

Learning Goal: Global Citizenship

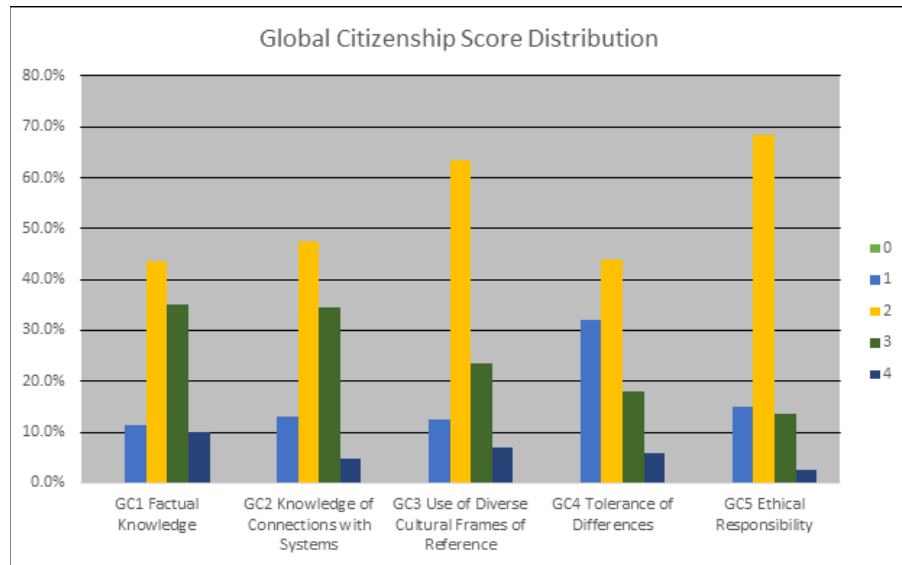
Date: Spring 2018

What was assessed: 168 student work products from three lower-division courses (ANT 105, ANT 206, and HST 101)

How it was assessed: By six faculty scorers using a UNCW-developed Global Citizenship rubric

Results:

All Courses		
<i>Dimension</i>	<i>% of Work Products Scored Two or Higher</i>	<i>% of Work Products Scored Three or Higher</i>
GC1 Factual Knowledge	88.8%	45.1%
GC2 Knowledge of Connections with Systems	86.8%	39.3%
GC3 Use of Diverse Cultural Frames of Reference	93.9%	30.4%
GC4 Tolerance of Differences	68.0%	24.0%
GC5 Ethical Responsibility	84.9%	16.4%



Summary

There was no statistically significant difference in scores across race and ethnicity groups, transfer vs. freshman-start students, Pell grant vs. non-Pell grant recipients, high school type (public, private, homeschool, adult diploma), or students from rural vs. non-rural high schools. There were the following significant differences in scores in the following:

- Classes taught by tenure-line faculty vs. non-tenure-line faculty: scores were higher on GC1 and GC5 in courses taught by tenure-line faculty
- Course type (online, traditional, hybrid): scores were highest for GC2 and GC5 in traditional courses
- Class level: scores from sophomore students were highest on GC4 than the other three class levels
- Gender: females scored higher than males on DV1, DV3, and DV4

Discussion:

The majority of all student artifacts scored at a Level two or higher for all dimensions, with all dimensions except for GC4 having around 85% or more papers scoring at a Level two or higher. Scores on all the Global Citizenship rubric dimensions were significantly positively correlated with the other rubric dimensions.