

**Name of Assessment Project:** Tritons for Equity, Diversity, and Inclusion 2013/2014

**Name(s) of Person(s) Responsible for Assessment Project:** Advisor and Daily Operations Manager (Hayley Ryan)

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**Providing Department:** Associated Students

**Other Units/Departments Involved in Assessment Project:** Center for Student Involvement

**Program, Service, or Event Related to Assessment Project:** Tritons for Equity, Diversity, and Inclusion (TEDI) was a new quarterly cohort-based social justice leadership program open to all UCSD students, funded by the Parent and Family Innovation Fund. The program was coordinated by the AS Advisor, in conjunction with a staff member from Communication and Leadership and six AS student leaders. TEDI was designed to develop students' critical consciousness of social justice and equity-minded leadership, and to create networks of inclusive, equity-minded student-leaders on campus.

In the beginning of the Fall 2013 and Winter 2014 quarters, TEDI participants attended mandatory retreats led by five student facilitators and two staff members. The retreats focused on concepts such as identity development, socialization, privilege/oppression, and allyship. After each retreat, participants were encouraged to attend four follow-up programs on campus in order to further their understanding of social justice. At the end of the school year, students who participated in either of the TEDI retreats were invited to attend the End-Of-Year Banquet in order to celebrate how they implemented lessons learned through TEDI.

**Assessment Project Description:** Both the Fall and Winter TEDI retreats were assessed using a post-survey (administered through Campus Labs), which was designed to measure the program's seven learning outcomes described in the section below. Each outcome was assessed through an open-ended short answer question. Students were also asked to reflect on how their understanding of social justice and equity-mindedness grew (if at all) as a result of participating in TEDI.

**Unit/Program Specific Goals and Learning Outcomes:** **Program Goals:**  
1.To develop UCSD students' critical consciousness of social justice and equity-minded leadership.  
2.To build a network of inclusive, equity-minded student-leaders on campus.

**Program Outcomes:** As a result of participating in TEDI, students will be able to:

1. Name at least three social identities
2. Name at least one of their own target and agent identities
3. Describe at least two ways they have privilege because of an agent identity
4. Describe at least one area of social change that they would like to take action about, using examples from the action continuum
5. Describe one institutional influence that has shaped one of their social identities (cycle of socialization)
6. Describe how two of their social identities intersect
7. Give an example of how they can be an ally to another social group

**Relationship to Student Affairs Learning Outcomes:** Lead in a Diverse Global Society, Promote Social Justice and Community Responsibility

**Assessment Project Start:** 10/1/2013

**Assessment Project End:** 6/30/2014

**Population/Sample:** The population for this assessment project was 40 students who participated in TEDI retreats throughout the year, and the sample was 19 students who completed the post-survey.

**Type of Assessment:** Student learning outcomes and/or behavioral outcomes

**Other Assessment Type(s):** Surveys  
**Assessment Methods:**

**Other Assessment Method(s):**  
**Data Collection Tools:** The data collection tool for this project was a post-survey administered through Campus Labs Baseline.

**Data Analysis Methods:** The results of the post surveys for each quarter were compiled and analyzed by the AS Advisor. Open-ended questions were reviewed for depth and themes, and tied back to the program's six learning outcomes.

**Presentation of Findings:** Findings were reviewed by the two TEDI staff coordinators to determine how effective the pilot program was at impacting

**Findings:** students' understanding of social justice concepts. The positive results were also shared with the Parent and Family Innovation Fund administrators, in order to demonstrative the effectiveness of the program. Finally, results were shared with student leaders, in order to determine whether or not the program would be offered by AS next year (see "Impact of Assessment").

**Progress:** 100%

**Link Assessment Project in Campus Labs Baseline :** The TEDI post-survey was administered twice; once to the Fall Retreat participants, and once to the Winter Retreat participants. Both surveys are included below.

Name	Source
<a href="#">TEDI Post Evaluation</a>	Baseline (All project data)
<a href="#">TEDI Winter Post Evaluation</a>	Baseline (All project data)

**Summary of Findings:** Below is an analysis of each learning outcome, as measured by the quarterly TEDI Post-Assessment Survey.

**LO #1: As a result of participating in TEDI, students will be able to name at least three social identities**

100% of respondents were able to list at least three social identities. Responses included race, gender, class, sexual orientation, and ability.

