

2012 Diversity and Multicultural Conference

Learning Outcomes:

The *Diversity and Multicultural Conference* is a dynamic and interactive one-day development opportunity that gives participants the essential knowledge and strategies needed to lead and function in a globally-complex society. Aligned with Clayton State University's 2011-14 Strategic Plan- Goal B, Action Step III.- to engender a spirit of openness, understanding, collaboration, and mutual respect throughout the campus community, this conference emphasizes the importance of building inclusive communities and becoming a culturally competent leader.

The theme for 2012 was "Building Community Through Diversity," and as a result of participating in the Diversity and Multicultural Conference, student participants were expected to learn:

- 1) Current social issues and best practices for working with underrepresented populations;
- 2) How to appropriately challenge and address unfair, unjust, or uncivil behaviors;
- 3) Effective strategies to enhance communication and cross-cultural understanding in culturally diverse settings;
- 4) Impact of diversity in society and how to integrate diversity education in the classroom, student organization, and workplace

Competencies or Proficiencies:

What are the specific competencies or proficiencies students will learn or master?

Students will be able to :

- Work cooperatively with others;
- Establish mutually beneficial relationships with others from diverse backgrounds;
- Identify social issues and their origins;
- Demonstrate cultural sensitivity in various settings;
- Utilize strategies to combat stereotypes, prejudice, and discrimination;
- Exhibit behaviors that advance a healthy community.

Target:

Our target is for each learning outcome domain to have a response rating of 70 percent or more on the conference survey.

Measurement Tool(s) or Assessment Strategy:

To assess the student learning outcomes, the Diversity and Multicultural Conference Overall Survey was created with a 5-point Likert scale (Agree, Strongly Agree, Not Applicable, Disagree, Strongly Disagree). Each learning outcome domain was formatted into a question and evaluated utilizing the 5-point Likert scale. In addition, there were two open-ended questions on the survey; one question asked conference participants to identify the most valuable information learned from the conference and the other asked

	<p>them to provide feedback on how to improve the event. The survey also had a series of demographic questions, including academic classification, academic major, gender, race/ethnicity, and traditional/non-traditional student status.</p>
<p>Data Collection Process:</p>	<p>The Diversity and Multicultural Conference Overall Survey was distributed to participants at the end of the event. Upon completion, the respondent turned in their survey at the conference registration table. Then, the survey data was analyzed by Campus Life staff and formatted into a report utilizing Microsoft Word.</p>
<p>Findings & Status:</p>	<p>There were 263 student participants at the 2012 Diversity and Multicultural Conference, and 77 completed the survey. Based on responses from the Diversity and Multicultural Conference Overall Survey, the Department of Campus Life learned that:</p> <ul style="list-style-type: none"> • Learning Outcome # 1: 79% strongly agreed and 9% agreed that as a result of attending the conference, they became more aware of issues faced by underrepresented groups (i.e. people of color, lesbian, gay, bisexual and transgender community, and individuals with disabilities). • Learning Outcome # 2: 70% strongly agreed and 24% agreed that as a result of attending the conference, they learned how to appropriately challenge and address unfair, unjust or uncivil behaviors. • Learning Outcome # 3: 73% strongly agreed and 24% agreed that as a result of attending the conference, they learned information that will enhance their ability to lead, communicate, and interact with others of different backgrounds, identities and cultures. • Learning Outcomes # 4: 72% strongly agreed and 21% agreed that as a result of attending the conference, they have identified or set goals to implement that will positively impact diversity relations at their institution or organization. <p>Additionally, from the open-ended question regarding what students learned from the conference, we concluded that participants developed a broader understanding of diversity and a greater commitment to inclusion.</p>

	The survey respondents recommended that Campus Life invite keynote speakers from various racial/ethnic backgrounds as well as encourage more students from the majority racial background to participate in this event.
Discussion of Results & Action Plan:	<p>Based on the recommendations from the survey respondents, the Department of Campus Life developed the following action steps to improve the next conference:</p> <ul style="list-style-type: none"> • Invite two speakers representing diverse backgrounds and identities to deliver keynote presentations for the next conference. • Target on-campus residents and first-year seminar courses at the University to reach a broader audience. • Meet with faculty of each academic department at the University to increase awareness of conference and support.

2012 Faculty and Staff Safe Space Training

Learning Outcomes:

The 2012 *Fall Faculty and Staff Safe Space Training* was sponsored by the Department of Campus Life, Department of Counseling and Psychological Services, and Diversity Educational Experiences for Peers (DEEP) Educators. Aligned with Clayton State University's 2011-14 Strategic Plan-Goal B, Action Step I.-to engender a spirit of openness, understanding,

collaboration, and mutual respect throughout the campus community, the goals of this program are to provide a supportive environment for lesbian, gay, bisexual, and transgender (LGBT) members of the campus community and to increase the visible presence of LGBT allies and places that are “safe” for LGBT students across campus.

