Program Assessment: Stereotype Jeopardy

APRIL 15, 2016
OVERVIEW + CONTEXT

For many people, stereotypes can be an uncomfortable topic to discuss. OID’s Student Diversity and Inclusion Programming Unit took note of this and decided to address the touchy subject in a hands-on activity.

Inspired by the popular TV game show *Jeopardy*, the students engaged their peers in three rounds of *Stereotype Jeopardy*.

This fun and engaging format allowed participants to test their knowledge of stereotypes in a disarming way.

A debriefing was held at the conclusion of the game to address comments, questions and concerns.

A total of 10 students and two alumni from the College took part in the program.
Survey Results
Survey Question 1

I am a...

- CofC Student
- CofC Faculty
- CofC Staff
- CofC Graduate
- CofC Trustee
- CofC Alumni

RESULTS
Survey Question 2

I am...

- African American
- Hispanic/Latino
- White
- Multi-ethnic
- Native American
- Asian American/Pacific Islander

RESULTS

Attendee Ethnicity

- African American
- Asian American/Pacific Islander
- White
- Hispanic American/Latino
- Multi-ethnic
- Native American
- No Response
Survey Question 3

I found out about today’s event through...

- Social Media
- Word of Mouth
- A Flyer
- Email

RESULTS
Survey Question 4

I attended today’s event because I...

- Wanted to learn more about stereotypes and biases
- Was curious about the event/activity
- Wanted to learn more about OID

RESULTS

<table>
<thead>
<tr>
<th>Purpose of Attending</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hear the Speaker</td>
<td>2</td>
</tr>
<tr>
<td>To learn more about OID</td>
<td>1</td>
</tr>
<tr>
<td>Complete course assignment</td>
<td>0</td>
</tr>
<tr>
<td>Become informed</td>
<td>5</td>
</tr>
<tr>
<td>Network</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Question 5

Prior to this event were there various names, terms, characterizations or descriptions of different ethnic or social groups you believed were acceptable to use?

- Yes
- No

RESULTS

Pre-event Attitudes on Stereotypes

- Yes: 1
- No: 8
- No Response: 1
Survey Question 6

If you answered, yes to question 5, how likely are you to discontinue using names, terms, or descriptions you learned are unacceptable?

- Very Likely
- Somewhat Likely
- Unlikely

RESULTS

<table>
<thead>
<tr>
<th></th>
<th>Very Likely</th>
<th>Somewhat Likely</th>
<th>Unlikely</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

Post-event Attitudes on Stereotypes
Survey Question 7

What did you expect to learn as a result of participating in today’s event?

- Which stereotypes are used to characterize different ethnic and social groups
- How to dispel the use of stereotypes used to characterize different ethnic and social groups
- The impact stereotypes can have on intercultural and interpersonal relationships
- Other (briefly explain)

RESULTS

- Which stereotypes are used to characterize different ethnic groups
- How to dispel the use of stereotypes
- The impact of stereotypes
- Other
- No Response

Expectations

- 6
- 5
- 7
- 0
- 1
- 0

12
Survey Question 8

Were you expected learning outcomes achieved?

- Yes
- No
- Somewhat

RESULTS
Survey Question 9

How would you rate the overall quality of this event?

- 4 = excellent
- 3 = good
- 2 = fair
- 1 = poor

RESULTS
Survey Question 10

How would you rate your level of intercultural competence (diversity awareness) after attending this event?

- 4 = improved
- 3 = somewhat improved
- 2 = the same
- 1 = unimproved

RESULTS

Improvement of Diversity Awareness
Survey Question 11

Do you believe this program was relevant contribution to all-inclusive diversity at the College of Charleston?

- Yes
- No

RESULTS

Program Relevance

- Yes
- No
- No Response
Survey Question 12

Which diversity topic(s) would you like to see the College address through future programming? (check all that apply)

- Race, Class and Politics
- LGBTQ Issues
- Religious Diversity
- Disability Issues
- Global Diversity Issues
- Other (briefly explain)

RESULTS

Suggested Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race, Class &amp; LGBTQ Issues</td>
<td>8</td>
</tr>
<tr>
<td>Religious Diversity</td>
<td>6</td>
</tr>
<tr>
<td>Disability Issues</td>
<td>6</td>
</tr>
<tr>
<td>Global Diversity Issues</td>
<td>5</td>
</tr>
<tr>
<td>Other (mental Illness)</td>
<td>0</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Question 13

In the future, which format(s) would you prefer to engage in discussions/dialogues about diversity at the College of Charleston?

- Intimate Workshops
- Large Lectures
- Hands-on Activities

RESULTS

Recommendations For Future Programs

- Intimate Workshops: 53%
- Large Lectures: 18%
- Hands-on Activities: 29%
- No Response: 0%
Appendix

Additional resources and helpful definitions regarding stereotypes have been included in this section for additional context regarding the purpose of this project.
Further Reading

- Whistling Vivaldi: How Stereotypes Affect Us and What we Can Do (Claude M. Steele)
- Blindspot: Hidden Biases of Good People (Mahzarin R. Banaji)
- Everyday Bias: Identifying and Navigating Unconscious Judgments in Our Daily Lives (Howard J. Ross)
- Real Sister: Stereotypes, Respectability, and Black Women in Reality TV (Jervette R. Ward)
- Seeing Patients: Unconscious Bias in Health Care (Augustus A. White, III)
- 3 Keys to Defeating Unconscious Bias: Watch, Think, Act (Sondra Thiederman, Ph.D.)
- Stereotype Threat, and Gender Beliefs in Adolescence: Who Dare Sings: Gender Stereotypes and adolescent activity choice (Penelope W. St. J. Watson)
- Benign Bigotry: The Psychology of Subtle Prejudice (Kristin J. Anderson)
- Arab Women in Arab News: Old Stereotypes and New Media (Amal Al-Malki)
- Ouch! That Stereotype Hurts...Communicating Respectfully in a Diverse World (Leslie C. Aguilar)
Helpful Definitions

- Stereotype Threat
- Multicultural Education
- School Culture
- Test Bias