DEPARTMENT MISSION STATEMENT:
The Dean of Students Office, Leadership and Multicultural Development Programs (LMDP) provides training opportunities and out-of-classroom experiences that encourage CSUF students to assess and develop the skills recommended for effective leadership and multicultural understanding. Our programs and services help students understand the emotional, environmental, intellectual, physical, and vocational dimensions of wellness that are important for successful participation in student organizations and/or leadership. The department also serves as a resource to student leaders and cultural and Greek Life organizations by offering advisement and training on event planning, group development, and organizational management.

PROGRAM/SERVICE OVERVIEW:
The EMBRACE track (Educating Myself for Better Racial Awareness and Cultural Enrichment) is a collaboration between the Student Leadership Institute and the MLC that provides training in leadership as it relates to cultural sensitivity, diversity, and social justice by promoting effective intercultural communication. Six 2-hour EMBRACE workshops are presented by student facilitators who examine issues related to frames of reference, social identities, and stereotypes.

TYPE OF ASSESSMENT:
- External Reports
- Needs Assessment
- Program Evaluation
- Student Learning Outcomes
- Student Satisfaction Assessment
- Student Success
- Utilization Data

Learning Domain: Diversity and Global Consciousness

Learning Outcomes:
As a result of their participation in EMBRACE, participants will:

1. Increase their awareness of different frames of reference.
2. Become aware of how our expectations affect our interactions with others.
3. Understand the benefits of consciously thinking about our behavior.
4. Learn to actively create a safe environment in our pursuit to embrace diversity.

PROJECT SAMPLE:
Fall 2012: 21 • (Tues. – 9/9; Fri. – 12/15)
Spring 2013: 9 • (Tues. 3/6 • Fri. – 6/9)

DATA COLLECTION TIMEFRAME:
October 2012 – November 2012
March 2013 – April 2013

DATA COLLECTION METHODS:
Paper and pen evaluations were developed for each of the six workshops, designed specifically to measure learning outcomes related to the particular objectives of the workshops. The workshop evaluations gather both qualitative and quantitative data that also capture student satisfaction. Students complete a quality survey to evaluate the program and offer feedback. An observer was present at each fall 2012 workshop to monitor the facilitator and execution of the...
workshop. Observers were not present for the spring 2013 workshops.

LIMITATIONS:
Sample sizes were small. Students completed evaluations immediately after each workshop. Quality surveys were also completed at the end of the last workshop. Results could indicate recall rather than long-term learning. Positive responses could reflect students’ self-reported learning or agreement to statements. Vague responses limited our ability to fully analyze student comprehension of content. Pre and post-test responses were difficult to compare because responses were vague and overly general.

SUMMARY OF RESULTS:
Qualitative and quantitative data indicate that students by and large met the intended learning outcomes. Participants expressed increased awareness about other cultural perspectives, alertness to expectations and behavior, and exposure to effective communication skills. In addition, students emphasized the need to learn much more about diversity and sensitivity towards others.

Students enjoyed the cohort model and interactive nature of the workshops. These two facets helped students get to know each other better, which in turn, contributed to a friendly and engaging environment suitable for the exploration of cultural sensitivity. Though workshops are primarily discussion based, the facilitators utilized activities, small group, and one on one exercises to generate active involvement.

The intentional effort to engage students and promote interaction through hypothetical real-life scenarios and large group discussion yielded positive results. Having students apply the knowledge, practice the skills, and give and receive feedback pushed them outside of their comfort zones into a new space and towards greater insight about how they view the world and communicate with strangers.

KEY FINDINGS:
- Students want less lecture more interaction and variety in terms of facilitation (i.e., a video, guest speaker, etc.).
- Facilitators need to sum up the workshops, synthesize the material, and discuss how each workshop is related.
- Qualitative and quantitative data regarding facilitator performance was overwhelmingly positive.
- When asked, “what have you learned about yourself and others through your participation in the EMBRACE workshops?”, student responses included:
  - I have learned that I often go on automatic pilot when meeting new people/situations and categorize them into stereotypes. EMBRACE has taught me to catch myself and be more open to interpretations.
  - I learned that I need to be more assertive and that others really do have different opinions that need to be valued.
  - …by working on teams I can learn better.
  - I feel that I have learned how to be more non-judgmental and try to view situations on multiple ways.
I have learned that I need to take responsibility for how I view others and change how I interact with strangers.

