



**Annual Assessment Report Template**  
Academic Year: 2014-2015

**Date of Report Submission:**

**Name of Department:** New Student and Family Engagement & Center for Intercultural Programs

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**Name of Person(s) completing report or contributing to the project:** Rebecca Pinchuk, Antonieta Fitzpatrick, and Scott Tharp

**I. Abstract**

This qualitative assessment examined student learning during the Diversity & Social Justice Common Hour, which all first-year students participate in during the Chicago Quarter program. Two learning outcomes were assessed regarding students' ability to accurately define at least one core concept and apply it to at least one core concepts taught during the diversity and social justice lesson plan. A total of 158 student reflection journals were assessed using a rubric meant to directly assess both learning outcomes. Of the 158 student reflection journals assessed, 110 students (69.6%) showed evidence of acceptable or better performance towards the learning outcomes assessed in this project. Additional themes were found regarding students' level of internalized responsibility and ability to define multiple concepts accurately relative to the types of concepts they engaged in the lesson plan. Recommendations for curriculum revision and supplemental training for teaching teams to support more explicit engagement on privilege and oppression are discussed.

**II. Learning Outcome Assessed**

This assessment report focused on two separate learning outcomes that were based on learning objectives taken directly from the lesson plan. The primary learning outcome assessed was: **Students will accurately define at least one of the core concepts related to diversity and social justice by the end of the common hour.**

A second learning outcome was also assessed in this project. The second learning outcome was that **students will accurately apply at least one of the core concepts related to diversity and social justice to their personal social identities or related experiences by the end of the common hour.** These two learning outcomes were developed directly from learning objectives taken from the Diversity and Social Justice Common Hour lesson plan.

**III. Introduction & Context**

All first-year students are required to complete a Chicago Quarter course during the fall quarter. While courses vary in content, the Common Hour portion of the class consists of ten weekly, 60-minute standardized lesson plans on academic success skills, sense of belonging & community, education and career planning, financial planning, health and wellness, university technology and registration, socially responsible

leadership, and understanding diversity and social justice that are led by student mentors and staff professionals. This lesson plan teaches students about six core concepts – diversity, social identity, privilege, oppression, social justice and ally – and also invites student reflection on their personal social identities through an explicit identity wheel activity (see appendix A). The lesson plan allocates 40 minutes for intentional reflection on students’ social identities and discussion on these core concepts. After the lesson concludes, students complete a credit-bearing reflection paper that is due within two weeks of the lesson plan’s delivery where students discuss how at least one core concept relates to at least one of their personal social identities.

Assessing the reflection paper related to this lesson furthers the mission and work of both New Student & Family Engagement and the Center for Intercultural Programs. Assessing student learning from the diversity and social justice lesson was the focus of the Center’s previous assessment projects from 2010-2012. However, after taking a few years to allow changes to happen based on those recommendations the decision was made to return to this important touchpoint in the student experience. The mission of New Student & Family Engagement is to lead university wide partnerships and programs that ensure a seamless transition resulting in student engagement and persistence. The mission of the Center for Intercultural Programs is to facilitate critical conversations around sociocultural identity development, social justice, and the interplay of power and identity. The findings of this project are relevant as we continue to refine the lesson plans for the Common Hour in future years in close partnership between the staff from both departments toward their shared goals.

Additionally, this assessment project connects directly to both Vision 2018 and the Division of Student Affairs strategic plan as outlined below:

- **Vision 2018 Goal One:** Enhance Academic Quality & Support Educational Innovation (*Objective 1c: Develop distinctive, high-quality academic programs*)
  - The Diversity & Social Justice Common Hour lesson is a part of the larger Chicago Quarter program required for all first-year students. The Chicago Quarter program is a distinct part of the educational experience for students at DePaul and assessing this portion of the Common Hour ensures students are receiving an opportunity for a high-quality learning experience. Because of what we learned from completing this assessment project, the Diversity & Social Justice lesson plan has been strengthened and enhanced to improve student learning (see section V and VI).
- **Vision 2018 Goal Four:** Foster diversity and inclusion (*Objective 4a: Strengthen campus-wide diversity*)
  - By the nature of including diversity and social justice content in the Common Hour curriculum first-year students are well-equipped to contribute to a positive campus climate that fosters diversity and inclusion. Assessing the lesson allowed for a critical review of the content being covered and resulted in a number of revisions that in future years will further strengthen students’ ability contribute to and be a part of the DePaul community (see section V and VI).
- **Divisional Learning Outcome Domain 5:** Students who participate in Student

Affairs programs and activities will be able to participate thoughtfully and respectfully in cultural exploration, engagement, acceptance and collaboration as members of an inclusive community during and after DePaul.

- The focus of the Diversity & Social Justice lesson plan is captured in the description of domain five. First-year students have an opportunity to explore their own identity and consider their experiences related to those identities in the reflection journal. During the lesson, students have an opportunity to engage in a conversation around the core concepts of diversity and identity in a safe space. Through this assessment project the lesson was closely reviewed and the improvements made (see section V and VI) will only further develop students ability to engage thoughtfully and respectfully in activities and conversations around diversity and social justice.
- **Divisional Learning Outcome 6:** Students who participate in Student Affairs programs and activities will develop a strong sense of personal identity and form mature, respectful relationships with others.
  - A key component of this lesson plan is the mentors who deliver the content and lead new students through the activities. Through a variety of trainings the mentors have had time to develop a better understanding of their own identities and the core concepts of diversity. As previously mentioned, first-year students also have this same opportunity through the lesson plan. As a result both our mentors and first-year students develop the intrapersonal and interpersonal skills outlined in domain six.

The scholarship produced by this assessment project aligns with the existing literature on first-year student success and diversity education workshops. Research by Fink (2003) highlights the need for integrated course design in order to create opportunities for significant learning. This type of learning is critical to student success which has been outlined in Tinto's (1999) conditions for student success as it relates to retention and persistence. This integration must include a variety of dimensions outlined in Fink's taxonomy of significant learning. Caring and the human dimension are two key areas of the taxonomy with relevance to this lesson. Students must have an opportunity to learn about themselves and others in the academic setting. Additionally, students must be providing a chance to develop new feelings and values during the learning experience. This lesson provides students opportunities to explore both these areas and also connects to other lessons within the Common Hour curriculum to ensure connection to the other areas of Fink's taxonomy.

Research by Stephan & Stephan (1984) suggest that information presented in one-time diversity workshops can be impactful. Such workshops are viewed by McCauley, Wright & Harris (2000) as more interactive, shorter, and leveraging the use of participant experiences. Some studies have specifically explored the impact of singular diversity initiatives on first-year students. Springer, Palmer, Terenzini, Pascarella, & Nora (1996) conducted an analysis of covariance and found that participation in a diversity workshop helps develop positive attitudes towards diversity, specifically among White students. Similarly, Pascarella, Edison, Nora, Hagedorn & Terenzini (1996) conducted a regression analysis and found that participation in a racial or cultural awareness workshop had a significant positive effect on students' openness to diversity and challenge at the end of

their first year. They go on to suggest that these programs can be one way institutions can foster attitudes of inclusion and appreciation for diversity among students.

#### **IV. Data Collection & Methodology**

In order to assess student learning after participating in the understanding diversity and social justice lesson plan, data was collected and analyzed from student reflection papers completed after the lesson plan using a qualitative approach. Reflection papers were 1-2 pages and collected upon completion of the Diversity and Social Justice Common Hour lesson plan. These reflection journals asked students to demonstrate evidence of concept knowledge and application. Specifically, students were asked to reflect upon at least one core concept taught in the lesson plan and apply it to at least one of their own social identities (see appendix B).

##### **Participants & Data Collection**

Approximately 2,600 first-year students were enrolled in 107 Chicago Quarter courses and adjoining Common Hour seminar during the 2014 fall term. A purposeful sample was collected from 64 courses whose student mentors who were part of a concurrent mentor training course during the fall term. Student mentors invited participation in the study at the end of the lesson plan when collecting reflection journals to ensure a natural reflection and reduce any negative impact from an external research observer. Students submitted informed consent forms with their reflective journals and were assured their names would be removed from the papers prior to data analysis to protect their anonymity (see appendix C).

A total of 168 eligible reflection journals were collected. A subset of 10 reflection journals was used to create three rubrics, resulting in 158 reflection journals used in the final analysis. No information was known about the student sample outside of their shared status as first-year students because reflection papers were de-identified prior to data analysis. All consent forms were kept separate from the reflection journals at all times, and were kept in a locked and secure filing cabinet in one of the facilitator's offices.

