Greek Life Equity, Diversity, and Inclusion Peer Educator Program

Opt Out of External Report:

Name(s) of Person(s) Responsible for Assessment Project:

Email Address:

olara@ucsd.edu

Phone Number:

(858)534-5936

Other Contacts:

Providing Department:

Center for Student Involvement

Other Units/Departments Involved in Assessment Project:

Program, Service, or Event Related to Assessment Project:

The Greek Life Equity, Diversity, and Inclusion Peer Educator Program was developed to expand Greek members’ understanding of equity, diversity, and inclusion (EDI) topics, help students learn to apply bystander intervention strategies, and build an inclusive Greek community. During the 2017 – 2018 academic year, the Greek Life Equity, Diversity, and Inclusion Peer Educators facilitated trainings for 3,926 Greek members.

Assessment Project Description:

The assessment of the EDI Peer Educators Program is to question the influence and success of the program on the growth of individual Greek members on topics of equity, diversity, and inclusion. The results are used after each workshop to further develop the upcoming sessions and inform future workshops.

Unit/Program Specific Goals and Learning Outcomes:

After attending the Spring Quarter EDI workshop, students will:

- Gain a greater understanding of the historical context and roots of colorism
- Gain a better understanding of how colorism affects the larger Greek community
- Be able to articulate at least one example of discrimination based on skin color
- Identify one action step to address colorism in the community
Relationship to Student Affairs Learning Domains:

Think Critically and Solve Problems
Communicate Effectively
Lead in a Diverse Global Society
Promote Social Justice and Community Responsibility

Assessment Project Start:
04/02/2018

Assessment Project End:
06/08/2018

Population/Sample:

During Spring 2018, Peer Educators completed 34 workshops in chapter meetings representing all three Greek councils (Interfraternity, Multicultural, Panhellenic). A total of 812 workshop attendees completed paper surveys after the workshops.

Type of Assessment:

Student learning outcomes and/or behavioral outcomes

Other Assessment Type(s):

Assessment Methods:

Surveys

Other Assessment Method(s):

Data Collection Tools:

Hard copy surveys

Data Analysis Methods:

Data was reviewed based on percentages of responses on a Likert scale. Open ended responses were coded and placed into themes.

How Were the Findings Presented:
The EDI Peer Educators reviewed the assessment weekly to adjust upcoming workshops as needed. Final findings were reviewed by the Greek Life staff in developing new workshops and will be presented to the director of the center.

Progress:

100%

Link Assessment Project in Campus Labs Baseline :

Summary of Findings:

After the workshop, respondents indicated that they agreed or strongly agreed with the following statements:

- I have a better understanding of the historical context and roots of colorism - 96%
- I can articulate at least one example of discrimination based on skin color - 98%
- I have a better understanding of how colorism affects the larger community - 93%
- I see the value in having peer led workshops on topics of diversity in Greek Life - 97%

In open ended question, What is one action step will you take to address colorism in our community, the following were the highest responses:

- Stand up for self and others affected by colorism; see something, say something - 133
- Be more aware and bring more awareness on colorism - 76
- Talk to friends/family about their perceptions of color; educate others and share what I learned - 65
- Watch how I behave around people of color; check myself - 63
- Be more aware of implicit bias and judgements - 50

Some quotes:

- "I will use an intersectional lens to find ways to pinpoint colorism"
- "I will be more understanding and empathetic towards those of different races and skin tones and their experiences"
- "I will speak up whenever I see someone being affected by colorism, whether it's in real life or social media"
- "I see so much value. These social issues are so important and being educated on them is incredibly valuable"
"I liked hearing everyone’s thoughts on colorism, and I was comforted knowing I wasn't the only one experiencing it in some way"

Impact of Assessment on Program:

Each quarter, Peer Educators develop, implement, and assess new workshop curriculum. The results for Spring 2018 will be shared with the incoming new peer educators and will inform development of future workshops.

Lessons Learned About the Assessment Process:

The biggest challenge with the assessment process is the fact that we use hard copy survey but we believe is the best way to receive feedback. We have passed the work on to the Peer Leads to compile all that data to help staff in the process. Reviewing data each week from workshops has been very useful as it allows the group to adjust workshop and learn from experiences to best meet outcomes in future workshops.

Supplemental Information: