DePaul University
DIVISION OF STUDENT AFFAIRS

Annual Assessment Report Template
Academic Year: 2013-2014

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A. Abstract

As DePaul University continues to pursue online or hybrid course offerings for students, the use of online learning will become increasingly important as the Center maintains and expands its curricular partnerships on campus. During the 2013-2014 academic year, the Center for Intercultural Programs began exploring the creation and integration of diversity and social justice online education modules to enhance existing curricular and co-curricular student workshops. 3 online education modules were created and integrated into 12 academic classes across 4 academic departments as part of a pilot phase to improve the design and integration of both the online tutorials and related online learning surveys into classes. 133 students completed a survey after watching the online tutorial regarding learning application and module design feedback. Overall, students found the online tutorials to be very informative and useful for supporting their learning of content. Learning evaluation data showed mixed results, with one potential difference due to how evaluation questions were framed using either abstract examples or specific, social identity related examples. It is recommended that the Center review and revise all learning evaluation questions, adopt language to increase student completion, and explore an expanded pilot initiative on a larger scale.

B. Introduction and context for this year's report

What is the question being asked? What learning outcomes are being assessed?

The guiding research question for this year's project was "to what extent online education modules are contributing to student learning about diversity and social justice?" Specifically, the Center was interested in collecting data that would address the first of two learning outcomes related to our online education module, that students who utilize an online education module will be able to describe concepts related to diversity, culture, and social justice.

What is the relevance of the question as it relates to the work of the department and/or division? How does answering this question help your department?

The new online education module initiative from the Center will be a core strategy to sustainably increase our student learning touch points in curricular, as well as co-curricular, student learning spaces. Understanding how to improve the design of online education modules and effectively capture student learning is vital to our efforts, as well as to share this information as partners as reasons to partner with the Center. Further, exploring ways to effectively deliver and assess student learning for curricular and co-curricular infusion is of value to other divisional departments (and the Divisional Online Learning and Education Think-Tank) that also seek to create these touch points with students.

How is the question linked to the Student Affairs Strategic Plan (2010-2013) and Vision Twenty18 goals?

The Center's assessment project directly addresses the desire for the university to enhance student learning and academic quality, as well as to the division's desire to increase touch points for student learning and our capacity for assessment of learning. Specifically, this assessment project addresses the following goals:

University Strategic Plan: Vision 2018
- Goal 1: Enhance Academic Quality and Support Educational Innovation
    - Objective 1a: Focus the entire university community on student learning and success
    - Objective 1c: Develop distinctive, high-quality academic programs
- Goal 4: Foster Diversity and Inclusion
    - Objective 4a: Strengthen campus-wide diversity

Division of Student Affairs Strategic Plan
- Goal 1: Lead and promote an integrated, cumulative and collaborative paradigm for student learning across the institution
    - Objective 1.1: Develop a robust partnership with Academic Affairs
    - Objective 1.2: Infuse co-curricular learning experiences in the liberal studies curriculum
- Goal 2: Broaden, diversify and strengthen our points of student engagement
    - Objective 2.2: Establish partnerships that create new and expanded opportunities to enhance student learning
    - Objective 2.5: Leverage technology
- Goal 3: Strengthen the organizational and operational effectiveness of the Division of Student Affairs
    - Objective 3.1: Strengthen assessment of student learning

Provide any relevant research and/or literature that informs or contextualizes this project. Please summarize and cite this information. Do we know anything theoretically or empirically about this question?

Cultural Competence
Early discussion about cultural competence began in the field of counseling psychology in an attempt to increase ethical practice when working with diverse client communities. Sue, Bernier, Durran, Feinberg, Pedersen, Smith & Vasquez (1982) presented the Tripartite Model of Multicultural Counseling Competences, the first conceptualization of cultural competence in three domains: knowledge, beliefs and attitudes, and skills. This model of cultural competence has since evolved into the Multidimensional Model for Developing Cultural Competence (Sue, 2001) with additional attention to levels of cultural competency development (the individual, professional, organizational, and societal) and culture specific groups. While Sue's (1982, 2001) models have inspired evolutions and adaptions by other scholars in different fields, his work remains a major model that has been used by scholars and practitioners in multiple fields, including higher education (Mollen, Ridley & Hill, 2003; Ridley & Kleiner, 2003).

DePaul University's Center for Intercultural Programs uses an adapted version of Sue's (2001) model in the development of curriculum for both live workshops and online education modules. This adaptation frames the levels of cultural competence differently (intrapersonal, community, interpersonal, and institutional / societal) and also focuses on multiple socio-cultural categories (race / ethnicity, social class, gender, sexual orientation, religion, and ability status). The adapted model maximizes the Center's capacity to broaden strategic partnerships with faculty and staff by approaching content through the lens of multiple socio-cultural categories. The center uses this model in the development of online education modules to focus on the knowledge and skill domain framed in ways that are not affinity specific.

Visual Displays, Concept Mapping, and Self-Explanation
Stenning & Oberlander (1995) suggest that graphical representations (e.g. visual displays, visual analogies, concept maps) have utility in the learning process by reducing cognitive efforts by learners in the act of limiting abstraction and assisting in the ability to process material (Ainsworth & Loizou, 2003). Pictures and visuals have functions which help represent, organize, and interpret information, as well as being aesthetically appealing (Carney & Levin, 2002). Concept maps are a specific form of representation which has utility for understanding layered concepts (often the case in diversity and social justice education). In essence, concept maps are spatial tools that organize information and knowledge in relationship to one another in ways that allow students to integrate new concepts and knowledge into their existing ideas and cognitive

structures. Originally used to enhance learning about science and math, concept maps have shown promise to address multiple subjects areas across developmental ages (Novak, 2010).

In addition to laying out information, visual displays (specifically concept maps) can be used for learning assessment. Asking students to create concept maps that demonstrate their understanding of ideas and their relationships to one another invokes self-explanation (the metacognitive strategy where learners explain examples to themselves), a key aspect of learning and related learning assessment that leads to a deeper understanding of educational material. Research by Ainsworth & Loizou (2003) report that self-explanation is better (in quality and quantity) when students are exposed to diagrams in the learning of material. The Center designs its online tutorials to capitalize on these ideas, producing modules that use visual analogies and show relationships between concepts visually and spatially.

References

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C. Methodology

On what group(s) of individuals did the question focus (were particular groups intentionally excluded)?

Students who participated in this assessment project were solicited to participate through their faculty member who selected to assign the task of watching a module and completing the learning survey afterward. These students came from one of four classes offered: SCU 207, PSY 305, ORGCOM 201, and LSP320 during the 2014 winter or spring quarter.

What steps were taken to ensure consent of participants? How did you inform participants of their role in this assessment project? Was participation optional?

Students who participated in this assessment project were free to not participate by choosing to not watch the module or complete the learning survey. Although these items were assigned by their faculty, student participants were told that completion of the learning survey would not be counted toward any grade they would receive in their class.

Was any identifying information about individual participants collected through this assessment? If so, what precautions were taken to keep this information secure (i.e. kept in a locked file).

Student identification numbers were collected to track participation; however no further information was collected or used from these identification numbers. Raw data is saved digitally on a professional staff member's computer that cannot be accessed by any other professional ensuring its security.

Describe the methods used to answer the question, as well as a description and size of the group initially invited to participate in the project.

Two different versions of the learning survey were distributed – one version only has quantitative questions listed to assess learning. A second version was later implemented that asked two additional questions to collect feedback about the modules more broadly in addition to the learning questions. In both cases, learning survey questions were customized to collect information specific to the content in each of the three different online education modules on 1) social inequality, privilege and oppression, 2) the LARA method, and 3) the 3 R's for understanding cultural conflict. A total of 231 students were enrolled in these courses and invited to participate.

Please include a copy of the assessment instruments (surveys, focus group questions, interview questions, etc.) and consent forms or written requests to complete instruments.

Relevant Questions from Social Inequality, Privilege and Oppression Learning Survey
- Question 1: Which of the following are examples of social inequality (based on the definition provided)? Check all that apply.
  - Answer A: The presence of more el train stops on the north side of Chicago (which has a larger number of white people) versus the number of el train stops on south side of Chicago (which has a larger number of black people).
  - Answer B: The solicitation of personal information by colleges when making college admission decisions.
  - Answer C: The increased likelihood that a male will be given the check at a restaurant when out to eat with a female.
  - Answer D: The criminalization of sexual behavior that occurs between same-sex couples in some states and countries.
- Question 2: Which of the following are examples of how a person may experience privilege? Check all that apply.
  - Answer A: In a job interview, a recent college graduate has 2 years of experience in an unpaid internship in the field. This person was awarded the job over two other candidates who had 2 years of full-time work experience as in unrelated fields.
  - Answer B: When walking around campus, a prospective student is lost. They are not worried because they are easily able to find a person who looks like them to ask for directions.
  - Answer C: During the first week of classes at DePaul, a student of color is asked by multiple students if they got in because of their race.
- Question 3: Which of the following are examples of how a person may experience oppression? Check all that apply.
  - Answer A: While walking in a busy park, a heterosexual couple stops to kiss when one stranger shouts "Get a room!"
  - Answer B: While at the gym, a female who is using the bench press is approached by a male who insists she needs help with the amount of weight she is lifting.
  - Answer C: While shopping on Michigan Avenue, a person wearing a t-shirt and ripped jeans is closely being watched by a sales associate every time they pick up an expensive item for a closer look.
- Question 4: Please enter your student ID number: (This is only used for assessment purposes)
  - Answer: Open ended response

- Question 5: How informative was the online module?
  - Answer A: Very Informative
  - Answer B: Informative
  - Answer C: Uninformative
  - Answer D: Very Uninformative
- Question 6: Do you have any thought about the online module?
  - Answer: Open ended response

Relevant Questions from LARA Method Learning Survey
- Question 1: Identify the 4 steps of the LARA method and their correct sequence:
  - Answer A: 1) Listen, 2) Add Information, 3) Respond, 4) Affirm
  - Answer B: 1) Link Information, 2) Affirm, 3) Reply, 4) Argue
  - Answer C: 1) Listen, 2) Affirm, 3) Respond, 4) Add Information
  - Answer D: 1) Limit, 2) Argue 3) Respond, 4) Add Information
- Question 2: Which statement(s) below best reflect(s) when a person might use the LARA Method (check all that apply):
  - Answer A: To shame someone into realizing the error of their beliefs.
  - Answer B: To address problematic comments or assumptions related to diversity and social justice.
  - Answer C: To persuade another person to take your side.
  - Answer D: To promote compassionate listening and empathy in order to explore and understand others.
- Question 3: Why is "affirmation" (the 2nd step of the LARA Method) so important? Check all the reasons that apply:
  - Answer A: Affirmation demonstrates that you listened to the other person and heard what they shared.
  - Answer B: Affirmation helps to reduce defensiveness.
  - Answer C: Affirmation increases the likelihood of someone being open-minded to your response.
  - Answer D: Affirmation highlights some commonality that you share with the other person
- Question 4: Please enter your student ID number: (This is only used for assessment purposes)
  - Answer: Open ended response
- Question 5: How informative was the online module?
  - Answer A: Very Informative
  - Answer B: Informative
  - Answer C: Uninformative
  - Answer D: Very Uninformative
- Question 6: Do you have any thought about the online module?
  - Answer: Open ended response

Relevant Questions from 3R's for Understanding Cultural Conflict Learning Survey
- Question 1: Identify the 3 R's and their correct sequence:
  - Answer A: 1) Reflect, 2) Reason, 3) Respond
  - Answer B: 1) Reason, 2) Reconsider, 3) Respond
  - Answer C: 1) Reason, 2) Reflect, 3) Respond
  - Answer D: 1) Reflect, 2) Reply, 3) Respond
- Question 2: Which statement(s) below best reflect(s) when a person might use the 3 R's (check all that apply):
  - Answer A: To understand tension or conflict we may feel related to cultural differences.
  - Answer B: To defend ourselves and our personal values and beliefs in the midst of disagreement.
  - Answer C: To keep us from making unfair assumptions about others based on our personal values and beliefs.
  - Answer D: To hold ourselves accountable for how we think about or interact with difference people.
  - Answer E: To hold others accountable for culturally inappropriate language or behavior.