##### **Data Analysis**

The research team conducted manual, qualitative content analysis of the reflection journal responses for each student using three self-created rubrics. Rubric one assessed accuracy of the core concepts relative to the definitions taught during the lesson plan (see appendix D). If more than one concept was present in the journal, the concept that yielded the highest score would be used. Rubric two assessed the accuracy when applying core concepts to their personal social identities and related experiences (see appendix E). Reflection journals that received a "4" or "5" in either rubric one or two were determined to have achieved acceptable performance towards the learning outcomes. For both domains, a 4 or above required students to demonstrate an accurate understanding of the concept and either implicitly or explicitly name the core concept/social identity. Rubric three consisted of themes that may have impacted students' understanding and application of core concepts (see appendix F). These included: use of multiple concepts, internalized responsibility, existing activism, self-reported growth, raising questions, and uncertainty.

The reflection journals were divided among the research team for primary data analysis using all three rubrics. An inter-rater reliability analysis using the Kappa statistic was performed to determine consistency among the research team using eighteen randomly selected research journals (six reflection journals from each person) for two reviewers to code. A resulting Kappa of .81 was determined to be satisfactory to continue data analysis.

**V. Data & Results**

**Assessment of Learning Outcomes**

Approximately 2,600 first year students were eligible for participation in this study, and 168 (9.6%) chose to participate, resulting in a 9.6% participation rate. Of the 158 student reflection journals assessed, 110 students (69.6%) showed evidence of acceptable or better performance towards at least one of the two learning outcomes assessed in this project.

109 students (69.0%) demonstrated an accurate understanding of at least one core concept, thus earning a score of ‘5’ or ‘4’ on rubric one. A majority of students’ primary reflections involved the concepts of social identity (67 students) or diversity (28 students). A noticeable amount of students’ primary reflections also involved privilege (28 students) or oppression (16 students), although to a lesser degree. Few students reflected on ally (12 students) and social justice (2 students), while some did not appear to reflect on any core concepts (5 students). Exploring how well students demonstrated an accurate understanding of each core concept revealed differences. Social identity (50 students) was the concept students demonstrated the most accurate understanding of, followed by privilege (22 students), diversity (14 students) and oppression (13 students) (see appendix G).

<b>Learning Outcome</b>	<b>Number of Students Assessed</b>	<b>Number of Students with Acceptable or Better Performance</b>
<b>Students will accurately define at least one of the core concepts related to diversity and social justice by the end of the common hour.</b>	158	109

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, thus earning a score of ‘5’ or ‘4’ on rubric two. Many students discussed more than one social identity; however, scores were based on the most saturated reflection using core concepts. Most students decided to reflect upon their race or ethnicity (63 students), followed by gender (19 students) and social class (18 students). However, 27 students did not reflect specifically upon a socio-cultural identity (see appendix H).

A pattern emerged when comparing students’ scores on rubrics one and two for the concepts they chose to discuss. The gap between students who demonstrated an accurate understanding of at least one core concept compared to students who were able to accurately apply at least one core concept through a personal reflection was small for

some concepts while large for others. The number of students demonstrating high scores related to the concept of social identity dropped from 50 students for rubric one to 40 students for rubric two. A similar drop was observed related to the concept of diversity which dropped from 14 students for rubric one to 7 students for rubric two. A smaller drop was observed related to the concepts of privilege and oppression. The number of students demonstrating high scores related to the concept of privilege only dropped from 22 students for rubric one to 21 students for rubric two, while the concept of oppression dropped from 13 students for rubric one to 11 students for rubric two.

### **Themes impacting student learning**

Upon iterative reflection and analysis, only three of the six original themes (inclusion of multiple core concepts, internalized responsibility, and self-reported growth) were salient across student reflection papers. A discussion of these three themes in further detail with examples of participant responses follows below. Additional information is available in appendix I.

**Inclusion of multiple core concepts.** While students were only expected to discuss one core concept, 73 students decided to talk about multiple concepts. It was also noticed that students varied in their ability to include multiple core concepts accurately. Of students who included multiple core concepts, 49 students did so accurately. When exploring which original core concept was the paper's focus among this subset of students, the most frequent core concept was social identity (18 students), followed by privilege (16 students) and oppression (7 students). Conversely, 24 students who included multiple core concepts did so inaccurately. Most often the presence of multiple concepts discussed inaccurately was related to personal reflections on one's social identity. Within this subset of students, the most frequent original core concept being discussed was social identity (9 students), followed by diversity (7 students) and oppression (2 students).

**Internalized responsibility.** 34 students' reflections included an internalized sense of responsibility they felt they currently had or needed to develop related to their personal social identities. Such responsibility could include any additional action beyond their current reality related to the content of the lesson plan. For one student, privilege was always "something clear" to them that they "strived to fight back against." Other students realized how their privileged social identity "makes life easier" for them "and difficult for others", therefore they "plan on realizing when [they are] benefitting from this status and working to move towards social justice." Among this subset of students, the most frequent core concept being discussed was privilege (11 students) followed by social identity (8 students) and oppression (7 students).

