



CREATING INCLUSIVE EXCELLENCE PROGRAM
Program Evaluation
Fall 2014 – Summer 2019



VICE PRESIDENT
FOR DIVERSITY
COLORADO STATE UNIVERSITY



Overview

The Creating Inclusive Excellence Program (CIEP) seeks to develop awareness, knowledge, and skills around issues of diversity and inclusion at Colorado State. It is a 6 session (21 hour) certificate program sponsored by the Office of the Vice President for Diversity and facilitated by many skilled diversity practitioners on campus. CIEP is intended for State Classified and Administrative Professional employees and is offered in the fall and summer semesters.

The goal of CIEP is to create diversity and inclusion practitioners who impact the climate and culture of Colorado State University towards Inclusive Excellence. Our mission follows the university's diversity strategic plan to create a campus where all members feel welcomed, valued, and affirmed and to enhance a multicultural competent workforce.

This Program Evaluation represents an overview of the impacts of CIEP, based on data provided through survey-based assessments from Fall 2014 through Summer 2019.

Outcomes

Outcomes for the Creating Inclusion Program participants:

- *Develop awareness, knowledge, and skills to understand and implement multicultural competency.*
- *Integrate Inclusive Excellence in the planning, implementation, and evaluation of programs and services.*
- *Equip Colorado State employees with tools to proactively affirm and promote diversity and inclusion.*
- *Develop diversity and inclusion practitioners, who feel empowered to advocate for diversity and inclusion.*



Sample Schedule

Workshop 1: Diversity and Inclusion at CSU
Workshop 2: Unconscious Bias and Stereotyping
Workshop 3: Exploring the “Isms”
Workshop 4: Social Identity Construction
Workshop 5: Microaggressions and Inclusive Language
Workshop 6: Interrupting Oppression/Tools to Intervene

Evaluation Data

Survey Overview

Beginning in the Fall of 2014, participants in CIEP were given a survey at the program's completion to evaluate their experiences and learning. Since then, the survey has been administered to a total of 10 cohorts, representing one survey per Fall and Spring semester and the Summer semester of 2019. The Spring 2015 cohort data is not included in this analysis. A total of 147 participant's data is included, but not all participants answered every question on the survey. The survey included 11 questions, of which seven were quantitative and four were qualitative, with the exception of the Fall 14 cohort who did not receive Questions 2-6 and Question 10.

Quantitative Findings

Quantitative Questions

The quantitative questions (Questions 1, 2, 3, 4, 5, 6, and 8) each used 5-point Likert scales. The first three questions asked participants how much they agreed with statements regarding their knowledge gained, how effectively the facilitators communicated information, and if they felt comfortable contributing to the group. Participants could choose between (1) Strongly Agree, (2) Agree, (3) Neutral, (4) Disagree, and (5) Strongly Disagree. Question 1 also allowed participants to choose Unsure or write in a response. As seen in Table 1 and Figure 1, the vast majority of participants chose Strongly Agree or Agree in questions 1-3, indicating agreement with the statements (97%, 96%, and 84% respectively):

Q1: I have greater knowledge of the subjects presented

Q2: The facilitators communicated information effectively and were well versed on the topic

