

Learning Goal: Diversity

Date: Spring 2012

What was assessed: 256 student work products from GRN 101, HST 204, MUS 117, PSY 270, PSY 271, and SOC 325

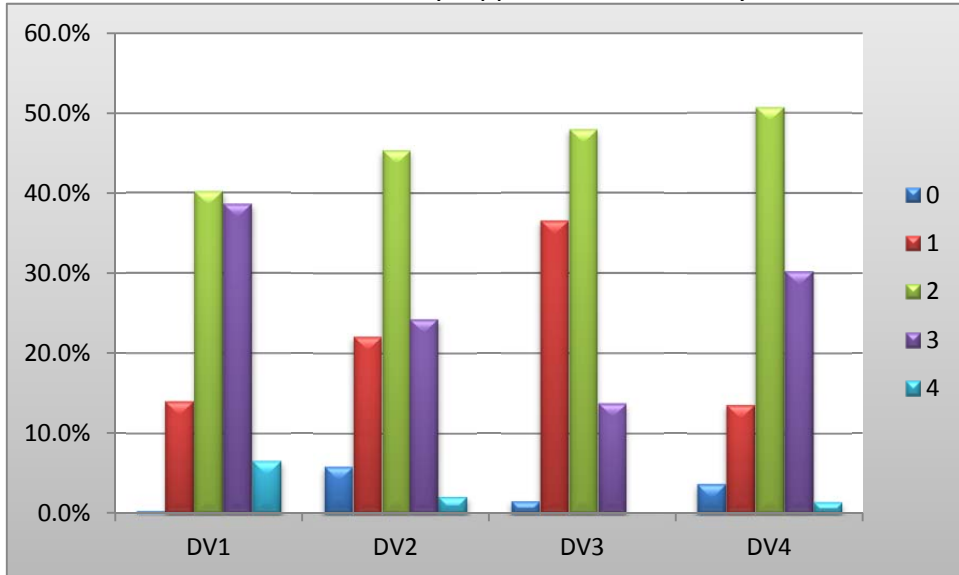
How it was assessed: UNCW-developed rubric, by 8 faculty scorers

Results:

Diversity Score Results

	Benchmark		Milestones		Capstone	NA
	0	1	2	3	4	
DV1 Factual Knowledge	1 (0.4%)	36 (14.1%)	103 (40.2%)	99 (38.7%)	17 (6.6%)	0 (0%)
DV2 Knowledge of Diverse Perspectives	11 (4.3%)	41 (16.0%)	84 (32.8%)	45 (17.6%)	4 (1.6%)	71 (27.7%)
DV3 Examining Diversity, History, Culture	2 (0.8%)	45 (17.6%)	59 (23.0%)	17 (6.6%)	0 (0%)	133 (52.0%)
DV4 Evaluating Claims and Theories	5 (2.0%)	18 (7.0%)	67 (26.2%)	40 (15.6%)	2 (0.8%)	124 (48.4%)

Distribution of Scores for Diversity, *Applicable Scores Only*



Strength:

DV1 Factual Knowledge

Weakness:

DV3 Examining Diversity, History, and Culture

Other findings:

- All dimension scores were correlated with each other at the .01 level of significance. The strongest correlation was between DV2 Knowledge of Diverse Perspectives and DV4 Evaluating Claims and Theories
- There was no statistical difference between the scores of students from the four credit-hour classes (freshman through senior).
- Assignments completed out-of-class scored higher on the three dimensions applicable to those assignments (DV1, DV2, and DV3).
- Females scored statistically higher than males on DV1, DV2, and DV3, and transfer students scored lower on DV2.

Discussion:

The percent of students meeting the level 2 benchmark for general education courses was: DV1 85.5%, DV2 71.9%, DV3 61.8%, and DV4 82.6%. The fact students scored high on DV4 Evaluating Claims and Theories is encouraging, though only half the assignments were aligned to this dimension. This was the first use of the internally-created rubric, and scorers provided valuable suggestions for improvement.

Recommendations:

Recommendations from the Learning Assessment Council will be made in Fall 2012.