**Self-reported growth.** 24 students explicitly indicated that the lesson plan directly contributed to their increased understanding and awareness. Students' level of growth varied with some expanding their awareness of concepts, like one student's enlightenment about "concepts [they] never paid much attention too until now." Others had more impactful reactions. Another student shared how the lesson plan's activities and peer-based sharing helped them "reflect on [their] life...and realize how much certain things affected [their] whole identity as a person. While a small group of students explicitly named such revelatory experiences as a result of the lesson plan, they all shared a self-reported increase in knowledge or awareness. Within this subset of students, the

most frequent core concept being discussed was social identity (9 students) followed by ally (5 students) and privilege (4 students).

## VI. Discussion & Interpretation of Results

Overall, this project found strong evidence that both learning outcomes assessed in the project were being met. According to our criterion, students needed to receive a 4 or 5 on rubrics 1 or 2 to demonstrate achievement towards the learning outcomes assessed. A score of 4 or above was a fairly stringent requirement because it required students to demonstrate an entirely accurate understanding of the core concepts they reflected upon in their essay. To receive a 4 or above in rubric 1, students had to implicitly or explicitly name a core concept discussed during common hour, and demonstrate an accurate understanding of the definition in their reflection. To receive a 4 or above in rubric 2, students had to demonstrate an accurate understanding of a core concept by applying that concept to their own social identity in their reflection. Almost 70% of students assessed were able to achieve a 4 or above in one of these rubrics. Analysis demonstrated that student scores were related to both the core concept and identity that they chose to reflect upon, which is important for curriculum development and future lesson plans. Our analysis also explored key themes that came up in the essays within domain 3. This qualitative analysis is discussed below.

### • Qualitative Findings

- In the student reflection papers assessed, 31% of the students demonstrated an accurate understanding of more than one core concept explored in the Common Hour, even though the assignment only required them to reflect on one core concept. This demonstrates that many students were able to understand multiple core concepts and frequently reflected on the relationship between these concepts (e.g. privilege and oppression).
- Over 20% of students assessed demonstrated a sense of internal responsibility through their reflection papers related to issues of diversity and social justice. The majority of papers reflecting this themes involved explicit reflections on the concepts of privilege and oppression.
- 15% of students mentioned in their reflection papers that the Common Hour on Diversity and Social justice helped them grow and think about this issue in a new way, and 3% of students raised questions within their essay that demonstrated that they were struggling and thinking critically about this topic as a result of the common hour.

### • Quantitative Findings

- 145 out of 158 reflection journals (92%) demonstrated at least a partial understanding of one of the core concepts discussed during Common Hour, and 110 students (70%) demonstrated a complete understanding of a core concept.
- Student scores in domain 1 and 2 were significantly related to the core concept that they chose to discuss. Students that reflected on the core concepts privilege and oppression received high scores, 81% and 78% of the time respectively, in domain 1. However, it is unclear whether those that chose to reflect on privilege and oppression would have received high scores on the other core concepts as well.

- Scores in domain 1 and 2 were also significantly related to the social identity that students chose to reflect upon. This raises interesting questions about the relationship between students' identity and their understanding of the core concepts discussed during the Common Hour. Future assessment of the Diversity and Social Justice common hour may be improved if demographic information is collected for each student assessed in order to explore this relationship further.
- Scores for Domain 1 and Domain 2 were highly correlated (61%). This high correlation was predicted as domain 2 scores were dependent on the accuracy of core concept understanding (domain 1).
- 60% of students chose to discuss either social identity or diversity as their core concept. An additional 28% of students chose to reflect on either privilege or oppression. The rest of the students reflected on ally (8%), social justice (1%) or failed to discuss any core concept (3%).

Despite the thoughtful design of the assessment project, limitations remain. The project required our methodology to be designed around the needs of a small team of practitioners with competing responsibilities. This approach directly influenced the need for a manageable sample size and the necessity for coding to happen over a longer period of time that could have influenced our results. The use of our purposeful sample increased the likelihood that the lesson plan would be delivered consistently; however, our sampling procedure also prevented any claims of generalizability about first-year students and the impact of this lesson plan broadly. Additionally, our study design relied on data collected after the lesson plan only, preventing assertions about the definitive impact of the lesson plan on students.

