

Learning Goal: Diversity

Date: Spring 2015

What was assessed: 112 work products from seven assignments in EDN 200, ENG 230, and NSG 405, all in the Living in Our Diverse Nation component

How it was assessed: Information Literacy VALUE rubric

Results: Lower Division

Lower-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
DV 1 Factual Knowledge	75.4%	32.3%
DV 2 Knowledge of Diverse Perspectives and Roots	68.4%	33.3%
DV 3 Examining Diversity, History, and Culture	83.3%	8.3%
DV 4 Evaluating Claims and Theories	53.8%	21.5%

Summary:

- Scores tended to be higher, based on the percentages of scores at levels three and four, for DV1 Factual Knowledge and DV2 Knowledge of Diverse Perspectives and Roots.
- Many work products (81.5%) received scores of NA for DV3 Examining Diversity, History, and Culture.
- A few work products (12.3%) received NA scores for DV2.
- Scores were lowest (based on the percentages of level zero and one scores) on DV4 Evaluating Claims and Theories.

Results: Upper Division

Upper-Division Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
DV 1 Factual Knowledge	67.4%	20.9%
DV 2 Knowledge of Diverse Perspectives and Roots	--	--
DV 3 Examining Diversity, History, and Culture	--	--
DV 4 Evaluating Claims and Theories	68.6%	28.6%

Summary:

- For all work products scored on Diversity rubric that were completed in upper-division courses, two dimensions—DV2 Knowledge of Diverse Perspectives and Roots and DV3 Examining History and Culture—were deemed not applicable.
- Comparing the two dimensions that were scored, scores on DV4 Evaluating Claims and Theories were higher than those on DV1 Factual Knowledge (although DV4 was deemed NA for eight of the work products scored).