

## Learning Goal: Diversity

**Date:** Fall 2010

**What was assessed:** 113 student work products from HST 102, HST 103, HST 201 (in-class essay exam responses and out-of-class term papers; online and traditional classes)

**How it was assessed:** UNCW-developed Diversity rubric, by ten faculty scorers

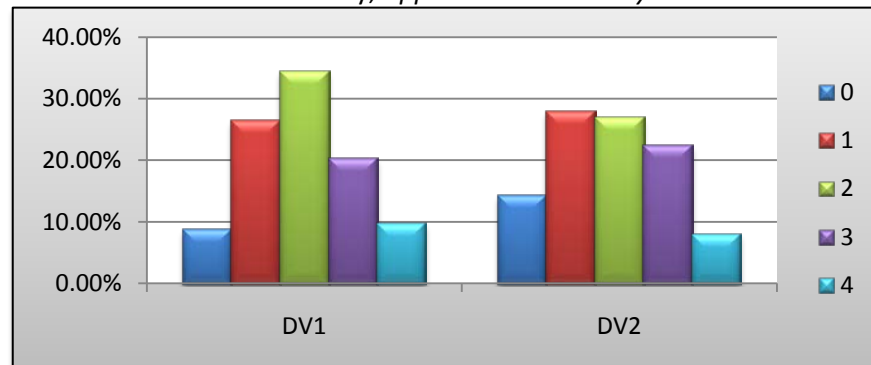
**Results:**

*This was the first pilot study for the Diversity rubric.*

**Diversity Score Results**

	0	Benchmark	Milestones		Capstone	NA
		1	2	3	4	
DIV1 Knowledge of Diverse Perspectives	10 (8.9%)	30 (26.8%)	38 (33.9%)	23 (20.5%)	11 (9.8%)	0 (0.0%)
DIV2 Contextual Importance and Implications	16 (14.3%)	30 (26.8%)	30 (26.8%)	25 (22.3%)	9 (8.0%)	2 (1.8%)

**Distribution of Scores for Diversity, Applicable Scores Only**



**DV1 Knowledge of Diverse Perspectives**

This dimension was scored for all five assignments. Scores on this dimension were slightly higher than for DV2, Contextual Importance and Implications.

**DV2 Contextual Importance and Implications**

This dimension was scored for all five assignments, though scorers indicated that this dimension was not applicable for the work products of two students.

**Other findings:**

- The two Diversity dimension scores were correlated with one another at the .01 level, with a correlation coefficient of .859
- No significant differences in the means, median, and distributions of DV1 and DV2 between the classroom based courses and the online course.

**Discussion:**

The median score on both DV1 and DV2 was 2. There were no statistically significant differences between the means, medians, and distributions of credit-hour groups (i.e. freshman, sophomores, juniors).

**Recommendations:**

Develop a central information site for faculty regarding the UNCW learning goals. Emphasize desirability of including relevant learning outcomes on syllabi. Work to define achievement levels across undergraduate experience.