

Student Affairs
Diversity Initiatives and Resources Centers

Step 1: Performance Outcome

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

Step 2: Methods and Measures

The “Who Am I” workshop provides first-year and general student population with an opportunity to engage with, and share amongst each other, their varied perspectives on diversity and facilitate knowledge and awareness around cultures and identity.

The workshop, conducted in the fall term in 100 level courses, requires students to complete a short survey comprising qualitative and quantitative components. The survey asks students to self-report their understanding and awareness of cultural and identity differences and the need to challenge their own assumptions. Quantitative questions are rated on a 5-point, Likert Scale (5 = “strongly agree” and 1 = “strongly disagree”). Qualitative questions asked the participants to provide examples of learning and feedback about the workshop.

Based on survey data from 2014-2015, the workshop presentation was modified to strengthen the focus on diversity and identity, with an emphasis on culture, through a range of activities designed to better engage participants and encourage discussion and reflection.

Step 3: Criteria for Success

Quantitative:

- “I have a better understanding about culture and identity”. 70% of participants will “strongly agree” or “agree”.
- “I understand why I need to challenge my own assumptions”. 50% of participants will “strongly agree” or “agree”.

Qualitative:

Participants are asked to provide up to three examples of learning and feedback regarding what they enjoyed most about the workshop.

Step 4: Results

Quantitative:

- The criteria for success was met for students’ agreement of their understanding of culture and identity, with 87% of participants reporting that they “strongly agreed” (49%, n=154), or “agreed” (38%, n=119).
- The criteria for success was met for students communicating the need to challenge their own assumptions, with 88% of participants reporting that they “strongly agreed” (59%, n=186) or “agreed” (29%, n=91).

Qualitative:

The following themes emerged from responses provided from participants;

- Discussions to learn about people with different identities and backgrounds
- Engaging in interactive activities with questions around identities and lived experiences (i.e., iceberg, post-it, worksheet, PCU, speed dating questions, etc.)
- Talking, exploring, and understanding identity(ies) on a deeper level
- Getting to hear, know, and learn about people’s experiences and perspectives

Step 5: Improvement Actions

The “Who Am I” workshop continues to be an important foundational and beneficial resource for first-year and general student population given the diverse demographics of the CSUF campus community.

Results demonstrate that the workshop helped participants understand the importance of varied identities and their need to challenge personal assumptions. Comparing 2015-2016 data with 2014-2015 revealed that the modified workshop was effective as it allowed for more discussion around the activities and helped students to deconstruct their understanding around cultural and identity differences.

As a result, the workshop will continue in its current format, with revisions made as needed. Moreover, an improvement action to consider is to better align the survey questions with the learning outcome. For example, revising the survey questions to ask participants to provide concrete examples and concepts of assumptions within their everyday lives, and incorporating more of the learning that takes place within the activity portions of the workshop would help assess students' ability to articulate an understanding of diversity, cultural, and identity differences. Adding facilitator observations may also provide additional evidence of learning.

Overall, the workshop received positive feedback and students felt that the facilitators were very knowledgeable of the content.