Analysis of the spring 2013 NCBI Equity and Inclusion Workshop Evaluations

Description/Methodology

Eighty three (83) Service Learning students were asked to fill out an anonymous evaluation after participating in three (3) Equity and Inclusion Workshops (February 2nd, February 5th and 7th and March 16th) that was facilitated by NCBI (National Coalition Building Institute) trained SUNY Buffalo State faculty and staff. Workshop facilitators were Gail Wells, Lisa Hunter, Jeffrey Zacko-Smith, Mary Codick, and Evelyn Rosario. Workshop allies were Kevin Railey, Jeffrey Zacko-Smith, Holly Bewlay, Jo Judess, Mary Codick, Aitina Fareed, Jade Mills, Ottilie Woodruff and Helena Mica.

The Equity and Inclusion workshop is a one-day, experiential program that consists of a series of incremental activities that includes role play, the telling of stories, the practice of active listening and reflective thinking based on NCBI principles and theory.

The workshop is structured around the following goals:

1. Identify the information & misinformation we have learned about other groups.
2. Identify and express pride in the group(s) to which we belong.
3. Learn how groups other than our own experience mistreatment.
4. Learn the personal impact of specific incidents of discrimination.
5. Learn how to interrupt prejudicial jokes, remarks and slurs.

The Evaluation Instrument

The evaluation instrument contained twelve questions based on the goals of the NCBI Equity and Inclusion workshop (above). Questions 1-9 used a typical five level Likert scale where participants selected from a range of 5 responses, with 1 representing strongly disagree, 2 disagree, 3 undecided (neither agreeing or disagreeing), 4 agree and 5 strongly agree. Questions 10-12 were open ended questions.

The following questions and statements from the evaluation instrument measured:

Goal #1 Self Awareness/Statement #1: “This workshop helped me become more aware of my own biases and prejudices.”

Goal #2 Appreciates one’s own identity and culture (Identity development)/Statement #10: “Describe the benefits gained from participating in the NCBI Inclusion and Equity Workshop.” Statement #11 “What practical skill did the NCBI workshop give you that you can apply here at Buffalo State?”
Goal #3 Understanding the culture and experience of others/ Statement #3: “The workshop helped me develop a deeper understanding of diversity and cross-cultural issues.” Statement #4: “The workshop helped me to understand how stereotypes and prejudice may be unfair and oppressive.”

Goal #4 Empathy/Statement #6: “This workshop helped me to understand how issues of diversity influence or affect others.”

Goal #5 Skill building/Question #11: “What practical skill did the NCBI workshop give you that you can apply here at Buffalo State?”

The following questions and statements from the evaluation instrument measured the effectiveness of the workshop, the perceived value of the workshop and the competency of the workshop facilitators.

Training of facilitators/Statement #7: “The instructors of this workshop effectively presented the course material in a way that was respectful to all participants.” Statement #8: “The instructors of this workshop created an overall high quality experience.”

Effectiveness of Workshop model/Statement #5: “The workshop offered a safe and supportive environment in which students, faculty and staff could dialogue about diversity.” Question #12: “What changes would you make to the NCBI workshop?”

Value of workshop/Statement #2: “This workshop helped me become more open to working with people from diverse backgrounds.” Statement #9: “I would recommend this workshop to my friends and colleagues.” Statement #10: “Describe the benefits gained from participating in the NCBI Inclusion and Equity Workshop.”

Student Learning Outcomes

The Council for the Advancement of Standards in Higher Education (CAS) promotes standards for student learning and development from higher education programs and services. The CAS Learning and Development Outcomes that apply to diversity and equity are outlined in the table below along with a column highlighting the exercises from the workshop that corresponds to the CAS standard student outcome domain:

<table>
<thead>
<tr>
<th>Student Outcome Domain</th>
<th>Dimensions of Outcome Domain</th>
<th>Examples of Learning and Development Outcomes</th>
<th>NCBI Equity and Inclusion Workshop Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrapersonal development</td>
<td>Identity development</td>
<td>Integrates multiple aspects of identity into a coherent whole; recognizes and exhibits interdependence in accordance with environmental, cultural, and personal values; identifies and commits to</td>
<td>Ups and Downs exercise, Pairs exercise part 1 and Pride exercise</td>
</tr>
<tr>
<td>Important aspects of self</td>
<td>Interpersonal competence</td>
<td>Meaningful relationships</td>
<td>Establishes healthy, mutually beneficial relationships with others; treats others with respect; manages interpersonal conflicts effectively; demonstrates appropriately assertive behavior</td>
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<td>Humanitarianism and Civic Engagement</td>
<td>Understanding and appreciation of cultural and human differences</td>
<td>Understands one’s own identity and culture; seeks involvement with people different from oneself; articulates the advantages and impact of a diverse society; identifies systematic barriers to equality and inclusiveness, then advocates and justifies means for dismantling them; in interactions with others, exhibits respect and preserves the dignity of others</td>
<td>Pairs exercise part 2, Internalized oppression exercise, It's Great to be exercise, First Thoughts exercise and Speak Out exercise</td>
</tr>
<tr>
<td>Social responsibility</td>
<td>Recognizes social systems and their influence on people; appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in service/volunteer activities that are characterized by reciprocity; articulates the values and principles involved in personal decision-making; affirms and values the worth of individuals and communities</td>
<td>First Thoughts exercise, Role Play exercise, Caucus exercise, and Speak out exercise</td>
<td></td>
</tr>
<tr>
<td>Sense of civic responsibility</td>
<td>Demonstrates consideration of the</td>
<td>Introduction and application of</td>
<td></td>
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welfare of others in decision-making; engages in critical reflection and principled dissent; understands and participates in relevant governance systems; educates and facilitates the civic engagement of others