While our methodology limits the scope of our claims, it provides us useful insight into ways to increase student learning and engagement through purposeful curriculum design that aligns with existing scholarship. This assessment illuminates how students understand diversity concepts and apply them to their own social identities after experiencing a standardized lesson plan that has implications for diversity educators, student affairs professionals, and faculty who engage first year students on diversity and social justice content. There is value in using these findings to consider the ways practitioners intentionally design and implement curricular and co-curricular diversity experiences. Similarly, this research may challenge the assumptions of practitioners with strong beliefs about what content first year students are capable of engaging. Few research studies explore first-year students' experiences with diversity workshops. Further still, fewer research studies explore one-time diversity workshops using a qualitative design. This is an area where this assessment contributes to the broader mission of the university and field of higher education.

## **VII. Recommendations and Plans for Action**

Based on our results, we decided to make the following changes in advance of the 2015 fall 2015 term.

- 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).

After completing this year's assessment project, findings and conclusions were communicated with the following groups as follows:

- **Chicago Quarter Mentor Staff**  
The results of this project were shared with the Chicago Quarter Mentor staff at several points throughout their training program, this included LSP 320: Peer Education & Theory I (a course all new mentors take) and additional weekend trainings for both new and returning mentors.
- **Staff Professionals**  
Staff Professionals were provided information on the results of this project during training workshops hosting during the spring and summer. Additionally, staff professionals are being provided supplemental workshops on the lesson over the summer.
- **Chicago Quarter Faculty**  
While faculty do not have required trainings to attend, optional workshops are being held during the summer to provide information about the lesson and the assessment project.
- **Teaching, Learning and Assessment Conference**  
The research team presented the findings of the assessment project at this year's annual Teaching, Learning and Assessment Conference. The conference is open to all faculty and staff and nearly 50 people attended the presentation.
- **Common Hour Partner Group**  
This year we had our first run through of all the Common Hour lessons with the Common Hour partners and shared preliminary findings of the assessment project as well as the implications for lesson revisions. This group included staff from Mission & Values, the Office of Student Involvement, Office of Academic Advising Support, the Career Center, the University Library, the University Center for Writing-Based Learning, the Center for Students with Disabilities, the Office of Health Promotion and Wellness, and the First Year Program Office (via curriculum review meetings).

The results and implications for this assessment project have greater value beyond the scope of the diversity and social justice common hour lesson plan itself. The lesson

plan and the results of this project have the potential to inform how other courses that teach diversity explicit content can be more effective in promoting student learning (e.g. LSP 200). These results also can encourage other Common Hour partners to consider qualitative assessment of student learning to increase culture of assessment on campus and increase assessment of student learning within Common Hour. Additionally, the results of the project should challenge faculty and staff to challenge any assumptions they have about how rigorous of diversity content first-year students are capable of engaging in.

While this year's project is complete, IRB approval was secured and will be sustained for continued analysis by Scott Tharp within the Center for Intercultural Programs. The next project using this data will involve applying tools for critical discourse analysis to conduct thematic analysis of student papers who inaccurately understood the concepts of privilege or oppression. The results of this project will be useful to continue to inform curriculum revisions and how content can be framed to enhance student learning of these core terms.

### VIII. References

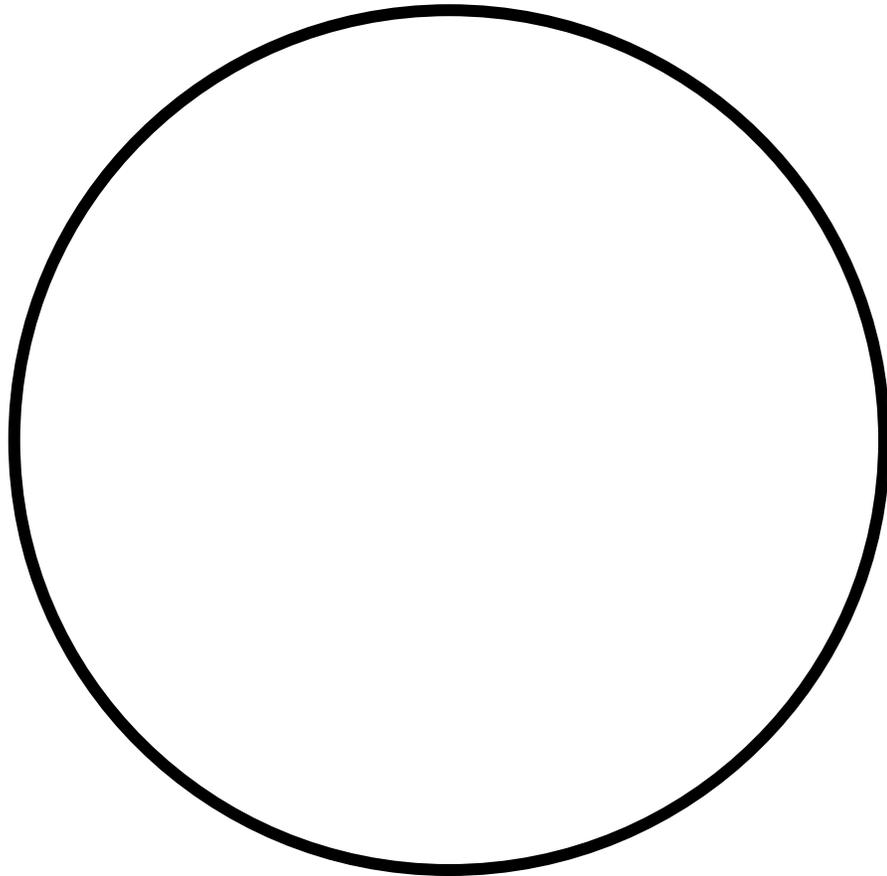
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Appendix A

