1. **AGSC Content Area of Alignment:** Area IV: History, Social and Behavior Sciences

2. **SLO(s) being assessed:** Student will.
   
   SLO 9: Students will understand and appreciate diversity of an within societies of the U.S. and the world.

3. **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 is associated with SLO9. 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 two years. 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) Content areas questions were generated from faculty who regularly teach these content areas. 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. 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. 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). To increase online assessment response rates from last year (42%), PSYC 2010 Introduction to Psychology students completed the assessment online with an opportunity to earn extra credit for its completion. The Misconceptions Quiz was assessed twice: at beginning of semester: pre and at end of the semester: post. Completion rates were as follows for the Fall 2011 semester (Pre: 668 students, 68% response rate and Post: 628 students or 64% response rate), and Spring 2012 semester (Pre: 654 students: 64% response rate and Post: 559 students, 58% response rate). Content Area Quiz was assessed at the end of the semester with the post Misconception quiz).

4. **Findings: What assessment data did each assessment method produce?**

   Misconception Quiz results: Fall 2011 Results: Pre-Test Total Score: Mean (SD) = 3.18 (1.21), and Post-Test Total Score Mean (SD) = 3.31 (1.09), and Spring 2012 Results: Pre-Test Total Score: Mean (SD) = 3.27 (1.21) and Post-Test Total Score Mean (SD) = 3.31 (1.09). Content Area Quiz Fall 2011: Developmental Percent Correct (SD) = 63.28 (19.13), Abnormal Percent Correct (SD) = 58.12 (23.57), Social Percent Correct (SD) = 67.35 (22.25), and Spring 2012: Developmental Percent Correct (SD) = 61.37 (21.25), Abnormal Percent Correct (SD) = 59.36 (24.45), Social Percent Correct (SD) = 66.25 (22.54)

5. **How did you (or will you) use the findings for improvement?**
The Department of Psychology’s Undergraduate Committee (comprised of 4 faculty members--2 who teach PSYC 2010 regularly, 1 staff, and a graduate student member who teaches PSYC 2010) met to discuss the results and feedback from the CORE Assessment Committee. The committee reflected on the lack of improvement on the Misconceptions Quiz. The committee believes that the Misconception Quiz can capture SLO9, however, some of the items are a bit misleading (e.g., item 5 regarding split personality) and/or are worded ambiguously. The Resolution is to improve wording for all items for next administration. In terms of content area quiz, the committee agreed that the items in social, developmental, and abnormal content areas capture SLO9, however, neuroscience and learning content do not capture SLO9, therefore, the latter two content areas will not be included in future administrations. Furthermore, the department of Psychology is planning to implement modules that capture SLO9 that will be provided to all PSYC 2010 instructors and students will be testing on the content of these modules. This will ensure that all students who enroll in PSYC 2010 will receive the same information regardless of instructor. The initial proposal for SLO9 indicated that the assessment measures would be included in the final exam. However, after discussion with the PSYC 2010 instructors, undergraduate committee and faculty members in the department of psychology, the consensus was that this would place additional demands on the student and would be unfair to include assessment measures as part of their grade. Thus, assessment measures should be completed online at the end of the semester. To increase response rate in assessment measures, students enrolled in PSYC 2010 will complete the assessment in a large computer lab (e.g., Biggin Center) during one of their class periods at the end of the semester.

6. Additional Comments:  
[What else would you like the Committee to know about your assessment of this course or plans for the future?]

7. Committee Comments  
Mean of rubric score = 3.37 (out of 4) The assessment was divided into a misconception quiz (pre- and post test) and a concept area quiz (post quiz). Having a reference for the misconception portion and an examples of each was helpful. How do these three questions and the remaining twelve questions relate to the SLO9 and it's three subparts. Do you have five questions mapped to each of the three subparts for the 15 question content area quiz? Last year we asked how these question let us know if students can: relate contributions of groups or individuals, critically analyze one's own culture and others? I do believe the questions can demonstrate knowledge or demonstrate understanding of cultures and diversity. Not sure if the concept area quiz is a measure of student knowledge rather than related to SLO9. The elimination of portions of the concept quiz seem very logical. I am not certain we can say are students are achieving SLO9 if we by design if we are not measuring more than one third of our students (36-37 percent). We may have a selection bias with the students who choose to participate. They have a committee assembled to discuss this SLO9 and the course in general comprised of 4 faculty members--2 who teach PSYC 2010 regularly, 1 staff, and a graduate student member who teaches PSYC 2010. It mentioned that the wording will be improved on some questions but does not expand on this. How would SLO 9 questions on a final place additional demands on students? Wouldn't the final already contain many diversity questions for a course the supports SLO 9 learning goals (including the new modules you plan on adding)?