By participating in this program, faculty participants are expected to learn:

- Sexual identity and LGBT terminology
- Challenges faced by the LGBT community
- Identify unjust, uncivil, and/or uncivil behaviors targeted at the LGBT community
- Strategies to support the LGBT community

Competencies or Proficiencies:	What are the specific competencies or proficiencies students will learn or master? Faculty participants will be able to recognize challenges faced by the LGBT community and demonstrate effective strategies to support the group in academic and social settings.
Target:	Our target is for each learning outcome domain to have a response rating of 70 percent or more on the conference survey.
Measurement Tool(s) or Assessment Strategy:	To assess the student learning outcome domains, the Safe Space Training Survey was created with a 5-point Likert scale (Agree, Strongly Agree, Not Applicable, Disagree, Strongly Disagree). Each learning outcome domain was formatted into a question and evaluated utilizing the 5-point Likert scale. In addition, there were two open-ended questions on the survey; one question asked conference participants to identify the most valuable information learned from the training and the other question asked participants to provide feedback on how to improve the training. The survey also included a series of demographic questions, including academic classification, academic major, gender, race/ethnicity, and traditional/non-traditional student status.
Data Collection Process:	The Safe Space Training Survey was distributed to participants at the end of the training session. Upon completion, the participant turned in their survey to the training facilitator. Then, the survey data was compiled by Campus Life staff and formatted into a report utilizing Microsoft Word.
Findings & Status:	A total of five faculty and staff participated in the Fall 2012 Safe Space Training and all of the participants completed the survey. Based on results from the Safe Space Training Survey, the Department of Campus Life learned that:

	<ul style="list-style-type: none"> • Learning Outcome # 1: 100% of the participants strongly agreed that as a result of attending the training, they understand terminology related to sexual identity and the LGBT population. • Learning Outcome # 2: 100% of the participants strongly agreed that as a result of attending the training, they understand challenges faced by the LGBT population. • Learning Outcome #3: 80% of the participants strongly agreed and 20% agreed that as a result of attending the training, they feel more prepared to identify unfair, unjust, and/or uncivil behavior targeted at the LGBT community. • Learning Outcome # 4: 100% of the participants strongly agreed that attending has helped them to identify ways of supporting the LGBT community on campus. <p>According to the open-ended question regarding the most valuable information learned from this training session, the Department of Campus Life discovered that the participants learned the most from the terminology section of the training. Additionally, the participants walked away with a deeper understanding on how to support the community.</p> <p>As it relates to areas of improvement, the survey respondents indicated that more information needed to be provided on what to do after an individual becomes an ally to the LGBT community.</p>
<p>Discussion of Results & Action Plan:</p>	<p>Based on recommendations from the Safe Space Training Survey respondents and facilitator debriefing, the Department of Campus Life developed the following plan of action:</p> <ul style="list-style-type: none"> • Allocate additional time during the Safe Space training to focus on LGBT allies. • Increase faculty participation by meeting with each academic department at the beginning of the academic year to enhance awareness of this program as well as conducting a shorter version of the Safe Space training for each administrative/academic unit during their designated staff meetings.

**2012 Student Safe Space Training
Learning Outcomes:**

The *2012 Fall Student Safe Space Training* was sponsored by the Department of Campus Life and Diversity Educational Experiences for Peers (DEEP) Educators. Aligned with Clayton State University's 2011-14 Strategic Plan-Goal B, Action Step I.-to engender a spirit of openness, understanding, collaboration, and mutual respect throughout the campus community, the goals of this program are to provide a supportive environment for lesbian, gay, bisexual, and transgender (LGBT) members of the campus community and to increase the visible presence of LGBT allies and places that are "safe" for LGBT students across campus.

By participating in this program, student participants are expected to learn:

- Sexual identity and LGBT terminology
- Challenges faced by the LGBT community
- Identify unjust, uncivil, and/or uncivil behaviors targeted at the LGBT community
- Strategies to support the LGBT community

Competencies or Proficiencies:	What are the specific competencies or proficiencies students will learn or master? Student participants will understand challenges faced by the LGBT community and demonstrate effective strategies to support the group in various settings.
Target:	Our target is for each learning outcome domain to have a response rating of 70 percent or more on the conference survey.
Measurement Tool(s) or Assessment Strategy:	To assess the student learning outcome domains, the Safe Space Training Survey was created with a 5-point Likert scale (Agree, Strongly Agree, Not Applicable, Disagree, Strongly Disagree). Each learning outcome domain was formatted into a question and evaluated utilizing the 5-point Likert scale. In addition, there were two open-ended questions on the survey; one question asked conference participants to identify the most valuable information learned from the training and the other question asked participants to provide feedback on how to improve the training. The survey also included a series of demographic questions, including academic classification, academic major, gender, race/ethnicity, and traditional/non-traditional student status.
Data Collection Process:	The Safe Space Training Survey was distributed to participants at the end of the training session. Upon completion, the participant turned in their survey to the training facilitator. Then, the survey data was compiled by Campus Life staff and formatted into a report utilizing Microsoft Word.

<p>Findings & Status:</p>	<p>A total of 19 students participated in the Fall 2012 Student Safe Space Training and all of the participants completed the survey. Based on results from the Safe Space Training Survey, the Department of Campus Life learned that:</p> <ul style="list-style-type: none"> • Learning Outcome # 1: 74% strongly agreed and 16% agreed that as a result of attending the training, they understand terminology related to sexual identity and the LGBT population. • Learning Outcome # 2: 79% strongly agreed and 17% agreed that as a result of attending the training, they understand challenges faced by the LGBT population. • Learning Outcome #3: 79% strongly agreed and 10% agreed that as a result of attending the training, they feel more prepared to identify unfair, unjust, and/or uncivil behavior targeted at the LGBT community. • Learning Outcome # 4: 74 % strongly agreed and 26% agreed that attending the training session has helped them to identify ways of supporting the LGBT community on campus. <p>According to the open-ended question regarding the most valuable information learned from this training session, the Department of Campus Life discovered that the participants learned the most from the terminology section of the training and developed a deeper understanding of the challenges faced by the community.</p> <p>As it relates to areas of improvement, the survey respondents indicated that they would like to see more time allocated for dialogue in future training sessions.</p>
<p>Discussion of Results & Action Plan:</p>	<p>Based on recommendations from the Fall 2012 Student Safe Space Training Survey respondents and facilitator debriefing, the Department of Campus Life developed the following plan of action:</p> <ul style="list-style-type: none"> • Revise the training curriculum to include more discussion based activities.