Create your social identity wheel by creating different sized “slices” that reflect how much you think about each social identity. In each “slice”, draw pictures or write words that represent your personal values, traditions, histories, or experiences related that social identity (e.g. traditions related to ethnicity, experiences around gender, values related to your social class, etc.).

*Personality traits or characteristics are not considered social identities.*

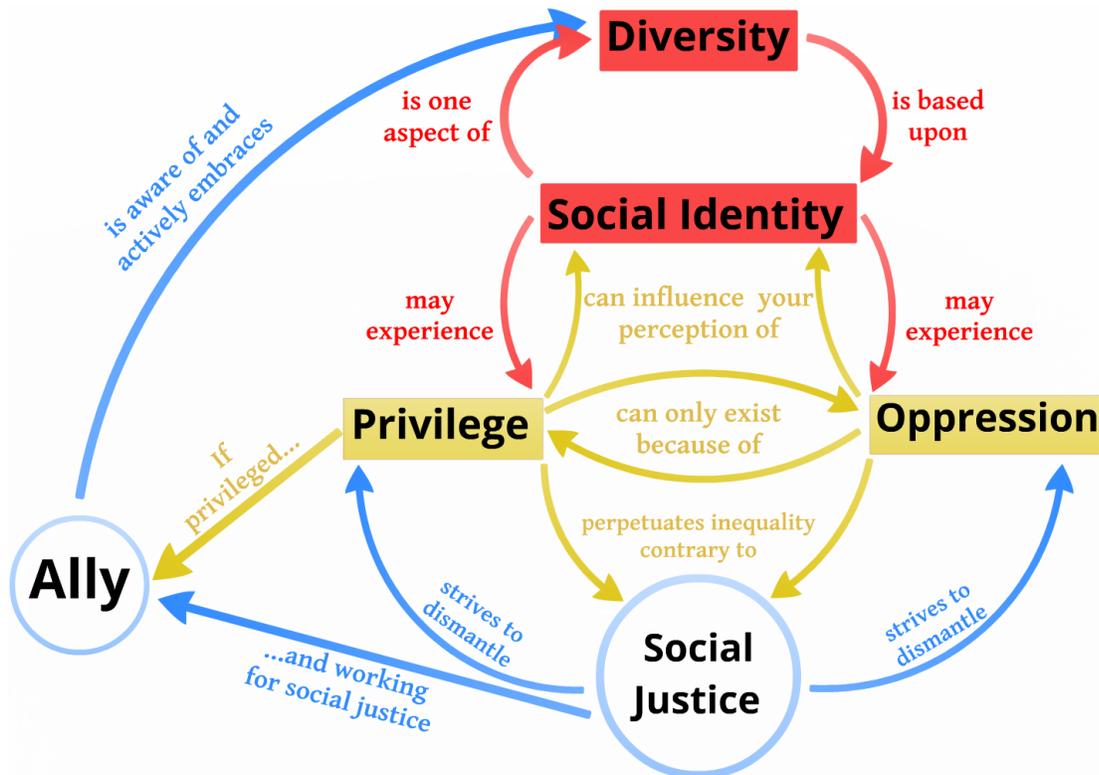
1. Race / Ethnicity
2. Gender Identity
3. Sexual Orientation
4. Religion/Spirituality
5. Social Class
6. Ability Status
7. Other Identities?



