2. **SLO(s) being assessed**: Student will..

   SLO 9: Students will understand and appreciate diversity of and within societies of the U.S. and the world.

3. **AGSC Content Area of Alignment**:

   Area IV: History, Social and Behavior Sciences

4. **Assessment Method(s)**:

   [Provide a detailed explanation of the assessment methods used to evaluate the SLO. Include specific details about the measures, such as rubrics, tests, or fieldwork.]

   PSYC 2010: Introduction to Psychology is associated with SLO 9: Students will understand and appreciate the diversity of and within societies of the United States and the world. For the Fall 2012 semester, we used two measures to assess SLO9: 1) a 7-item Misconceptions Quiz containing items regarding misconceptions of mental illness, aging, ethnicity, and gender differences, and 2) 15-item Content Area Quiz that assesses their knowledge and understanding of content areas related to diversity (i.e., developmental, abnormal, and social psychology). These methods were originally proposed to examine SLO9 and Core Assessment of PSYC 2010: Introduction to Psychology and have been in place for approximately three years. 1) Misconceptions Quiz was based on Griggs and Ransdell (1987, Misconceptions Tests or Misconceived Tests? Teaching of Psychology, 14, 210–214). Sample item: Mentally ill or retarded individuals are no more likely to be violent than normal people (T/F). 2) Content Area Quiz. Developmental Psychology Sample item: Which of the following determines whether a person will exhibit a particular psychological trait (e.g., openness to experience)? A) nature, B) nurture, C) both a and b, or D) either a or b, depending on age of the person. b) Social Psychology Sample item: A person of a given ethnic group believes that all people belonging to a different ethnic group are lazy, even though she has never met an individual of that ethnic group. Having such a belief based exclusively on an individual’s pertinence to an ethnic group is known as a) ethnic bias, b) prejudice, c) stereotype, or d) cognitive distortion. c) Abnormal Psychology Sample item: the DSM is a) treatment manual for personality disorders, b) diagnostic manual for psychopathological conditions, b) self-report diary in which people keep track of their feelings, or d) research tool used with vulnerable populations (e.g., children). For the Spring 2013 semester, we removed the Misconceptions Quiz because it did not adequately assess SLO9, and added three measures designed to address diversity approaches and behaviors more directly: 1) Diversity Endorsement Measure, 2) MIVILLE-GUZMAN UNIVERSALITY-DIVERSITY SCALE – SHORT FORM, (M-GUDS-S), & 3) COURSE DIVERSITY AWARENESS: 4-items pertaining to whether the course increased awareness of diversity-related issues. Additionally, we included the Content Area Quiz from the Fall 2012 semester. 1) Diversity Endorsement Measure was to assess endorsement of diversity at universities. Students rated items on a scale from 1 (Strongly Disagree) to 7 (Strongly Agree). Sample Item: A university should help students understand that differences in backgrounds and experiences can lead to different values and ways of thinking. Plaut, Victoria C., Garnett, Flannery G., Buffardi, Laura E., & Sanchez-Burks, Jeffrey (2011). “What about me?” Perceptions of exclusion and Whites’ reactions to multiculturalism. Journal of Personality and Social Psychology, Vol 101(2), 337-353. doi 10.1037/a00228322. Miville-Guzman Universality-Diversity Scale measures 3 aspects of Diversity:: a. Diversity of Contact – students’ interest in participating in diverse social and cultural activities, b. Relativistic Appreciation – the extent to which students value the impact of diversity on self-understanding and personal growth and c. Comfort With Differences – students’ degree of comfort with diverse individuals]. Students
5. Course average Counseling are rated complete Spring pertaining Contact: Psychology students structure Appreciation: problems result about How did you (or will you) use the findings for improvement? [What questions / issues / concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?]
We will meet with instructors who teach PSYC 2010 to develop a diversity module which consists of a PowerPoint lecture and quiz for the course in the Fall 2013 semester, and then implement the module in the Spring 2014 semester to approximately half of the PSYC 2010 sections to assess the effectiveness of implementing the module to all sections of the core course.

8. **Additional Comments:**
   [What else would you like the Committee to know about your assessment of this course or plans for the future?]
   We will continue to monitor PSYC 2010 assessment and make proactive changes accordingly during the academic year.

9. **Committee Comments:**
Rubric Subsection #1

The three subscales of the M-GUDS-S with each student’s mean responses per subscale were used to categorize students into 4 quality groups: Advanced (Mean score 6.0 to 7.0), Intermediate (Mean score 4.5 to 5.99), Basic (Mean score 3.0-4.49), & Little/None (Mean score less than 3.0) to determine the degree to which students:

Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one’s own culture, history, or society; and to critically analyze other cultures within and outside the United States.

