ASSESSABLE OUTCOME
Students will be able to articulate knowledge and awareness around cultures and identities.

OUTCOME SUPPORTS
- University: Goal 1
- Division: Goal 5
- Department: ________________
- Other: ________________

ASSESSMENT APPROACH
- Direct assessment
- Indirect assessment
- Both direct and indirect assessment

DATA COLLECTION TIMEFRAME
July 1, 2014 – June 30, 2015

OUTCOME TYPE
- Performance Outcome
- Student Learning Outcome

DATA COLLECTION METHODS
Survey

METHODS AND MEASURES
The Who Am I? Four Questions of Self-Identity workshop provides students with an opportunity to interact and learn about each other’s perspectives, which may or may not be widely held or understood. Students will be challenged to: explore ideas about culture and identity; see “diversity” from broader angles; rethink their own assumptions; and test their own hypotheses against those of people with differing views. This activity can also help students begin to know one another as more than passing acquaintances and develop some understanding and respect for differences.

A qualitative and quantitative survey was used for participants to self-identify their level of understanding of assumptions using at 5-point Likert scale and an open ended response. The facilitators distributed the paper surveys to participants directly after the workshop. The surveys were collected either by the professor or another individual who was not the facilitator(s). The data was recorded by student assistants into an excel sheet. The original copies of the surveys were recycled. Participants were given 15 minutes directly after the workshop to answer both the qualitative and quantitative paper survey. For the quantitative portion of the survey, a level of understanding of assumptions were classified as agree (4) or strongly agree (5). Evidence regarding assumptions of identity and culture are articulated through qualitative data - specifically, we asked an open-ended question related to learning. Participants were asked to respond openly to the prompt “Two (or three) things that I learned today that I will use:”

CRITERIA OF SUCCESS
- 70% of workshop participants will communicate the need to challenge their own assumptions.
- 50% of workshop participants will be able to communicate understanding of assumptions in relation to identity and culture.

DATA COLLECTION AND ANALYSIS
Based upon the quantitative analysis, when participants were asked “I understand why I need to challenge my own assumptions,” 92% of participants (n=276) either Agreed (n=93) or Strongly Agreed (n=183) with the statement.
Based upon the qualitative analysis, when participants were asked “Two (or three) things that I learned today that I will use:” 44% of participants (n=121) expressed that their assumptions of others needed to be revaluated. Participants expressing the ability to say what needs to change within their assumptions demonstrates that they have an understanding of assumptions. Some statements included “not to be judgmental because people are more than their surface,” “respect. Don’t assume,” “that I must stop using stereotypes…”

**IMPROVEMENT ACTIONS**
The Who Am I? Workshop is a great addition to Diversity Initiatives efforts around knowledge and awareness. Based upon the Department’s Criteria of Success, the Who Am I? Workshop helped participants understand the need to challenge their personal assumptions. This workshop is a resource for Diversity Initiatives to utilize when developing a foundational awareness of diversity to many of our first year students, but it is important to remember that it is foundational. If constituents wish to “dig deeper” this workshop may be too basic.

This year, Diversity Initiatives was able to accomplish the criteria to communicate the need to challenge assumptions. Next year, the criteria will increase to 85% of participants. Diversity Initiatives was unable to meet the criteria of having participants communicate their understanding of assumptions in relation to their identity and culture. For next year, this will be an area Diversity Initiatives will look more closely into to achieve a successful level of 50%.

Next year, in order to create better quality of outcomes, additional experiential pieces should be implemented that would allow participants to engage with the concept of assumptions within their everyday lives. For example, weaving more time for deeper reflection between portions of the workshop versus at the end will help to strengthen students’ ability to understand and retain the material. Overall, participants gave the workshop a high review and felt that the facilitators were very knowledgeable of the content.