After, find a partner and talk about your identity wheel by answering the following question: “In what ways do I embody diversity through my social identities?” After you share, your partner will reflect back to you 3 significant things they noticed while you were sharing.

Identity wheel activity adapted from: Bell, L. A., B. J. Love, & R. A. Roberts (2007). Racism and white privilege curriculum design. In M. Adams L. A. Bell, & P. Griffin (Eds.), *Teaching for diversity and social justice* (2nd ed.). New York: Routledge.

- 1) **Diversity**: The differences between people reflected through personal experiences, historical legacies and treatment which are based on social identities. Not the same as differences or “being different”.
- 2) **Social Identity**: The way a person defines themselves relative to socio-cultural group memberships (ex: race, social class, gender, faith / religion, ability status, sexual orientation). This does not include personality traits or characteristics (e.g. family, friendly, hard-working).
- 3) **Privilege**: Refers to unearned benefits, rights and access granted to people based on their socio-cultural group membership; not based on anything they personally have done or accomplished. Operates on an individual, institutional and societal level that supports the perpetuation of social inequality.
- 4) **Oppression**: Refers to benefits, rights and access purposefully denied to people based on their socio-cultural group membership; not based on anything they personally have or have not done or accomplished. Oppression operates on an individual, institutional and societal level that supports the perpetuation of social inequality.
- 5) **Social Justice**: Both a process and a goal that leads to equal participation of all groups in society along with equitable distribution of resources which promotes physical and psychological safety.
- 6) **Ally**: A person who stands up to social injustice by promoting social change at the interpersonal, institutional, and systemic levels. Often an ally is a member of a privileged social identity group.



Definitions derived from Adams, M., Bell, L. A., & P. Griffin (2007). *Teaching for diversity and social justice* (2nd Ed.). New York: Routledge. Concept map created by D. Scott Tharp, M.S.W. on January 7, 2014.

Appendix B

**Prompt:**

In 1-2 pages, explicitly reflect upon both concepts of privilege and oppression as discussed in today's common hour, and think about them in light of at least two of the social identities you reflected up in your identity wheel. How might your social identities relate to these concepts? How do these concepts help you explain or understand your social identities and related experiences? How might they influence the way you engage in conversations about diversity with other students on campus? Your journal should reflect an accurate definition of both concepts through the use of concrete examples (beyond mere description) from your personal experiences related to your identities. If needed, the online module, along with digital copies of the core concepts handout and identity wheel handout, can all be found on our D2L course page.

Papers should be double-spaced with 1 inch margins and use 12 point Times New Roman font. Papers are due in two weeks at the start of class.

Appendix C

**INFORMATION SHEET FOR PARTICIPATION IN RESEARCH STUDY**

Diversity & Social Justice Common Hour: Reflection Paper Analysis Project

**Principal Investigator:** Scott Tharp, Center for Intercultural Programs

**Institution:** DePaul University, USA

**Research Team:** Toni Fitzpatrick, New Student and Family Engagement, Jocelyn Shadforth, Assessment Coordinator

We are conducting a research study to learn more about how students are learning about diversity and social justice. We are asking you to be a part of this research because we are interested in your responses to the “Reflection Journal” assignment you completed as part of your Discover/Explore Chicago Diversity & Social Justice Common Hour. If you agree to be in this study, you will be asked to allow your Discover/Explore Chicago student mentor to submit your “Reflection Journal” assignment to the researchers named above.

This study will not take any extra time. Your Chicago Quarter Mentor and / or staff professional will submit the reflection journals and information sheet forms to the Office of New Student and Family Engagement for storage which will be supervised by a co-investigator. At that point another co-investigator will collect the reflection journals and strike all identifying information. Your participation is voluntary, which means you can choose not to participate. There will be no negative consequences if you decide not to participate or change your mind later after you begin the study. You can withdraw your participation at any time prior to submitting your essay. Once you submit your essay to your Discover/Explore Chicago student mentor for inclusion, we will be unable to remove your data from the study because all data are de-identifiable and we will not know which data belong to you. Your decision to participate in the research will not affect your grades at DePaul University.

You must be age 18 or older to be in this study. This study is not approved for the enrollment of people under the age of 18.

If you have questions, concerns, or complaints about this study, want to get additional information, or provide input about this research, please contact Scott Tharp, at [dtharp1@depaul.edu](mailto:dtharp1@depaul.edu), or 773.325.4807.