Advanced level: Articulates insights into own cultural rules and biases
- Diversity of Contact: 9.8%, Relativistic Appreciation: 26%, Comfort with Differences: 60.5%

Intermediate level: Recognizes new perspectives about own cultural rules and biases
- Diversity of Contact: 59.6%, Relativistic Appreciation: 66.3%, Comfort with Differences: 29.2%

Basic level: Identifies own cultural rules and biases
- Diversity of Contact: 23.2%, Relativistic Appreciation: 6.6% & Comfort with Differences: 9.5%

Little/None level: Shows minimal awareness of own cultural rules and biases
- Diversity of Contact: 7.4%, Relativistic Appreciation: 1.1% & Comfort with Differences: 0.8%

Level of Attainment Summary: The majority of students scored at the Advanced or Intermediate level; however, there is a need for improvement for Diversity of Contact: the extent to which students value the impact of diversity on self-understanding and personal growth.

Rubric Subsection #2

The Content Area Quiz and the Class Awareness Measure was used to assess each student’s mean responses to each scale were used to categorize students into 4 quality groups to determine how well students:

Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and the world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions, and customs within other nations.
Scoring for Class Awareness Measure: Advanced (Mean score 6.0 to 7.0), Intermediate (Mean score 4.5 to 5.99), Basic (Mean score 3.0-4.49), & Little/None (Mean score less than 3.0).

Scoring for Content Area Quiz: Advanced (Mean Percent score above 85%), Intermediate (Mean Percent score 70-85%), Basic (Mean score 55-69%), & Little/None (Mean score less than 55%).

**Advanced:** Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

- Content Area Quiz: 19.3%, Class Awareness Measure: 23%

**Intermediate:** Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

- Content Area Quiz: 39.4%, Class Awareness Measure: 52%

**Basic:** Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

- Content Area Quiz: 25.6%, Class Awareness Measure: 19.4%

**Little/None:** Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices

- Content Area Quiz: 15.8%, Class Awareness Measure: 5.6%

**Level of Attainment Summary:** The majority of students scored at the Intermediate level; however, there is a need for improvement for class awareness and content in diversity related issues to improve overall student scores.

**Rubric Subsection #3**

The Diversity Endorsement Measure was used to assess each student’s mean responses and categorize students into 4 quality groups Advanced (Mean score 6.0 to 7.0), Intermediate (Mean score 4.5 to 5.99), Basic (Mean score 3.0-4.49), & Little/None (Mean score less than 3.0) to determine how well students:

*Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.*
**Advanced:** Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives. Suspends judgment in valuing her/his interactions with culturally different others.

- Diversity Endorsement Measure: 52.5%

**Intermediate:** Asks deeper questions about other cultures and seeks out answers to these questions. Is inconsistent in suspending any judgment in his/her interactions with culturally different others but is aware of own judgment and expresses a willingness to change.

- Diversity Endorsement Measure: 36.7%

**Basic:** Asks simple or surface questions about other cultures. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

- Diversity Endorsement Measure: 9.4%

**Little/None:** States minimal interest in learning more about other cultures.

- Diversity Endorsement Measure: 1.4

**Level of Attainment Summary:** The majority of students scored at the Advanced or Intermediate level indicating the awareness of their intercultural diversity.

**Overall Student Level of Attainment for SLO9:** The above findings in the all rubric subsections indicate that Auburn students are demonstrating an intermediate to advanced level of attainment of SLO 9 in PSYC 2010.
Assessment Method(s):

[Explain how assessment for the measures associated with this SLO - not grading for the course as a whole - was conducted. You may cut/paste rubrics for inclusion here, identify faculty reviewing committees, or identify specific kinds of test questions important to your method. Is this the method you initially planned to use? Provide a separate paragraph for each method].

PSYC 2010: Introduction to Psychology is associated with SLO 9: Students will understand and appreciate the diversity of and within societies of the United States and the world.

For the Fall 2012 semester, we used two measures to assess SLO9: 1) a 7-item Misconceptions Quiz containing items regarding misconceptions of mental illness, aging, ethnicity, and gender differences, and 2) 15-item Content Area Quiz that assesses their knowledge and understanding of content areas related to diversity (i.e. developmental, abnormal, and social psychology). These methods were originally proposed to examine SLO9 and Core Assessment of PSYC 2010: Introduction to Psychology and have been in place for approximately three years.

1. Misconceptions Quiz was based on Griggs and Ransdell (1987, Misconceptions Tests or Misconceived Tests? Teaching of Psychology, 14, 210–214). Sample item: Mentally ill or retarded individuals are no more likely to be violent than normal people (T/F).

