



## Learning Goal: Diversity

**Date:** Spring 2018

**What was assessed:** 100 work products from three lower-division courses (GRN 101, MUS 116, and PSY 271) and 44 from one upper-division course (MGT 350)

**How it was assessed:** By six faculty members using the UNCW-developed Diversity 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	64.0%	4.7%
DV 2 Knowledge of Diverse Perspectives	60.5%	5.8%
DV 3 Thinking Critically about Human Diversity	58.2%	10.5%
DV 4 Evaluating Claims and Theories about Diversity	66.6%	6.9%

#### Summary:

- Work products scored in lower division were service learning reports, essays, and discussion question paragraphs completed by students independently (N=87). (3 courses; 4 sections).
- For all dimensions, over 50% of work products scored at two or above.

### 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	76.9%	7.7%
DV 2 Knowledge of Diverse Perspectives	61.5%	0.0%
DV 3 Thinking Critically about Human Diversity	23.1%	7.7%
DV 4 Evaluating Claims and Theories about Diversity	30.8%	0.0%

#### Summary:

- Work products scored in upper division were research or term papers completed by students independently (N=13) (1 course; 1 section).
- For two dimensions, over 60% of work products were scored a two or above; DV 3 and DV 4 both had fewer than one-third of papers scoring a two or higher.

### Analysis Across Course Levels:

There were the following significant differences in scores in the following:

Lower division vs upper division courses: scores in lower-division classes scored higher on DV3 and DV4

Classes taught by tenure-line faculty vs. non-tenure-line faculty: scores were higher on DV1 and DV2 in courses taught by tenure-line faculty

Course type (online, traditional, hybrid): scores were highest for DV2, DV3, and DV4 in traditional courses

Gender: females scored higher than males on DV1, DV3, and DV4

Rural vs. non-rural high school: scores from students who attended non-rural high schools were higher on DV4 than those of students from rural high schools.

For additional discussion of these findings, see the 2018 Annual Report at <https://www.uncw.edu/assessment/general/AnnualReports.html>