Q3: I have felt comfortable sharing information and contributing to the group

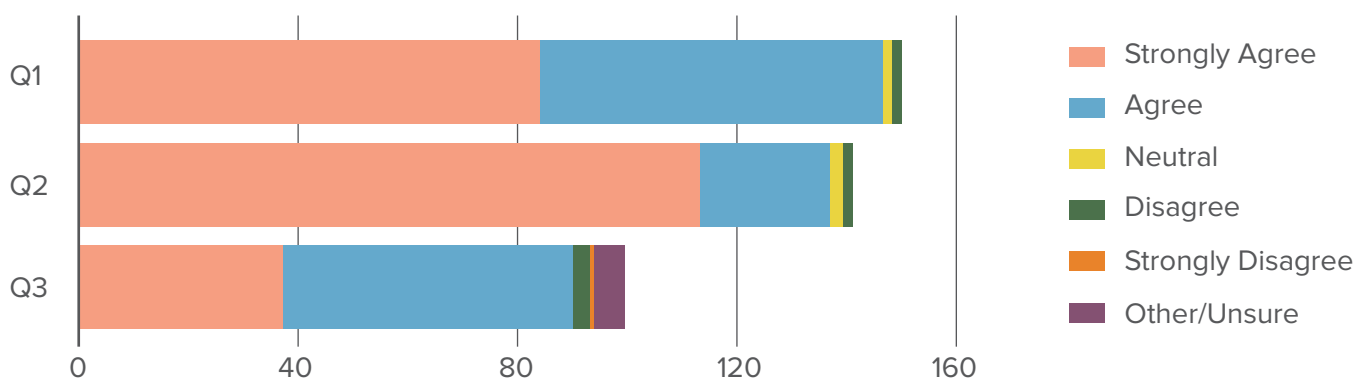
Table 1

Distribution of Responses to Question 1-3

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Other/ Unsure	Total
Q1	84	59	2	2	0	0	147
Q2	109	25	3	2	0	0	139
Q3	39	49	0	5	1	11	105

Figure 1

Distribution of Responses to Question 1-3



Questions 4, 5, and 7 asked participants how likely they would be to take an action related to the content that they learned and whether they would likely recommend the course to others. This was an additional 5-point Likert scale and participants could choose (1) Extremely Likely, (2) Likely, (3) Neutral, (4) Unlikely, or (5) Extremely Unlikely. Again, the vast majority of participants chose Extremely Likely or Likely for Questions 4, 5, and 7 (99%, 99%, and 92% respectively):

Q4: How likely are you to apply what you have learned to your work?

Q5: How likely are you to apply what you have learned to your communication with others?

Q7: How likely are you to recommend this course to others?

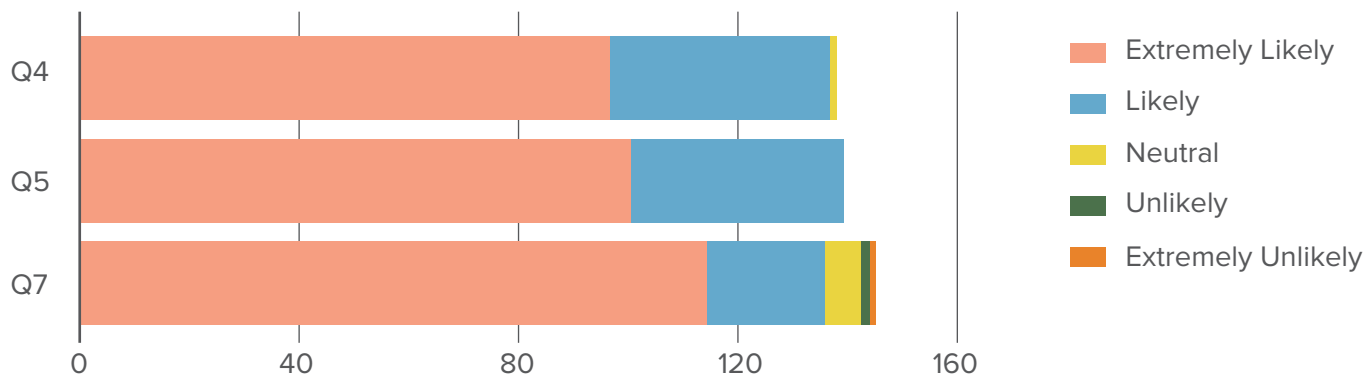
Table 2

Distribution of Responses to Question 4, 5, and 7

	Extremely Likely	Likely	Neutral	Unlikely	Extremely Unlikely	Total
Q4	98	39	1	0	0	138
Q5	102	37	0	0	0	139
Q7	115	20	8	2	1	146

Figure 2

Distribution of Responses to Question 4, 5, and 7



Lastly, participants were asked how they would rate the course overall on a 5-point Likert scale. They could choose (1) Excellent, (2) Good, (3) Average, (4) Fair, or (5) Poor. As seen in Table 3 and Figure 3 below, 93% of participants chose Excellent or Good:

Q8: Overall, I would rate this course as...

