Tritons Together: Campus Conversations

Opt Out of External Report:

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

Email Address:

kbrecht@ucsd.edu

Phone Number:

858-822-0181

Other Contacts:

Frida Alvear (SD0000005205@ucsd.edu)

Providing Department:

Center for Student Involvement - Communication & Leadership

Other Units/Departments Involved in Assessment Project:

Center for Student Involvement

Program, Service, or Event Related to Assessment Project:

Tritons Together: Campus Conversations is a collaborative initiative designed to foster opportunities for students to engage in dialogue. These dialogues use restorative practices to create a space for people to communicate across difference.

Assessment Project Description:

In an ever changing society and world, the need for dialogue is clear. As an institution our goal is to transform California and a diverse global society. To do this, we must develop opportunities for our community to share our lived experiences and engage on a deeper level. Using restorative practices as a foundation, the Center for Student Involvement in collaboration with the National Conflict Resolution Center developed a dialogue initiative called Tritons Together: Campus Conversations to meet the needs of our students, campus, and community.

The goals of this initiative were to use community building dialogue circles to better understand others’ perspectives, develop concrete skills for emotional regulation, and foster empathy through the art of storytelling. As this was our first year of the initiative our assessment project was developed to see if our community building circles were meeting the goals of this project.
We know that dialogue is a powerful tool to build community, but can it also strengthen our students’ interpersonal communication skills? At the core, we explored the following interpersonal communication skills: verbal communication, listening, emotional regulation, respectful participation, and perspective taking. Through 14 different dialogues with nearly 230 participants we have been able to see the impact of dialogue on student skill development. What we have learned from our assessment has helped us identify the strengths of our program and created new ideas for how we can continue to develop each student's interpersonal communication skills. Ultimately, this project and subsequent assessment has helped us equip our community with the skills to be leaders in a continually evolving environment.

Unit/Program Specific Goals and Learning Outcomes:

1. Articulate their perspective in an authentic manner.
2. Listen with an open mind.
3. Manage their feelings when faced with opposing perspectives.
4. Participate in a discussion with diverse perspectives in a respectful manner.
5. Understand a diverse range of perspectives on today's topic.

Relationship to Student Affairs Learning Domains:

Communicate Effectively
Lead in a Diverse Global Society

Assessment Project Start:

01/01/2018

Assessment Project End:

06/30/2018

Population/Sample:

The community building dialogue circles were promoted across campus. Students, faculty, staff, alumni and community members all participated in our efforts to promote civil discourse and strengthen individuals’ interpersonal skills. Dialogue circles were facilitated by our team of professional and student staff throughout winter and spring quarters of the 2017-2018 academic year. In total, we hosted 14 dialogue circles comprised of 227 participants. Of the participants, 196 participants completed the pre assessment and 164 participants completed the post assessment. Using a comparative analysis approach, we utilized the 164 participant responses who successfully completed both a pre and post assessment, which is a 72% response rate.

Type of Assessment:

Student learning outcomes and/or behavioral outcomes
Other Assessment Type(s):

Assessment Methods:

Surveys

Other Assessment Method(s):

Data Collection Tools:

To gauge the impact of the restorative based community building dialogue circles, we asked participants to complete an online pre assessment and a post assessment survey distributed using google forms. The pre assessment survey consisted of two identifying questions and twelve likert style multiple choice questions. The post assessment consisted of two identifying questions, thirteen likert style multiple choice questions, three free response questions, and one satisfaction question for a comparative analysis with the University of California Undergraduate Experiences Survey (UCUES) survey results.

A preview of the pre assessment survey can be found here: https://docs.google.com/forms/d/e/1FAIpQLSeJ4DDT_aGMjR4-GiyDtU3P1Wz3IbXrA7cPbEX-WTL2rIQAq/viewform and a preview of the post assessment survey can be found here: https://docs.google.com/forms/d/e/1FAIpQLScJKY_8QLe3CwkaXabg_yO2jDxPR_BTbgFEGDwdO8Qf1FgH-kw/viewform.

Data Analysis Methods:

As noted the dialogue circles in this assessment spanned both winter and spring quarters. The data was combined and calculated for each quarter. While we analyzed all of the 164 responses, it should be noted that winter quarter had a much smaller sample size than spring quarter, 33 to 131 respectively.