2. Content Area Quiz
   a. Developmental Psychology Sample item: Which of the following determines whether a person will exhibit a particular psychological trait (e.g., openness to experience)? A) nature, B) nurture, C) both a and b, or D) either a or b, depending on age of the person.
   b. Social Psychology Sample item: A person of a given ethnic group believes that all people belonging to a different ethnic group are lazy, even though she has never met an individual of that ethnic group. Having such a belief based exclusively on an individual’s pertinence to an ethnic group is known as a) ethnic bias, b) prejudice, c) stereotype, or d) cognitive distortion.
   c. Abnormal Psychology Sample item: the DSM is a a) treatment manual for personality disorders, b) diagnostic manual for psychopathological conditions, b) self-report diary in which people keep track of their feelings, or d) research tool used with vulnerable populations (e.g., children).

For the Spring 2013 semester, we removed the Misconceptions Quiz because it did not adequately assess SLO9, and added three measures designed to address diversity approaches and behaviors more directly: 1) Diversity Endorsement Measure, 2) MIVILLE-GUZMAN UNIVERSALITY-DIVERSITY SCALE – SHORT FORM, (M-GUDS-S), & 3) COURSE DIVERSITY AWARENESS: 4-
items pertaining to whether the course increased awareness of diversity-related issues. Additionally, we included the Content Area Quiz from the Fall 2012 semester.

1. **Diversity Endorsement Measure** was to assess endorsement of diversity at universities. Students rated items on a scale from 1 (Strongly Disagree) to 7 (Strongly Agree). 

*Sample Item:* A university should help students understand that differences in backgrounds and experiences can lead to different values and ways of thinking.


2. **Miville-Guzman Universality-Diversity Scale** measures 3 aspects of Diversity: a. **Diversity of Contact** – students’ interest in participating in diverse social and cultural activities, b. **Relativistic Appreciation** – the extent to which students value the impact of diversity on self-understanding and personal growth and c. **Comfort With Differences** – students’ degree of comfort with diverse individuals). Students rated items on a scale from 1 (Strongly Disagree) to 7 (Strongly Agree).

*Sample Items: a) Diversity of Contact:* I am interested in learning about the many cultures that have existed in this world. b) **Relativistic Appreciation:** Knowing about the different experiences of other people helps me understand my own problems better, and c) **Comfort with Differences:** I often feel irritated with persons of a different race (items are reverse scored).


3. **Course Diversity Awareness:** Items pertaining to whether the course (PSYC 2010) increased awareness of diversity-related issues. **Sample Item:** My psychology course increased my awareness of culture differences. Students rated items on a scale from 1 (Strongly Disagree) to 7 (Strongly Agree).

**Data Collection:** All students enrolled in PSYC 2010 were asked to complete the assessment in Qualtrics (an online survey system used by the College of Liberal Arts and
Psychology Department during the end of the semester. The online assessment was completed by 661 students (60% response rate) during the Fall 2012 semester and 716 students (78% response rate) during the Spring 2013 semester. Because of the lower response rate during the Fall 2012 semester, additional time and more emails were sent during the Spring 2013 semester to increase participation by 18%.

Findings: What assessment data did each assessment method produce?

Misconception Quiz results: Fall 2012: Score: Mean (SD) = 3.32 (1.22).

Content Area Quiz Results Fall 2012: Developmental Percent Correct (SD) = 64.84 (18.38), Abnormal Percent Correct (SD) = 68.53 (23.43), Social Percent Correct (SD) = 75.89 (21.38), and Spring 2013: Developmental Percent Correct (SD) = 71.40 (17.81), Abnormal Percent Correct (SD) = 66.17 (13.22), Social Percent Correct (SD) = 73.83 (14.42).

Diversity Endorsement Measure Results Spring 2013: The scale reliability alpha = .89. Score: Mean (SD) = 5.81 (0.97) on the 7-point scale indicating high agreement with endorsing diversity at the university level.

Miville-Guzman Universality-Diversity Scale – Short Form, (M-GUDS-S) Results Spring 2013 for each subscale:

a. Diversity of Contact: The scale reliability alpha = .74. Score: Mean (SD) = 5.37 (0.84) on the 7-point scale.

b. Relativistic Appreciation: The scale reliability alpha = .78. Score: Mean (SD) = 4.56 (1.02) on the 7-point scale.

c. Comfort with Differences: The scale reliability alpha = .72. Score: Mean (SD) = 4.08 (0.94) on the 7-point scale.

Course Diversity Awareness Results Spring 2013: The scale reliability alpha = .83. Score: Mean (SD) = 5.00 (1.06) on the 7-point scale.

Based on the comprehensive rubric for the appropriate SLO(s), indicate the extent of competency of the average student who has completed this core course in each learning outcome assigned to it:

Rubric Subsection #1

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**How did you (or will you) use the findings for improvement?**

*What questions / issues / concerns did your data raise for the faculty teaching the course? What discussion did the faculty have about the findings? What future actions to improve student attainment of this outcome will the department / program take as a result of this analysis?*

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**Additional Comments:**

*What else would you like the Committee to know about your assessment of this course or plans for the future?*

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