

Learning Outcomes Assessment

Assessment ID: 164

Assessment Type: General Learning Outcome

Year/Term: 2009 / 2

Name: Dense, Jeff

Email: jdense@eou.edu

Program: Philosophy, Politics and Economics

Prefix / Course Number: POL / 101

High Impact Practice (HIP):

- | | |
|---|---|
| <input type="checkbox"/> First Year Experience | <input type="checkbox"/> Learning Community |
| <input type="checkbox"/> Leadership Training | <input type="checkbox"/> Co-Curriculum |
| <input type="checkbox"/> University Writing Requirement | <input type="checkbox"/> Collaborative Assignments and Projects |
| <input type="checkbox"/> Undergraduate Research | <input type="checkbox"/> Diversity / Global Learning |
| <input checked="" type="checkbox"/> Service Learning / Community-Based Learning | <input type="checkbox"/> Internship / Practicum / Field Wor |
| <input type="checkbox"/> Performance | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Capstone Project | |

Learning Outcome: Civic Engagement

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 11

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Consistently explores multiple viewpoints and reflects on changes in personal attitudes and beliefs	1	9.1%	2	18.2%	8	72.7%
2. Exhibits an ability to listen, communicate, and engage within a civic discourse community	0	0.0%	3	27.3%	8	72.7%
3. Demonstrates an ability to act in inclusive ways within a group	2	18.2%	3	27.3%	6	54.5%
4. Demonstrates a consistent readiness for service to society through engagement with organizations, public interest groups, and other campus or community-based movements	1	9.1%	3	27.3%	7	63.6%
Averages: (based on <u>11</u> student sample size)	1	9.1%	2.8	25.0%	7.25	65.9%

Benchmark: 85% Institutional benchmark goal for percent of students to meet "Adequate" or "Proficient" levels
 (This institutional benchmark does not take into account the level of the course and the preparedness of the students in the sample. Results will help the institution understand the learning needs of participating students.)

Percent Achieving Benchmark 90.9% Actual percent of students meeting "Adequate" or "Proficient" levels

Learning Outcomes Assessment

Assessment: ID: 164

Question / Prompt / Assignment: (used for the assessment) You are to write a short (500-600 words) essay on a contemporary public policy issue of interest to you. I encourage you to write on an issue that is related to your major area of study, or an issue that affects you on a daily basis. You should (a) explain why the policy issue is of interest to you; (b) give some background information on the issue; and most importantly (3) Offer a policy proposal that will alleviate the "problem" you have isolated. In order to further hone your critical thinking skills, you should address both the strengths and weaknesses of your policy proposal. In order for you to understand the implications of the 'information superhighway' on American Government, you are required to "surf the Net" for some of your background information. You should provide a proper citation for this Internet-derived material. I would suggest a three paragraph format: (1) Introduction, (2) Background Information, (3) Proposed Solution.

□The final aspect of this civic engagement assignment requires you to write a one page typewritten letter to a public official detailing your position and proposed solution. The intent of this part of the assignment is to get you 'involved' in the public policy process other than the perfunctory exercise of voting. Although your policy proposal may not be adopted, the act of personal empowerment provided by this exercise will enable you to become a more informed, better-educated citizen.

□Unless you make prior arrangements with me, this civic engagement assignment is due in class on Friday, October 30, 2009. At that time you must personally turn in the following items paper-clipped together in the following order: (a) your one political participation essay; (b) Your letter to a public official; (c) a stamped, addressed envelope to place your letter in after your assignment has been evaluated. If you choose to send your letter via electronic mail, please attach a hardcopy of your e-mail to the public official. This political participation paper assignment is worth five (5) percent of your final grade for the course. The assignment will not be graded; rather, if you satisfactorily complete all facets of the assignment in a timely manner, you will receive full credit. Unless prior arrangements are made with me, no late political participation exercises will be accepted.

Commentary / Explanation: (provide context within the course/activity for the question/prompt/assignment) Less than 20% of Americans ever write to a public official.

Democracy means more than voting, it means impacting one's own life within the community.

Students need to learn process of devising solutions to societal problems, not just complain or ask public officials to support existing ideas.

Data Analysis: What do these results mean? (what do the results indicate regarding student proficiency in the outcome assessed) Students have generally been successful in understanding the implications of interfacing with public officials. However, some students generated self-interested proposals that don't meet the public aspect of the assignment.

Closing the Loop: Need to distribute rubric with assignment first day of class. The rubric was not distributed to the pilot group until half way through the term.

How will you use the results to improve student learning? Need to differentiate the assignment from expectations, re this is an ungraded assignment for which the student receives full credit, but need to have students strive for exemplary level of achievement.

How do these results relate to University, Program, and General Education Learning Outcomes? Need planning and debriefing class sessions, re have students work collectively towards generating policy proposals.

Student Samples (optional): (web links to posted, online files) Developing Example (web address)

Adequate Example (web address)

Proficient Example (web address)

NOTE: Student names cannot be used on the samples.