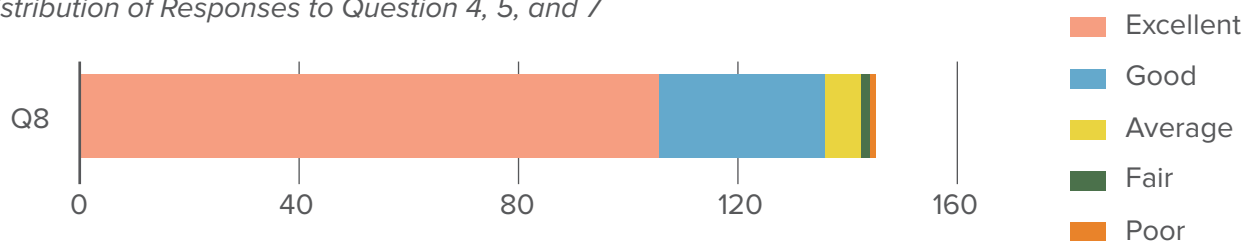
Table 3

Distribution of Responses to Question 8

	Excellent	Good	Average	Fair	Poor	Total
Q8	104	33	7	2	1	147

Figure 3

Distribution of Responses to Question 4, 5, and 7



Qualitative Findings

Qualitative Questions

There were four Questions on the survey that were qualitative in nature, including Questions 6, 9, 10, and 11. To analyze these questions, thematic analysis was used to gather major themes and draw conclusions based on participants' responses to the open-ended questions. These major themes are described below for each question, along with illustrative quotes from participants.

Question 6 reads, **“What three things are you taking away from this course?”** There were three major themes for this question. First, participants gained a better understanding of the content from the program and reflected on how they will use the content in the future. Some of the topics they described as having a better understanding of were privilege, bias, microaggressions, their own and other's identities, and using inclusive language. Also, many participants mentioned the practice of **PANning** (Pay Attention Now), a skill that is taught in the program to identify and name patterns noticed based on social identity, and how this was valuable learning for them. In fact, of the 108 responses to this question, 37 mentioned this skill specifically.

- *“By far the most take away item was the content. Just understanding more about why and how someone might feel differently and how we all have prejudices against us, micro aggressions toward us, and how we all can be kinder and more thoughtful to each other every minute of every day.”*
- *“Panning- how to look at the world through a lens of assessing privilege, oppression, and microaggressions.”*

The second theme in Question 6 was about participants feeling more “empowered,” “brave,” and “confident” to overcome their insecurities and uncertainty when it comes to speaking up and intervening when they feel uncomfortable about something or as a response to bias incidents.

- *“Despite my lack of confidence in engaging in tough conversations there is no better time than now to speak up when something makes me uncomfortable.”*
- *“A sense of hope and a re-commitment to taking part in word and deed.”*

Last, participants discussed the importance of building community and creating systems of support for this work and themselves across campus. This program facilitated that community building.

- *“I have a community that I can turn to for support.”*
- *“Better connections to student-centered advocates on campus”*

Question 9 read, **“What was the most useful aspect of this course?”** There were three main themes in the responses to this question as well. First, participants appreciated how the course was facilitated. For example, they appreciated the range of topics, how the topics built upon themselves, learning how to apply the learning and being able to practice the application. Also, participants mentioned the intentional structuring of the course sessions and pedagogy, including the use of multimedia, discussion in small and large groups, and opportunities for reflection, introspection, and sharing with others. Many participants mentioned the facilitators explicitly and their ability to create an engaging and safe place to talk about difficult topics. Community building was again mentioned as a benefit of the course.

- *“The content that was delivered was excellent and the discussion surrounding the content is what really brought about further understanding. I think the most useful part was having that time to reflect with the group and be vulnerable. Ria and Sean did a wonderful job facilitating and created a welcoming and comfortable environment.”*

Next, participants found the content of the course to be useful, specifically naming language, microaggressions, implicit bias, and privilege as topics they found particularly important for them.

- *“Wow, there are so many! Awareness. Becoming aware. Becoming aware of identities, bias, prejudice, oppression, social identity... You name it - become AWARE.”*

Participants mentioned the facilitators emphasized that learning is a never-ending journey and that no one will practice these skills perfectly all the time. This growth mindset was cultivated during the program and participants found strength and courage in the idea that they didn't need to be perfect in order to work towards diversity, equity, and inclusion in their own lives and careers.

- *“It was reassuring to know that even the facilitators are still on this journey and that there is no special formula for addressing injustices and prejudices we encounter. As long as we all do our best and become more brave at addressing issues, even when uncomfortable (but not fearful) we are helping our community.”*

There were some instances when participants would say things that were harmful or offensive throughout the course. Some participants didn't feel that the facilitators addressed these incidents well or at all and this left lasting effects on the group. The possibility of emotional responses, such as “being triggered” and/or feeling defensive, needs to be normed and clearly stated for participants at the beginning, and throughout, the course.

- *“This was the most triggering training I have ever participated in. ... I found instructors/facilitators consistently unwilling to validate or challenge people. ... Too many times, uncomfortable comments were made or heart-breaking stories were shared by participants and not addressed before moving on. Conversely, at those times I was vulnerable enough to share thoughts about the abuse I've experienced related to my mental health as an employee here, I felt a lack of appreciation or validation making me question my efforts or feelings all over again. I'm proud I finished, and I appreciate that we have these training opportunities at all.”*

Question 10 read, “How can we make the sessions more impactful/useful in the future?” and Question 11 read, “Any other feedback?” Participants' answers to these questions didn't differ in themes, with many of the same suggestions being offered in both questions. The response summary below represents responses to both questions:

- Additional practical application: role-playing, scenarios, practicing skills
- Provide more opportunities for additional voices in the space
- Provide more sessions, more often, with more time; as well as counter feedback for less sessions, less often, less time
- Include additional topics: religion, class, age, ability
- More online resources, make resources available
- Provide opportunities for future connections: follow-up emails, reunions, Facebook group
- Additional outside speakers: past participants, other campus experts, students
- Participants enjoyed the last class session, so expand the information from this session for more opportunity to engage and absorb the content
- Provide opportunity for additional trust building in the community early, explicitly stating that everyone is there to learn so that, when conflicts arise, there can be opportunities to learn
- Make the training mandatory for everyone
- Offer additional “tracks:” people with more or less experience, CIEP 1.0 and 2.0
- Address participant's fear of expressing opposing viewpoints or opinions, complaints from white men that they felt the comments about white men were unfair and didn't represent them
- Address participant's fear of having difficult conversations about these issues in the future

A Note About Dominant Identities

CIEP curriculum covers a variety of topics that can be challenging for participants to process, especially for participants with multiple, dominant identities who may be learning about and exploring ideas, such as privilege and bias, for the first time. Themes which reflect this introductory processing are present throughout the survey data in several qualitative responses (i.e. “Becoming aware of identities...”). While it is important that personal reflection time and continued support be given to these participants, it is crucial for facilitators to continue first centering perspectives and needs of underrepresented communities in CIEP efforts. It is also recommended that reflections on this survey data be informed by an understanding of these complex tension points in order to maintain an intersectional approach to the diversity, equity, and inclusion work at CSU.