

CASTL FINAL REPORT
MAY 2008
Prepared by Dr. Gary Welborn

- I. Gary Welborn, PhD, Associate Professor of Sociology
- II. Diversity and Service-Learning at Buffalo State College
- III. Project description: The first step of the project was to develop a survey instrument intended to measure the perceived change that students underwent as a result of a diversity course they completed during the spring 2008 semester. The survey included 18 quantitative items, three open-ended questions and a section on demographics. A total of 209 student completed the survey at the end of the semester, as they were finishing their diversity courses. Of these, 80 were in five courses that employed service-learning pedagogy; 129 were in courses that did not have a service-learning component. A statistical analysis of the quantitative measures is planned for the summer of 2008. Analysis of the open-ended measures will begin during the summer and continue into the next academic year.
- IV. Major findings: Findings will not be available until at least the initial statistical analysis, later in the summer. The full implications will not be available until an analysis of the qualitative responses has been substantially completed.
- V. Contributions: The primary intent of this study is to gain a better understanding of the role and effectiveness of service-learning pedagogy in student achievement of the college's diversity objectives. A report to the campus community on the initial statistical analysis is planned for sometime in the fall of 2008.

In addition, over the summer, reports will be prepared for the professors who included the survey in their diversity courses. This may provide some insight into the effectiveness of various techniques used to achieve the diversity objectives.

It is hoped that this will contribute to the discourse on the campus about how to accomplish this very significant part of the college mission.
- VI. Professional benefits: The process of developing the survey provided me with an opportunity to dialogue with colleagues about issues related to diversity and social justice. This has been very rewarding and has helped me broaden my understanding of both the issues and some of the strategies and tactics colleagues have developed to help deepen student awareness and sensitivity to diversity and social justice issues. As I was beginning the project, I attempted to identify prior studies that could guide me. I was surprised to find that very little existed. As the findings emerge, I believe there is potential to make a contribution to the literature.