



SoTL Grant Closure Report (2014-2015)

I. Basic Information

Title of Project: Diversity and Social Justice Common Hour: Reflection Journal Analysis Project

Investigator(s) Information

Principal Investigator:

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II. Project Update

Research 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?

Progress Report

The research question proposed by this project was answered as originally hoped and outlined in the SoTL proposal. A research team was assembled and successfully met to read and code data from 168 reflection journals collected from first-year students. The results were collaboratively interpreted in meaningful ways resulting in concrete curricular and pedagogical recommendations to enhance student learning. The findings from this research has been shared with all key stakeholders, presented to the broader faculty and staff community at DePaul, and has been shared externally at a national conference.

As a result of this research, the following findings were discovered:

- 109 students (69.0%) demonstrated an accurate understanding of at least one core concept.
- 86 students (54.2%) demonstrated an ability to accurately apply at least one core concept through a reflection upon at least one of their own social identities
- Three themes relating to inclusion of multiple core concepts, internalized responsibility, and self-reported growth were present in ways that positively impacted students ability to define and apply core concepts.

Impact

The results of this research project have been used to inform future lesson plans on diversity and social justice that are used in all Chicago Quarter classes during the 2015 fall term. The following specific action steps were completed based on the results of this research which will positively impact student learning:

- Revised the diversity and social justice common hour lesson plan to explicitly address privilege and oppression to increase student’s knowledge of concepts and levels of internalized responsibility (Completed February 2015).
- Revised the homework assignment associated with the diversity and social justice common hour lesson plan asking students to explicitly reflect on privilege and oppression (Completed February 2015).
- Revised definitions of core concepts taught during the diversity and social justice common hour lesson plan to address common misunderstandings demonstrated by students (Completed February 2015).
- Increased the number of supplemental workshops targeting faculty and staff to prepare them for explicit engagement on concepts of privilege and oppression in the diversity and social justice common hour lesson plan (Training revised March 2015; Workshops being implemented during Summer 2015).
- Revised Chicago Quarter Mentor training to explicitly prepare students to reflect upon own privilege and oppression in preparation for fall courses (Training revised February 2015; Revised training in February; Workshops were implementing February 2015 for returning student staff and April 2015 for new student staff).

Dissemination

The results from this research have been presented internally and externally in a variety of ways. The results have been shared with key stakeholders (students, student mentors, and Chicago Quarter faculty and staff) during their respective trainings and professional development sessions hosted during the winter, spring and summer quarters this year. One presentation titled, “Challenging Our Assumptions: First-Year Students Understanding About Diversity & Social Justice “ was given to the broader DePaul community in May 2015 at the DePaul University Teaching & Learning Conference reaching over 40 attendees. Two additional presentations were given externally the National Conference on Race & Ethnicity in American Higher Education in May 2015. One presentation titled, “Teaching First-year Students about Diversity and Social Justice: Curriculum Design, Implementation, and Assessment Results” reached over 60 attendees. A second poster presentation was also given titled, “What Are First-Year Students Learning about Diversity and Social Justice: A Qualitative Learning Assessment.”



There are still two ways that this research will be disseminated further. A research paper has been written and was submitted to the Journal of College Student Development for consideration in early June. Also, the results were written into the annual assessment report for the Center for Intercultural Programs and Office of New Student and Family Engagement. A consolidated version of this report (including these findings) will be presented internally at the Student Affairs Assessment Symposium in October 2015.

III. Expense Report

Expenditure	Amount Requested	Amount Spent	Notes
Data Analysis & Interpretation			
NVivo qualitative analysis software	\$670	\$670	
Lunch for data analysis research team meetings	\$60	\$28.59	Research team meet less frequently than anticipated; excess funds were used for roundtrip airfare.
Dissemination of Results at National Conference on Race and Ethnicity			
Roundtrip airfare	\$300	\$346	Airfare costs were higher than estimated with the excess paid for from costs savings from data analysis lunches.
Local taxi to / from airport	\$60	\$47.67	Travel costs were cheaper than anticipated; excess funds were used for roundtrip airfare and hotel lodging.
Portion of hotel lodging	\$600	\$597.74	Used some funding to cover airfare costs which were higher than anticipated
	Total	Total	
	\$1,690	\$1,690	