Program Assessment:
Stereotype Jeopardy

OCTOBER 23, 2015
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 18 students and three alumni from the College took part in the program.
Of the 21 students in attendance at this event, 19 chose to complete the survey administered following the activity. An assessment of those results can be found on pages 4-18 of this report.
Survey Question 1

I am a...

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

RESULTS

Question 1: CofC Affiliation

- Student: [Bar Graph]
- Faculty: [Bar Graph]
- Staff: [Bar Graph]
- Trustee: [Bar Graph]
- Alumni: [Bar Graph]
Survey Question 2

I am...

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

RESULTS
Survey Question 3

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

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

RESULTS

- Social Media: 26%
- Word of Mouth: 37%
- A Flyer: 7%
- Email: 30%

Question 3: Event Notification
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
- Other (briefly explain)

RESULTS

Question 4: Reason for Attending Event

- Learn more about stereotypes and biases
- Curiosity about event/activity
- Learn more about OID
- Other
Survey Question 5

Prior to this event, I would rate my knowledge-level of stereotypes used to characterize different ethnic and social groups a...

- 4 = high
- 3 = moderate
- 2 = low
- 1 = very low

RESULTS

Question 5: Pre-event Knowledge Level of Stereotype Impact

- High: 35%
- Moderate: 60%
- Low: 5%
Survey Question 6

After this event, I would rate my knowledge-level of stereotypes used to characterize different ethnic and social groups a...

- 4 = highly improved
- 3 = improved
- 2 = modestly improved
- 1 = not improved

RESULTS

Question 6: Post-event Knowledge Level of Stereotype Impact

- Highly Improved: 40%
- Improved: 50%
- Moderately Improved: 10%
Survey Question 7

I would attributed my increased, or unchanged, knowledge-level of stereotypes to...

- “Learning more.”
- “Research/Reading.”
- “The Jeopardy Game.”
- “Academic Classes.”
- “This Game.”
- “My church; African American Programs.”
- “Not saying them.”
Survey Question 8

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

Question 8: Pre-event acceptance of various stereotypes

- Yes 47%
- No 47%
- No response 6%
Survey Question 9

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

- Very Likely
- Somewhat Likely
- Unlikely

RESULTS

Question 9: Likelihood of discontinued use/acceptance of various stereotypes

- Very Likely: 37%
- Somewhat Likely: 5%
- Unlikely: 11%
- No Response: 47%
Survey Question 10

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

Question 10: Expected learning Outcomes

- 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)

No Response

Other (briefly explain)
Survey Question 11

Were you expected learning outcomes achieved?

- Yes
- No
- Somewhat

RESULTS

Question 11: Achievement of Expected learning Outcomes

No Response

Somewhat

No

Yes
Survey Question 12

How would you rate the overall quality of this event?

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

RESULTS

Question 12: Event Quality Rating

- Excellent
- Good
- Fair
- Poor
- No Response
Survey Question 13

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

- Yes
- No (briefly explain)

**RESULTS**

Question 13: Relevance to CofC’s Diversity Goals

- Yes: 90%
- No: 10%
- No Response: 10%
Survey Question 14

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
Survey Question 15

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

Question 15: Preferred format for future diversity programs and events

No Response
Hands-on Activities
Large Lectures
Intimate Workshops
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