If you have questions about your rights as a research participant, you may contact Susan Loess-Perez, DePaul University’s Director of Research Compliance, Office of Research Services, at 312-362-7593 or by email at [sloesspe@depaul.edu](mailto:sloesspe@depaul.edu). You may also contact DePaul’s Office of Research Services if:

- your questions, concerns, or complaints are not being answered by the research team.
- you cannot reach the research team.
- you want to talk to someone besides the research team.

***You will be provided with a copy of this information for your records. Please sign the top copy and hand in with your journal. Keep the second copy for yourself.***

If you are age 18 or older and agree to participate in this research, please indicate your agreement below. Your name will not be linked to any information submitted to the research team; it will be only be used by your student mentor to determine whether your essay should be included in the research pool.

Signature: \_\_\_\_\_

Printed Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix D

*Rubric 1: Knowledge of Concepts*

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Score	Description
1	Student does not name or incorrectly names at least one core concept and does not demonstrate an understanding of its correct definition per the lesson plan curriculum
2	Student implicitly names at least one core concept and demonstrates incomplete understanding of its definition per the lesson plan curriculum
3	Student explicitly names at least one core concept and demonstrates incomplete understanding of its definition per the lesson plan curriculum
4	Student implicitly names at least one core concept and demonstrates an accurate understanding of its definition per the lesson plan curriculum.
5	Student explicitly names at least one core concept and demonstrates an accurate understanding of its definition per the lesson plan curriculum.

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## Appendix E

*Rubric 2: Self-Reflection and Application of Concepts*

Score	Description
1	Student does not name at least one personal social identity and does not demonstrate correct application of at least one core concept to their identity per the lesson plan curriculum to this identity
2	Student implicitly names at least one personal social identity and demonstrates incomplete understanding of at least one core concept through the application to their identity per the lesson plan curriculum to this identity
3	Student explicitly names at least one personal social identity and demonstrates incomplete understanding of at least one core concept through the application to their identity per the lesson plan curriculum to this identity
4	Student implicitly names at least one personal social identity and demonstrates accurate understanding of at least one core concept through the application to their identity per the lesson plan curriculum to this identity
5	Student explicitly names at least one personal social identity and demonstrates accurate understanding of at least one core concept through the application to their identity per the lesson plan curriculum to this identity

## Appendix F

*Rubric 3: Original Emergent Themes*

Theme	Description
Multiple Concepts	Explicit or implicit discussion of more than one core concept. Sub-coded as accurate or inaccurate
Internalized Responsibility	Explicit discussion of a sense of responsibility related to their personal social identities
Existing Activism	Explicit or implicit discussion of previous or current involvement in activities that promote social justice
Self-Reported Growth	Explicit discussion of personal growth directly tied to elements of the lesson plan
Raising Questions	Explicit or implicit questioning of lesson plan content in order to seek further understanding
Uncertainty	Explicit or implicit statements that demonstrated confusion on core concepts

Appendix G

*Frequency of Core Concepts by Rubric 1 Score*

	Ally	Diversity	Oppression	Privilege	Social Identity	Social Justice	No Core Concept
1	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	3.2% (5)
2	0.0% (0)	0.0% (0)	0.6% (1)	0.0% (0)	4.4% (7)	0.0% (0)	0.0% (0)
3	1.3% (2)	8.9% (14)	1.3% (2)	3.8% (6)	6.3% (10)	1.3% (2)	0.0% (0)
4	0.0% (0)	0.0% (0)	1.3% (2)	0.6% (1)	7.0% (11)	0.0% (0)	0.0% (0)
5	6.3% (10)	8.9% (14)	7.0% (11)	13.3% (21)	24.7% (39)	0.0% (0)	0.0% (0)

Appendix H

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*Frequency of Socio-cultural Categories  
Discussed Relative to Rubric 2*

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	<u>%</u>	<u>n</u>
Race / Ethnicity	39.9	63
Unidentifiable	17.1	27
Gender	12.0	19
Social Class	11.4	18
Sexuality	7.6	12
Ability	5.7	9
Religion	3.8	6
Geography	1.9	3
Nationality	0.7	1

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Appendix I

<i>Count of Rubric 3 Theme by Core Concept</i>				
	Internal Responsibility	Multiple Concepts (Accurate)	Multiple Concepts (Inaccurate)	Self Growth
Ally	5	4	2	5
Diversity	2	4	7	3
Oppression	7	7	2	2
Privilege	11	16	1	4
Social Identity	8	18	9	9
Social Justice	1	0	2	0
None Listed	0	0	1	1