



Planning and Evaluation Tracking

College Year: Results: 2008-2009 Action Plan for 2009-2010

Division of: Behavioral Studies

Person Responsible: Jerry Moller

Department of: Behavioral Sciences

Person Responsible: Jerry Moller

Purpose Statement:

Goal Statements	Objectives/Outcomes (including assessment tools and standards)	Results	Use of Results (including improvements and revisions)
1. Develop an appreciation of the diversity of the human condition.	1. After completing courses in behavioral sciences, students will demonstrate a significant change in attitudes toward diversity. This will be demonstrated by the completion of an anonymous pre and post survey (test).	<p>1. This year, 176 students from General Sociology, Minority Relations and Social Psychology courses at Amarillo College answered 5 questions in a pre and post test format that were related to students' appreciation and comfort level with the American culture, as well as other cultures, religions and ethnic traditions. The sample included 67 men and 258 women from ages 18-50+ years, with 29% Caucasian (non-Hispanic), 52% African Americans, 15% Hispanics, 14% Asians and .6% Middle Easterners.</p> <p>Item 1: This item was related to students' appreciation of American culture. No difference was expected on this item from the pre and post test. The hypothesis was confirmed with the pre test mean being 4.02 and</p>	<p>1. According to the 2008-2009 Action plan, questions were rewritten and collected from a much larger sample of students, across several different courses with different instructors.</p> <p>2. There will be a continued focus on appreciation of cultural, racial and ethnic diversity for upcoming year.</p> <p>3. Action Plan for Improvements and Revisions:</p> <p>a. Additional exercises have been added to the General Sociology course and the Social Psychology course to enhance appreciation and understanding of the diversity right here at Amarillo College. This will include two class segments, one at the beginning of the course and one towards the end of the course where students share about their cultural background.</p>

the post test being 4.14, $t = -1.519$, $p = .130$

Item 2: This question examined students comfort level with people of other cultures. Results showed a significant shift to a greater comfort level from the pre mean of 1.91 to the post mean of 1.75, with a difference of .165, $t = 2.435$, $p = .015$ (a lower mean suggests greater comfort).

Item 3: Examined students comfort with someone of a different religion (or no religion) from their own. Results showed a significant shift to a greater level of comfort with a pre-mean of 1.82 and post mean of 1.61, $t = 2.98$, $p = .003$.

Item 4: Created a scenario related to the Cambodian culture, and asked students to rate their ability to appreciate other cultural traditions. Students showed a significant shift to less ethnocentric views on the post test, with a pre mean of 2.46 and a post mean of 2.21, $t = 3.006$, $p = .003$.

Item 4: Examined a second scenario related to Middle Eastern customs. Again, students were asked to rate their appreciation for these

b. A film has been added to our library for these courses that is designed to enhance both student discussion and appreciation for multicultural awareness.

c. Two homework assignments have been added for credit to encourage students to visit a church, synagogue, mosque, AA meeting, or other types of "spiritual" or "religious" meetings different from their own background or to interview someone of a difference race, culture or religion.

d. The item on the diversity questionnaire that did not meet significance was related to Middle Eastern culture. A special segment has been added to some courses that deal with stereotypes and realities of Middle Easterners, also reflecting on the fact that Jesus of Nazareth was of MIDDLE EASTERN descent. This segment of the courses will include a research topic AND/OR an in class discussion.

cultural traditions. Results showed a trend towards less ethnocentric views, but this did not reach significance with a pre mean of 2.83 and a post mean of 2.61, $t = 1.65$, $p = .101$.

2. Develop an understanding and exhibit knowledge of how basic scientific research is conducted in the behavioral sciences, including comprehension of research methodologies and designs typically used in psychology and sociology,

2. After completing courses in General Psychology, students will be able to demonstrate knowledge regarding the components of an experiment, the different research designs, including experiment, correlation, survey, case study, and naturalistic field observation, as well as establish the difference between correlation and cause and effect findings. This will be demonstrated by a pre test, followed by a lecture and/or lab over scientific research in the behavioral sciences, and followed by a post test over the same questions.

2. No data available at this time. Data will be collected in Fall of 2009 and/or Spring of 2010 in several general psychology courses taught by different instructors in the behavioral science department. At least one of these courses will include an online course.

2. Results/improvements and revisions pending data collection

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