Learning Outcomes Assessment

Assessment: ID: 163

Assessment Type: General Learning Outcome

Name: Monahan, Greg

Program: History

Prefix / Course Number: HIST / 102

Year/Term: 2009 / 2

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High Impact Practice (HIP):

- [ ] First Year Experience
- [ ] Leadership Training
- [ ] University Writing Requirement
- [ ] Undergraduate Research
- [ ] Service Learning / Community-Based Learning
- [ ] Performance
- [ ] Capstone Project

- [ ] Learning Community
- [ ] Co-Curriculum
- [ ] Collaborative Assignments and Projects
- [ ] