

The Center for Intercultural Programs creates and co-implements a standardized diversity and social justice curriculum to be implemented in all Chicago Quarter classes annually during the fall quarter. In order to support DePaul's strategic plan to enhance curricular and co-curricular student learning and success that supports students' development of global perspectives and intercultural competences, the Center wants to conduct its first, systemic assessment of the lesson plan and its impact on student learning related to conceptual knowledge and related application to their experiences on campus and broader lives. Data will be collected from a random sample of students who complete a credit-bearing reflection journal across all fall courses. Data will be coded for themes and scored using an internally-created analytic rubric. This research project will be used to inform future curriculum design and related training for teaching teams. Results will be shared internally through university reports and conferences, and externally at a national conference and through a peer-reviewed journal publication.

III. Project Description (1000 words or less)

Purpose

Objective 1a and 1c of DePaul's strategic plan (Vision 2018) requires the university to focus on curricular and co-curricular student learning and success that supports students' development of global perspectives and intercultural competences. The Center for Intercultural Programs partners with the Office of New Student and Family Engagement to implement a standardized workshop on diversity and social justice for all first-year students taking a Chicago Quarter course for four years. However, no learning assessment of this lesson plan has ever been implemented to determine the level of learning attained by students. The goal of this project is to collect qualitative data from student papers to determine how well the diversity and social justice common hour curriculum contributes to student learning. Specifically, the investigators wish to answer the qualitative question, "To what extent are students who participate in the diversity and social justice common hour able to define and apply core concepts of diversity and social justice?"

Theoretical Framework

Spanierman, Neville, Liao, Hammer & Wang (2008) found that students who have increased levels of exposure to diversity experiences during their first year at college are more likely to participate in formal campus diversity offerings, which in turn have predicted a decrease in students' acceptance of beliefs common to modern expressions of racism. Nagda, Gurin, Sorensen, and Zuniga (2009) argue that colleges and universities must create academic initiatives that engage students intellectually and foster an understanding of group-based inequalities and other dynamics that affect intergroup relationships. The diversity and social justice common hour lesson plan is designed as DePaul's way of addressing these areas of interest and concern for students' development.

The Center designs curriculum for diversity and social justice using two theoretical models. The first is Sue's (2001) Multiple Dimensions of Cultural Competence Model. Grounded in earlier scholarship on cultural competence development for helping professionals, the model proposes three key dimensions for consideration when developing cultural competence: components (knowledge, attitudes / beliefs, and skills), foci (individual, professional, organizational, and societal), and race and culture-specific attributes (e.g. African American). All three dimensions are indeed important for workshop curriculum design. However, the Center reframes the last dimension (culture-specific attributes) using a second model – Jones & Abes' (2013) Reconceptualized Model of Multiple Dimensions of Identity. This second model maintains the value of exploring cultural differences and similarities across groups by adopting an intersectional approach that encompasses different social identities across multiple social identity

categories. This approach affirms the belief that students make meaning of their social identities and related experiences based on the unique intersections between their social identities. The Reconceptualized Model of Multiple Dimensions of Identity can be applied to cultural competence development because of how a person is influenced by the multiple, different social identities a person holds and how salient they may be at a given point in time. The Center values designing workshop curriculum which invites students to learn from their most salient social identity(ies) that will enable thoughtful reflection instead of using a curriculum that is explicitly identity-specific regardless of the student's disposition and experiences towards that particular social identity. The benefit of this approach is that it provides greater flexibility for learning because it cultivates cultural competency development on the desired components (knowledge, attitudes and skills) through the social identities the student is most comfortable, which in turn can be applied across multiple, different social identities in relationship to privileged or oppressed experiences.

The current curriculum for the diversity and social justice common hour was developed using these theories. The completion of this research project will allow the Center to contribute to a knowledge base about how these theories can be applied to curriculum design and its effectiveness on student learning.

Methodology

The Center for Intercultural Programs and the Office of New Student and Family Engagement have partnered to implement a standardized workshop on diversity and social justice for all first-year students (approximately 1,750 students) taking a Chicago Quarter course in the 2014 fall term. Additionally, students are expected to complete a credit-bearing written reflection journal due no later than two weeks after completion of the workshop. All reflection journals will be collected by the research team, afterwards a random sample of 175 will be selected for document analysis. An internally created qualitative rubric will be created and used to find evidence of student's ability to accurately apply at least one core concept of diversity and social justice to their personal social identities. The use of an internally created rubric will be necessary in order to accurately and reliably code the data given the wide variability of student responses (reflecting on up to six concepts across up to eight different sociocultural categories with numerous social identities within each).

This evidence will be used to demonstrate success of the following learning objectives of the workshop:

1. Students will develop a clearer understanding of what diversity and social justice are.
2. Students will reflect on their own identities and experiences.

Project Impact

The results of this research project will be used to inform future lesson plans on diversity and social justice that are used in all Chicago Quarter classes with a common hour seminar during the fall quarter annually. Specifically, the results will inform the content selected for teaching, the delivery methods for teaching selected content (a mixture of live workshop activities and online learning activities), and future training for teaching teams to successfully implement the lesson plan for fall 2015 and beyond. This curriculum is strategically important to assess because it is a foundational experience for knowledge and skill development for all incoming undergraduate students at DePaul.

Dissemination

Upon completion of the research project, the results will be shared within and outside of the DePaul community up to five different ways.

- Externally
 - Presentation: National Conference on Race and Ethnicity in American Higher Education
 - Publication: Journal for College Student Development article
- Internally
 - Publication: Division of Student Affairs Project Report
 - Presentation: Annual TLA Conference (Internal)
 - Presentation: Annual Divisional Assessment Symposium

IV. Project Plan and Timeline

Describe the proposed project plan and timeline. *Please note all 2014-2015 grant funds need to be used by the end of the fiscal year.

August 15, 2014:	Secure IRB Approval
September 3, 2014:	Distribute reflection journal assignments to all Chicago Quarter courses
November 19, 2014:	Collect all Reflection Journals Make Copies of reflection journals for investigators to use
December 1, 2014:	Randomly select sample of 175 reflection journals for analysis
December 8-12, 2014:	*Read reflection journals, create scoring rubric, complete data analysis
December 15-19, 2014:	*Interpret data analysis results, assign roles for presentation of research
January 9, 2015:	Submit conference proposal to present results at NCORE
February 1, 2015:	Draft journal article on research for Journal of College Student Development; Submit IRB closure memo
January 9, 2015:	Submit conference proposal to present results at TLA Conference
March 1, 2015:	Submit journal article on research to Journal of College Student Development
May 1, 2015:	Present research at TLA Conference
May 24-30, 2015:	Present research at NCORE
June 30, 2015:	Publish assessment report for DePaul University Division of Student Affairs Share report to university stakeholders (Common Hour Review Taskforce)
October 15, 2015:	Present research findings at annual Divisional Assessment Symposium

* = Indicates when grant dollars would be spent on the research

V. Budget

Requested Budget from the SoTL Grant: \$1,690

- Purchase of NVIVO Qualitative Analysis Software (\$670)
- Lunch for two data analysis meetings for investigation team (\$60)
- External presentation costs – National Conference on Race & Ethnicity
 - Roundtrip air travel (\$300)
 - Local taxi travel to / from airport (\$60)
 - Half portion of hotel lodging (\$600)

Remaining funding paid for by the Center for Intercultural Programs: \$1,230

- Data Analysis Costs

- Copies of reflection journals / rubrics for research team (\$100)
- Presentation Costs – National Conference on Race & Ethnicity
 - Conference Registration Fee (\$350)
 - Half Portion of Hotel Lodging (\$600)
 - Meal allowance while at conference (\$180)

VI. Appendix

The following bibliography includes scholarship relevant to diversity and social justice curriculum design and pedagogical practices, developmental theories for student learning, and studies about the short and long-term impact of student learning on diversity within higher education:

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