- Question 3: Below are a series of situations you might consider using the 3 R's to manage internal tension. Which of these situations would be most appropriate to use the 3 R's?
  - o Answer A: You are confused about class lecture content about a different culture that your own.
  - o Answer B: You feel nervous traveling through a neighborhood that is home to people from a different cultural background than yourself.
  - o Answer C: You do not know which politician to vote for in an upcoming election based on their different views and beliefs.
- Question 4: Please enter your student ID number: (This is only used for assessment purposes)
  - o Answer: Open ended response
- Question 5: How informative was the online module?
  - o Answer A: Very Informative
  - o Answer B: Informative
  - o Answer C: Uninformative
  - o Answer D: Very Uninformative
- Question 6: Do you have any thought about the online module?
  - o Answer: Open ended response

D. Findings/Results and Discussion

Findings & Results

A total of 133 students completed learning surveys across all 12 courses, resulting in a 57.6% completion rate from the sample pool. Additional demographic information was not collected about the student participants. Completion rates for each of the 3 online education modules are provided in the table below:

	Student Sample	Student Participation	Completion Rate
Social Inequality, Privilege and Oppression Module	117 students	93 students	79.5%
LARA Method Module	60 students	8 students	13.3%
3 R's for Understanding Cultural Conflict Module	54 students	32 students	59.3%
Combined Modules	231 students	133 students	57.6%

Student responses to the learning survey questions are divided by each respective module and presented in the tables below.

Social Inequality, Privilege and Oppression Learning Survey Results

Question	% Correct
Identify social inequality as the presence of more el train stops on the north side of Chicago (which has a larger number of white people) versus the number of el train stops on south side of Chicago (which has a larger number of black people).	83.9%
Identify social inequality as the solicitation of personal information by colleges when making college admission decisions. (*reverse scored*)	49.5%
Identify social inequality as the increased likelihood that a male will be given the check at a restaurant when out to eat with a female.	77.4%
Identify social inequality as the criminalization of sexual behavior that occurs between same-sex couples in some states and countries.	78.5%
Identify an example of privilege as being in a job interview, a recent college graduate has 2 years of experience in an unpaid internship in the field. This person was awarded the job over two other candidates who had 2 years of full-time work experience as in unrelated fields.	38.7%
Identify an example of privilege as when walking around campus, a prospective student is lost. They are not worried because they are easily able to find a person who looks like them to ask for directions.	58.1%
Identify an example of privilege as during the first week of classes at DePaul, a student of color is asked by multiple students if they got in because of their race. (*reverse scored*)	59.1%
Identify an example of oppression as while walking in a busy park, a heterosexual couple stop to kiss when one stranger shouts, "Get a room!" (*reverse scored*)	68.8%
Identify an example of oppression as while at the gym, a female who is using the bench press is approached by a male who insists she needs help with the amount of weight she is lifting.	76.3%
Identify an example of oppression as while shopping on Michigan avenue, a person wearing a t-shirt and ripped jeans is closely being watched by a sales associate every time they pick up an expensive item for a closer look.	87.1%

LARA Method Module Learning Survey Results

Question	% Correct
Identify the 4 steps of the LARA method and their correct sequence.	87.5%
Identify the use of the LARA Method to shame someone into realizing the error of their beliefs. (*reverse scored*)	100.0%
Identify the use of the LARA Method to address problematic comments or assumptions related to diversity and social justice.	75.0%
Identify the use of the LARA Method to persuade another person to take your side. (*reverse scored*)	87.5%
Identify the use of the LARA Method to promote compassionate listening and empathy in order to explore and understand others.	100.0%
Identify that affirmation is important because it demonstrates that you listened to the other person and heard what they shared.	100.0%
Identify that affirmation is important because it helps to reduce defensiveness.	75.0%
Identify that affirmation is important because it increases the likelihood of someone being open-minded to your response.	75.0%
Identify that affirmation is important because it highlights some commonality that you share with the other person.	87.5%

3 R's for Understanding Cultural Conflict Learning Survey Results

Question	% Correct
Identify the 3 R's and their correct sequence.	84.4%
Identify the purpose of the 3 R's to understand tension or conflict we may feel related to cultural differences.	90.6%
Identify the purpose of the 3 R's to defend ourselves and our personal values and beliefs in the midst of disagreement. (*reverse scored*)	75.0%
Identify the purpose of the 3 R's to keep us from making unfair assumptions about others based on our personal values and beliefs.	78.1%
Identify the purpose of the R's to hold ourselves accountable for how we think about or interact with difference people.	75.0%
Identify the purpose of the 3 R's to hold others accountable for culturally inappropriate language or behavior. (*reverse scored*)	84.4%
Identify the following situation as most appropriate to use the 3 R's: You feel uneasy about traveling through a neighborhood that is home to people from a different racial background than your own.	35.5%