**LO#2: As a result of participating in TEDI, students will be able to name at least one of their own target (oppressed) and agent (privileged) identities**

100% of respondents were able to list at least one of each type of identity, which indicates that students not only understood the meaning of target and agent identities, they were also able to apply the terms to their own lived experiences.

**LO#3 As a result of participating in TEDI, students will be able to describe at least two ways they have privilege because of an agent identity**

100% of respondents were able to list two examples of ways they have privilege because of an agent identity, with many students demonstrating deep reflection. Answers ranged from short examples used during the Privilege Walk activity (e.g. "I have access to more than 50 books at home"), to longer descriptions of how certain identities have impacted their experiences. For example: *"As a cis-gender individual, my assigned gender matches my sex. I don't have to "prove" my gender, I don't have to fear walking into certain restrooms or locker rooms, I don't have to answer personal questions about my life or genitalia, and I don't have to face the stigma that follows those that are trans-identified."*

**LO #4 As a result of participating in TEDI, students will be able to describe at least one area of social change that they would like to take action on**

100% of respondents were able to provide relevant examples of social issues, including the Prison Industrial Complex, LGBT issues, and class disparity. Excitingly, some of the issues were not discussed during the retreat, indicating that participants likely learned about new social issues as a result of participating in follow-up events on campus.

**LO #5 As a result of participating in TEDI, students will be able to describe one institutional influence that has shaped one of their social identities**

About 15% of the responses listed an institutional influence but did not tie it to a social identity, while the remaining 85% were able to explain how the institution affected their identity development.

**LO #6 As a result of participating in TEDI, students will be able to describe how two of their social identities intersect**

Responses to this question indicated that students were able to synthesize the information presented in the TEDI curriculum, and move beyond viewing their social identities as separate from each other. For example, one student stated: *"Because I am a white, LGBT cis man, I am still privileged in the LGBT community, even if I am slightly oppressed in the greater population. I can hide my LGBT identity and be completely privileged. Others don't have that ability, especially with physical characteristics such as gender or race."*

**LO #7 As a result of participating in TEDI, students will be able to describe at least one way that they can be an ally to another social group**

Responses to this question indicated that students had varying levels of understanding regarding what it means to be an ally. While some answers were more surface level (e.g. "Support the queer community"), others showed a deeper level of analysis.

*"Actively listening and understanding to the needs and wants of another group. Recognizing that you are their ally, you're not their to be their savior or to empower (because you don't have the right in the first place anyways)"*

**How did the program impact your understanding of social justice?**

Responses to this question demonstrate that TEDI helped students better understand social justice in relation to their personal identities and society in general. Two example responses are listed below.

*"I have become more aware of the power of learning about barriers that people face who identify with a particular social group. Shifting from being ignorant to being actively involved in changing the circumstance is process."*

*"I think I'm a lot more patient because of this process. I'm growing to understand that not everyone comes to these spaces with the same ideals on equity-mindedness and that's why it is important to open up a dialogue with people rather than to become closed-off when people say problematic things."*

**Impact of Assessment:** The results of this assessment were used to determine the impact that TEDI had on students' understanding of social justice and equity-minded leadership. In reviewing the data, the coordinators were very pleased with students' abilities to articulate concepts related to identity, power, privilege, and oppression. However, there is room for improvement regarding students' understanding of how social institutions influence identity development.

After sharing the positive impact of TEDI on participants with members of the Associated Students, the council decided to implement a TEDI Commission which will be funded by AS next year.

At the beginning of the 2014 school year, the staff coordinators plan on going over the assessment results in more detail with next year's TEDI student co-chairs, in preparation for the Fall 2014 retreat. While the core of the program and curriculum will likely remain constant, the facilitators hope to add elements to the retreat that better promote the development of relationships between participants.

**Lessons Learned:** Developing and implementing the TEDI assessment plan went very smoothly, largely because Baseline is an extremely user-friendly survey tool. Both staff coordinators were pleased with how easy it was to create and administer the survey, as well as to analyze the results. Additionally, the combination of both quantitative and qualitative questions allowed for a fuller picture of how TEDI participants were impacted by the program.

Next year, staff hopes to repeat the assessment and to add an element that measures the learning of the student facilitators. While this idea is not yet fully developed, one option that is being explored is to create additional program learning outcomes for the facilitators, and conduct interviews with these students at the end of the year.

#### **Supplemental Information:**

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