NCBI theory and principles, the introduction and application of coalition building and the Closing exercise

Demographic Information

Attached to this document is the analysis of the data gathered from the evaluative instruments completed by 83 students enrolled in service learning courses taught during the spring 2013 semester. The demographic profile mirrors almost exactly the racial and ethnic make-up of fall 2012 SUNY Buffalo State population according to the data below. As expected there was no gender equity, the students were overwhelmingly female with 88% of those who attended the workshop being female and only 10% being male. 92% of the participants had never attended a diversity training/workshop and 65% of them were in the age cohort of 19-22 years of age.

Demographic Data Institutional Research Fact Sheet fall 2012

Gender Female 56.7% Male 43.3%

Race/Ethnicity African American 18% Hispanic 8.2% Multi 2.7% Caucasian 67%

Institutional Research Common Data Set 2011-2012

Age Average age 21 years Age 25 and higher 18%

Summary of findings

94% to 100% of the workshop participants either agreed or strongly agreed that the workshop met its intended goals (see attachment). The highest rated statement (100%) was that the instructors of this workshop created an overall high quality experience and 99% of the participants said they would recommend this workshop to their friends and colleagues. 96% felt that the workshop helped them to understand how stereotypes and prejudice may be unfair and oppressive and that the workshop helped them to understand how issues of diversity influence or affect others. 94% felt the workshop helped them to become aware of their own prejudices and biases, made them open to working with people of diverse backgrounds and helped in deepening their understanding of diversity and cross-cultural issues.

Some of the most common responses to the open ended question (10, 11) included the following:

- To understand how deeply people are effected by discrimination
- I’ve learned to listen to people more, because people may be trying to tell you something, you just have to be willing to listen
- I was able to hear and learn information that will help me in the work field and everyday life
To stand up when seeing injustice
Not to judge others, to be proud of who I am

When asked “What changes would you make to the NCBI workshop?” (question #12), most students replied, “None, I thought it was inspirational”, but there were suggestions for improvement that centered on need for improved facilities and better food. These were comments like, “better chairs”, “seating should be in a circle”, and “a better lunch selection”. Interestingly some participants felt the workshop needed to be longer and some felt it needed to be shorter. Everyone felt the workshop should be continuous and not divided into 2 half day sessions.

What was learned from the data

1. There needs to be more opportunities for students to participate in equity and inclusion workshop/trainings. 92% of the participants stated this was their first diversity workshop.
   Recommendation
   The evaluation instrument should be revised to ask demographic questions that could assist in identifying which specific student populations are not getting exposure to this information.

   A framework for increasing the delivery of NCBI trainings to more students should be developed and subsequently implemented with the necessary support.

2. The NCBI workshop model is very effective. The ratings by participants were consistently positive with 94% to 97% responding positively to the educational value of the workshop.
   Recommendation
   Expand the support for the NCBI initiative to include additional resource for the training and certification of trainers, development of scheduling options, and financial support for the delivery of the workshop to a larger audience of students (food for an 8 hour workshop). The Provost provides the primary support for training with Student Affairs providing the salary for the Director of the team and the refreshments for students who attend the workshop. To increase the number of workshops the team must identify and train more facilitators and have a larger budget for refreshments/food. Additional staff would be necessary to handle sign-ups, scheduling etc.

3. The training activities and coaching that has been done by the leaders of the NCBI team (Director and Associate Director) has been very successful. The highest ratings (100 and 99%) were given to the skills exhibited by the workshop facilitators.
   Recommendation
   Provide incentives for staff to join the CBT(Coalition Building Team). The development of a highly skilled in house team of facilitators allows the institution to increase capacity with a relatively small investment using benefit cost analysis. The cost effectiveness of trainings increase when larger numbers of faculty and staff attend a train the trainer. A three day training can accommodate 30-40 participants. Staff would be able to attend trainings, coaching sessions once trained as facilitators, CBT meetings and attend student workshops (which are usually held on weekends) if supervisors would provide release time to encourage participation.