When asked, “how has your thinking about diversity changed since you joined the EMBRACE program?”, student responses included:

- More open – various aspects and components of diversity – not just race. Not “better” but “different.”
- It helped me become more aware of the things I say that could be hurtful or negative.
- This program really pointed out some of the inconsistencies in my thinking and actions. Sometimes I stereotype and I am now seeing that doesn’t reflect someone who is open to diversity. I realized all of my actions and thoughts must be consistent with my beliefs.

When asked, “how will you apply your knowledge of intercultural communication strategies?” student responses included:

- If I hear a racist comment I would for sure take a step back and first understand why they’re being racist and then say something about how that wasn’t necessary.
- When interacting with first generation Americans, I will make sure to consider their cultural heritage.
- When I am working with people different from me, I’ll try to be more open-minded, more tolerant, and, and not judge them without getting to know them better.

For Learning Outcome 1, on a 5-point scale with 5 being “Strongly Agree,” there was a mean of:

- 4.36 for the statement: “I understand what a frame of reference is.”
- 4.73 for the statement: “I understand why using only our own frame of reference creates misunderstandings.”

For Learning Outcome 2, on a 5-point scale with 5 being “Strongly Agree,” there was a mean of:

- 4.76 for the statement: “I understand how expectations are created by stereotypes.”
- 4.58 for the statement: “I understand how expectations affect interactions with others.”

For Learning Outcome 3, on a 5-point scale with 5 being “Strongly Agree,” there was a mean of:

- 4.47 for the statement: “I understand that people are unaware of their reactions during encounters with others.”
- 4.82 for the statement: “The Color of Fear helped me understand how social group dynamics affect one’s conscious and unconscious behaviors.”

For Learning Outcome 4, on a 5-point scale with 5 being “Strongly Agree,” there was a mean of:

- 4.56 for the statement: “I can describe at least two strategies to improve the quality of intercultural communication.”
- 4.50 for the statement: “I can apply the knowledge and skills I learned in EMBRACE in different situations.”
APPLICATIONS OF FINDINGS: (Please be as specific as possible.)

1. Find ways to increase the number of participants, particularly in the spring semester. This can be done through early promotional efforts, such as contacting faculty members during the summer and intersession to schedule classroom announcements.

2. A number of participants did not register through Learner Web. It is imperative that facilitators have some knowledge about how to use this system. In the fall 2013 semester, facilitators should set up a training session with the Student Leadership Institute on how to use Learner Web. In addition, the facilitators and advisors should allocate at least 10 to 15 minutes of the first workshop to go over the process.

3. Revise pre and post-test surveys so that they capture concrete and explicit feedback thereby making the data easier to compare. Also, collect demographic data (gender, race/ethnicity, etc.)

4. Work with Campus Labs to design or revise evaluation instruments, collect data, and generate reports.

5. Build on current program strengths (cohort model, interactive-discussion based, practical application of knowledge and skills, realistic hypothetical scenarios, and well trained facilitators who foster a friendly safe space) by adapting some of the activities to reflect current events. Consideration should be given to removing or shortening some of the workshop components to allow more time for in-depth discussion or examination of key issues related to intercultural communication (i.e., individualism and collectivism, high and low context communication, and how to change our expectations of others, for example).

6. Make improvements to the experiential component. Clarify this requirement by providing a specific list of suitable placements, appropriate activities, and a reasonable deadline (especially for spring participants). Revise the current experiential component form to reflect with program’s learning objectives. This way, the evaluators can effectively determine whether the potential placement meets the program’s criteria. Work closely with SLICC team on this recommendation.

7. Compare the workshop evaluation data and end-of-program quality surveys with the experiential component papers. Careful and thoughtful analysis of these documents could reveal the extent to which students learn and apply the content from the workshops.

8. Continue to schedule practice sessions with facilitators at least 2 weeks in advance of the workshop. This allows time to make sure facilitator understands the content and is able to present and process activities as they are intended.

9. Observer must be present for each workshop to provide feedback. Continue to provide facilitators with survey results in a timely manner so changes to presentation style and/or content may be implemented right away. Advisor and facilitators must be able to review data sooner rather than later to make effective and efficient improvements that correspond with stated learning outcomes and program objectives.

10. Train facilitators to play “devil’s advocate” as this could highlight alternative, less mainstream or unfamiliar perspectives and spark critical thinking and analysis.