UC San Diego Resident Assistants, UC San Diego Inter-College Residence Association members, and the UC San Diego National Residence Hall Honorary members. This is a 2.5 day (15 contact hours) workshop that occurs during the first week of September each year.

Assessment Project Description

The main purpose of the assessment project is to assess student learning in the competence area of intercultural communication and understanding. Confidence levels are assessed by comparing students' overall pre-test responses to post-test results. The post-test also includes questions that gauge student satisfaction, and provides the opportunity for students to give suggestions. The results of this project will be used to improve the program, to demonstrate the value of the program, and to garner support for the program in years to come.

Unit/Program Specific Goals and Learning Outcomes

As a result of participating in the Equity-Minded Education Workshop, attendees will

Successfully demonstrate:

- An understanding of equity-mindedness in order to promote an inclusive environment
- Skills associated with planning programs
- Skills associated with implementing programs

Self knowledge, awareness, and competence

Successfully demonstrate:

- Critical reflection as a means for growth
- Holding themselves accountable for job duties and responsibilities
- The development of a plan to achieve their personal goals
- The development of a plan to achieve their professional goals

Interpersonal skills, assertion, and conflict management

Successfully demonstrate:

- Active-listening skills
- The ability to work with a variety of team members

Relationship to Student Affairs Learning Outcomes: Think Critically and Solve Problems, Communicate Effectively, Advance a Plan for Personal, Academic, and Professional Success, Lead in a Diverse Global Society, Promote Social Justice and Community Responsibility

Assessment Project Start: 9/1/2012

Assessment Project End: 12/14/2012

Population/Sample

N=183 n=41

Type of Assessment: Student learning outcomes and/or behavioral outcomes, Satisfaction study





Other Assessment Type(s):

Assessment Methods: Surveys

Other Assessment Method(s):

Data Collection Tools

Google forms

-  EME Question 2012
-  EMEQuestions2011
-  PostEME 2011
-  PostEME2012

Data Analysis Methods

Mixed methods:


Quantitative coding of qualitative data (i.e., agreement scales)
Qualitative analysis of short-answer questions based on keywords and Kohlberg's Moral Development model.

Presentation of Findings

Findings will be rolled out in several presentations:

November 2012: NASPA Western Regional session

December 2012: UC San Diego Student Affairs staff meeting

 EME Introduction and Concept Summary

 EMELearning

Progress:  100%

Link Assessment Project in Campus Labs Baseline

We did not use Campus Labs for this year's data. We did not have the instrument ready with enough time for them to post it. Instead, we used Google Forms to gather the data.

Source Name	Project Name
No items to display.	

Summary of Findings

2012 EME Findings

Overall learning:


- ~29% stated that they learned a considerable amount or a great deal
- ~44% stated that they learned a moderate amount
- ~24% stated that they experienced no learning or not very much learning
 - Approximately ½ of the 24% stated in open responses that they had learned quite most of the material in EME already. This was accomplished through their coursework (sp. Ethnic Studies) and student involvement.
 - The other ½ of the 24% stated that they thought that the material that was being presented was "brainwashing" and learned nothing as a result.
- Free response keyword analysis (counted only positive qualifiers, e.g., "not comfortable" , "no", "didn't like", were not significant and didn't count)
 - Since attending the EME workshop, how comfortable are you talking about equity-minded issues? Please explain:
 - Keywords: Comfortable, issues, yes, equity-minded, talk, like, feel, listen
 - Overall, participants indicated that they were more comfortable discussing equity-minded issues
 - Since attending the EME workshop, how have you formed and maintained healthy relationships with a variety of people? Please explain:
 - Keywords: Others, communication, listening, try, talking, residents
 - Overall, participants indicated that they made and maintained relationships in which communication played a central role. This included more active listening and speaking

intentionally. The focus of the relationship was shifted from self to others

- Since attending the EME workshop, how do you collaborate effectively with others who do not share your identities, perspectives, opinions, or values?
 - Keywords: relationships, people, communication, accepting, unconditional
 - Overall, participants indicated that they built and relied upon relationships and creating a strong bond with people to bridge difference.
- Since attending the EME workshop, what UCSD-sponsored events have you attended that addressed equity-minded issues?
 - Overall, participants attended 1.2 programs in the 1 month period between the beginning of school and the survey
- Since attending the EME workshop, what UCSD-sponsored events have you planned that addressed equity-minded issues?
 - Overall, participants indicated that they attended an average of 1 event in the 1 month period between the beginning of school and the survey
- Since attending the EME workshop, have you become more aware of your own prejudices? Please explain:
 - Overall, we saw some participants move from pre-conventional to conventional cognition and others move within conventional cognition in the answers to this question. These trends were particularly pronounced in attendees who had experienced EME multiple times.
 - Analyzed free-responses using Kohlberg's moral development scheme

Demographics: (percentages may not add to 100% because participants may have chosen multiple selections or declined to answer).

- ~93% between 19-21 years of age
- ~92% identified as heterosexual
- ~50% identified as Asian
- ~30% identified as white
- ~10% identified as Latin@ or Hispanic
- ~51% identified as female
- ~43% identified as male

 2012 EME Results

Impact of Assessment


Along with measuring learning, the annual assessment of this program shapes the content presented the following year.


Lessons Learned

- * Must use Baseline and not Google Form for gathering data. Tools in Baseline make it much easier to analyze data
- * Still working to accurately measure pre-EME level of development for comparison to post-EME.
- * Pre-EME Assessment needs to be submitted to Baseline by the beginning of August each year
- * Post-EME Assessment needs to be submitted to Baseline by the beginning of August each year
- * Still struggling to get all colleges / residential areas to buy into the model despite success of program and data that suggests learning. We need to continue to measure learning and promote it.

* Still working to accurately measure pre-EME level of development for comparison to post-EME.

Supplemental Information

 EME 2011 Data

 EME2011 (reference)

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