- For each of the pre and post assessment identifying questions, we asked participants to tell us the date of the dialogue and which overarching category best fit their group affiliation. The purpose of these questions was to gain a sense of who was participating in the dialogues and when. This information can also be used to further disaggregate the data if needed or wanted.
- For each of the pre and post assessment likert style multiple choice questions, we analyzed the data by calculating the number of respondents who chose each option. This data was then made into a percentage to compare and determine percentage change between the pre and post assessment.
- For each of the post assessment free responses questions, we analyzed the data using response coding. After coding the responses, unique categories emerged indicating themes from the responses.

While we have not yet compared the data collected in our UCUES question with the UCSD population, it is a valuable data set that can again measure the impact of this initiative.

How Were the Findings Presented:
The findings of this assessment project have been outlined in a comprehensive report that has been utilized to share information within internal reports for our department and campus partners. An overview of our learning outcome gains have also been shared and presented to the board of the National Conflict Resolution Center. As the initiative continues to grow this data is crucial in tracking progress, celebrating success, and informing future programs.

Progress:

100%

Link Assessment Project in Campus Labs Baseline:

Summary of Findings:

Based on the post assessment results of the learning outcomes from spring quarter, we found that 93-97% agreed or strongly agreed with ALL of the statements.

The following data is taken directly from the circles hosted in each quarter on-campus. The Spring Quarter data is comprised of 12 circles and a total of 192 attendees. For the quarter pre/post comparison, the percent change was calculated for each learning outcome and is listed below the corresponding outcome.

Comparing those who Agree and Strongly Agree:

1. Articulate their perspective in an authentic manner.
   SP: There was a 9% increase in those who agree or strongly agree with this statement. The percentage rose from 84% of respondents in the pre-assessment to 93% in the post-assessment.
2. Listen with an open mind.
   SP: There was a 7% increase in those who agree or strongly agree with this statement. The percentage rose from 90% of respondents in the pre-assessment to 97% in the post-assessment.
3. Manage their feelings when faced with opposing perspectives.
   SP: There was an 11% increase in those who agree or strongly agree with this statement. The percentage rose from 85% of respondents in the pre-assessment to 96% in the post-assessment.
4. Participate in a discussion with diverse perspectives in a respectful manner.
   SP: There was a 3% increase in those who agree or strongly agree with this statement. The percentage rose from 94% of respondents in the pre-assessment to 97% in the post-assessment.
5. Understand a diverse range of perspectives on today's topic.
   SP: There was a 5% increase in those who agreed or strongly agreed with this statement. The percentage rose from 91% of respondents in the pre-assessment to 96% in the post-assessment.

It is clear that the impact of dialogue is powerful and we are successfully helping the campus community shape, develop, and grow the interpersonal relationship skills needed to be successful in today’s world.

Impact of Assessment on Program:
The pre-post learning outcome gains demonstrate that the program is having a impact on those who participate, most notably in the areas of articulating their perspectives, listening, and managing their feelings. As we look forward it will be important to uphold the obvious strengths of this program. As with any program, there are also some areas for growth. Reflecting on the post-assessments, some participants still disagreed with the following notion:

- I believe: [It is possible for a group to reach consensus on challenging issues.]

Looking to the future, our team can continue to evaluate and discuss how to address beliefs around reaching consensus on challenging issues. Even thinking about how we introduce consensus in the circles and initiate the consensus process may impact future assessments.

Lessons Learned About the Assessment Process:

A vast amount of data was collected and successfully showed that dialogues help enhance students' interpersonal communication skills. We were able to report that all five of our learning outcomes showed agreement in the 90th percentile.

After examining all of the post assessment data, we can refine our questions and create new learning outcomes. Of course it would be great to capture all dialogue participants. We also found that some respondents were able to select multiple responses in the google form, which lead to the exclusion of some data. From this, some adjustments have been made to the survey instrument.

As we move forward, we can continue to refine our assessment question and dis-aggregate the data collected. Overall this process has been beneficial in more deeply understanding the impact of dialogue on our campus and we look forward to continuing the learning process.

Supplemental Information:

We have a wealth of data from this initiative, which has been compiled into a more comprehensive report, which can be found here: https://docs.google.com/document/d/1Y7r7jgZMfRTnyv6aW0YYU7A4CIoFwS4iYG9tFd7zXU/edit?usp=sharing.