Advancement towards Learning Outcome:

Learning Outcome	Number of Students Assessed	Number of Students with Acceptable or Better Performance
Students who utilize an online education module will be able to describe concepts related to diversity, culture, and social justice.	8 students (Includes only LARA module in order to exclude learning surveys with evidence of question framing problems)	6 students

In addition to learning outcome data, 48 students completed surveys that asked additional questions to collect feedback about the modules more broadly. Of these responders, 93.8% found the online education module to be "informative" or "very informative". Of these student responses, 21 offered additional thoughts on the module. 18 comments (85.7%) were positive, 2 comments (9.5%) were critical, and 1 comment (4.8%) was both positive and critical. Selected quotations are provided below:

Positive Comments:
- "It was informative and concise about a loaded topic."
- "Not only was it a good reminder for what I learned in LSP 200, but it also taught me new things, specifically about the inequality triangle."
- "It was well constructed, interesting to watch."
- "It was nicely organized and well put together!"
- "I've learned the same material… in the past but the LARA Method seems more effective!"

Positive and Critical Comments:
- "It was okay, but it was a bit dull"

Critical Comments:
- "I feel like there are a lot of points here that we could debate till the cows came home…"
- "I rushed through this, knew all this already. DePaul does shove it down your throat after all. Not that it isn't still important of course!"

After reviewing the learning survey data, the Center noticed that learning surveys included two different types of questions: identity-specific questions and identity neutral questions. Of the 26 different question options provided across all 3 surveys, 11 questions were identity specific and the remaining 15 questions were identity neutral. It was noticed that the learning survey responses seems to differ drastically between these two types of questions, prompting a cross tabulation to be conducted between correct response rates and the types of questions posed. The results are presented in the table below.

	Question Type		
	Identity Neutral	Identity Specific	Total
Correct Response Rate at or Above 80%	81.8% (9)	18.2% (2)	100.0% (11)
Correct Response Rate Between 70% and 80%	66.7% (6)	33.3% (3)	100.0% (9)
Correct Response Rate Below 70%	0.0% (0)	100.0% (6)	100.0% (6)
Total	57.7% (15)	42.3% (11)	100.0% (26)

$$\chi^2 (2, N = 26) = 11.10, p = .004$$

Discussion

Qualitative and quantitative feedback about the use of the online education modules strongly suggest that students find these modules to be created and delivered in a way that is both informative for understanding content and user friendly (e.g. engaging, concise). Results for the learning portion were not as clear and required a deeper analysis within and across the 3 different modules provided. The Center strives to have correct responses at a rate of 80% or higher to indicate success. Current response rates above 70% and below 80% suggest minor improvements are needed, and rates below 70% suggest a need for detailed revision. With that interpretation in mind, the following observations were made:

- Learning survey responses for the LARA Method module suggest this module was the most successful in promoting learning of all three modules with 6 out of 9 question options correctly answered at 80% or higher, and the remaining 3 question options answered correctly between 70% and 80%.
- Learning survey responses for the Social Inequality, Privilege and Oppression module suggest this module was the least successful in promoting learning of all three modules with only 2 out of 10 question options correctly answered at 80% or higher, 3 out of 5 question options answered correctly between 70% and 80%, and the remaining 5 question options answered correctly below 70%.
- Analysis of items and response rates revealed a statistically significant relationship between the type of question posed (identity neutral or specific) and the likelihood of a correct response, $\chi^2 (2, N = 26) = 11.10, p = .004$. Specifically, identity neutral questions were most likely to receive current response rates at or above 70%, while identity specific questions were most likely to receive current responses rates below 70%.

- When comparing the types of question option provided in the LARA Method module and the Social Inequality, Privilege and Oppression module, The LARA Method module used question options that were all social identity neutral, while the Social Inequality, Privilege and Oppression module used questions options that referred to specific social identities.

