

**Psychology Department
Diversity Management Program
Assessment Report 2005-2006**

Goals:

The field of Diversity Management is broad and is often experienced as a practice rather than a discipline of study. The objectives of the Diversity Management Program are to raise participant awareness, build skills, and afford opportunities for practice in the following areas:

- ◆ effective interpersonal communication in a diverse setting;
- ◆ understanding and valuing diversity;
- ◆ facilitation within and between diverse groups;
- ◆ assessment, measurement and evaluation of diversity initiatives
- ◆ advanced training in designing diversity interventions for organizations; and
- ◆ conflict resolution and problem solving.

The program provides participants with the following diversity competencies and skill sets:

- Self-education
- Cultural-Specific Discernment Skills
- Change Management Skills
- Assessment Skills
- Collaborative Learning
- Creative Management of Differences
- Effective Communicating across Differences
- Use of Self as a Tool
- Conflict and Collaborative Problem-Solving Skills

The 7 workshop courses are considered a seamless learning process for the students. The 3 foundation courses present the underlying theories and frameworks that support understanding human differences.

Student Learning Outcomes

- ✓ 1) Students will be able to articulate at least three frameworks for organizing the field of Diversity Management and apply these frameworks in various organizational cultures.
- ✓ 2) Students will be able to design a diversity intervention appropriate to the diagnosed issue or concern.
- ✓ 3) Students will be able to effectively facilitate a group of diverse individuals in both an interpersonal and work task setting.

- ✓ 4) Students demonstrate skills and competencies of an effective change agent and know how to manage change and transition in organizations.
- ✓ 5) Students will be able to employ conflict resolution skills with diverse populations.

The following outcome measures were employed during the program year 2005-2006:

Pre and Post Objective Test

Mid-Program Learning Log Presentations

Feedback Sessions with Competencies Form and Individual Development Plan (IDP)

Objective Comprehensive Exams

Professional Seminar with Competencies Form and Individual Development Plan (IDP)

Practicum Rating Scale

Exit Requirement: Essay Comprehensive Exam or Thesis

Outcomes

DMP 9 Students were given a comprehensive objective test in Fall 2005 and again in late Spring 2006. DMP 8 Students as their exit requirement were required to take either comprehensive exams or write a thesis. These outcome measurements reflect content from the following courses:

Course	Instructor
Psy 573 Group Dynamics	Carla Carten
Psy 672 Multicultural Psychology and Diversity Practicum	Carla Carten
Psy 605 Human Services Consultation	Carla Carten
Psy 525 Social Psychology	Steve Slane
Psy 518 Personnel Psychology	Tom Wilkes
Psy 522 Organizational Psychology	Carla Carten
Psy 593 Professional Seminar	Charles Stuppy
Psy 685 Readings for Comprehensive Exams	Steve Slane

Students represent intact cohort groups throughout the degree program. This report characterizes the results of DMP 8 (cohort group 8 or the 8th class of the program's history), Graduation Class of 2006 and DMP9 (cohort group 9 or the 9th year of the program's history), Graduation Class of 2007. The course content in the program is considered seamless from course to course so one pre and post test was our preferred method of assessment.

Intervention	Result/Learning Outcome
Pre/Post Objective Test (DMP9)	Significant improvement as indicated by t-test <i>Learning Outcome #1</i>
Mid-Program Learning Logs (DMP9)	Group Presentations of Learning with verbal and written feedback provided by faculty evidenced general mastery of content. Could identify at least 3 frameworks and theories for organizing the field of diversity management. <i>Learning Outcome #1</i>
Feedback Sessions (DMP9)	Individual written feedback provided for each student outlining development in the competency areas (see Individual Development Plan [IDP] form). 100% (14) of the students at Level One for Knowledge, Awareness and Skill components. <i>Learning Outcome #3</i>
Objective Comprehensive Exams (DMP9)	58% of students (7) passed on first administration (score of 80% required for passing). <i>Learning Outcome #1</i>
Professional Seminar (DMP8)	Individual assessment of IDP—Ratings increased for cohort 8. <i>Learning Outcome #2,3,4,5</i>
Practicum Rating Scale (DMP 8)	Rating Scale still in revision. To be

	completed for August 2006 <i>Learning Outcome #2,3,4,5</i>
Essay Comprehensive Exams (DMP8)	58% (7 students) passed all 3 sections on first administration; 42% (5 students) passed all 3 sections on second administration. <i>Learning Outcome #1</i>
Thesis-Written and Oral Defense (DMP8)	No thesis students during this time period

Research

Direct evidence for accomplishing the goals is indicated in the results column of the outcome section. Indirect evidence includes student testimony of gift of \$600 scholarship for the program given by DMP7 in appreciation for their education during the program. Students are also able to secure jobs. See attached emails on pages 5 and 6 of this report.

Findings

The data was analyzed by the DMP faculty in 'staffing' meetings where student progress was discussed. Individual advisors rated students on the Competencies Form.

Review

Carla Carten, Victoria Winbush and Herb Stevenson were directly responsible for advising and assessing each student of DMP9 and track their progress through Individual Development Plans (IDP). Other instructors in the program give input to this process. Thus, faculty and students are intimately involved in the evaluation of goals and skill sets determined for the program.

Actions

- ✓ We have conducted a Visioning Retreat for the faculty to set 2015 goals for the program.
- ✓ We are revising the Competencies Form. Two faculty are working to improve it for the upcoming cohort group.
- ✓ We are revising a practicum rating scale to be used in August 2006.
- ✓ We have given better structure to the thesis process by adding a mandatory meeting for thesis students and a mandatory pre-oral defense meeting to insure successful completion.