These observations strongly suggest that the learning survey results for the Social Inequality, Privilege and Oppression module revealed a spurious relationship which was impacted by students' interpretation of and experiences with specific social identity. The statistically significant relationship between questions and correct response rates suggest that the use of identity specific question items in learning surveys lowers the rate of correct responses by students. This finding raises questions about the validity about the learning surveys' ability to measure learning related to online education module content without being influenced by student attitudes and experiences related to specific social identities that the online modules are not designed to specifically address. Contrarily, the use of question options that are identity neutral seem to be most effective at capturing student learning because these items asks students to apply their thinking to abstract situations that would not be influenced by students' attitudes and experiences related to specific social identities. This finding is not surprising given how entrenched attitudes and beliefs are about social identities. It would be naïve to believe that a brief online education module could change such attitudes and beliefs so quickly. However, it was a surprise to learn how strongly the way learning survey questions must be phrased. The Center should reflect more deeply on the goals of these online education modules and consider how much knowledge and attitude growth should be expected of these modules (and related learning survey questions) moving forward.

In addition to the spurious relationship between student learning questions and correct response rates, other challenges arose related to our assessment process. All learning surveys were not consistently distributed to all students in all the same ways. While online education modules and learning surveys were distributed through classes, there was not a consistent response rate among students. As such, some learning survey results have a more robust data set to work with than others that can impact interpretation of these results. Additionally, not all participants were asks the same satisfaction questions for general online education module feedback, limiting our ability to generalize these claims about all online modules.

The results of this assessment project offer valuable insight that impacts the Division of Student Affairs directly and indirectly. These results will be useful for the Divisional Online Learning & Education Think-Tank as they continue to reflect on ways to use online education as part of division efforts to impact student learning. Further, as the Division of Student Affairs prepares to develop and implement a new strategic plan these results would be of interest to inform future directions for division-wide initiatives that support student learning. The results presented here also indirectly support the Division of Student Affairs through our Center's work to enhance curricular partnerships involving online education modules, which in turn reflects upon the division broadly.

E. Implications

1. *Based on this project what actions will the department take to improve learning or engagement?*

   After reviewing these findings the Center intends to do the following:
   - Review and revise all online education module tutorials to ensure delivery focuses its message on abstract concept explanation and application
   - Review and revise all online education module learning surveys to use identity neutral questions to more accurately capture student learning
   - Review and revise distribution protocol of online education modules to include explicit mention of both tutorials and learning surveys to increase future response rates for learning surveys.
   - Stop using D2L to host online modules. Instead, the Center should host online education modules on OrgSync that will allow both tutorials and learning surveys to be explicitly displayed next to one another, increasing the likelihood of learning survey completion.

- Explore the implementation of a larger scale, uniform assessment of online learning modules with a larger sample population across the academic year.

2. *What implications does this project have for other departments at the university or Student Affairs as a whole?*

   These findings offer insight to departments across the division who are interested in development, implementing and evaluation student learning related to online education modules.

3. *If you secured IRB approval for this project how do you intend to use the data beyond writing the department assessment report?*

   While IRB approval was not original secured for this project, there is interest in asking for permission to report aggregated results of this assessment in a journal article or conference presentation for the purpose of contributing to a national conversation about evaluating student learning related to diversity and social justice concepts in ways that are identity specific or identity neutral.

4. *How will the results of your project be shared with participants and other key stakeholders?*

   A copy of this report will be shared with faculty partners who collaborated with the Center on this project. Versions of this report will be shared with other interested campus partners who demonstrate an interest in integrating workshops and online education modules into their classes. Specifically, some of the results may be shared when the Center hosts a series of workshops in partnership with the Office for Teaching, Learning and Assessment on flipping the classroom for diversity and social justice learning. Lastly, the Center will complete a poster to present these results in the division's annual fall assessment fair and in the Center shortly thereafter.

5. *What follow up studies or future projects might help further assess this topic? Is your department planning to conduct any of the follow-up studies suggested?*

   The Center intends to continue measuring student learning related to the use of online education modules for the coming academic year. While this topic will not be the focus of the 2014-2015 divisional assessment report, this remains of strategic importance to the Center and our vision to increase curricular partnerships across the university.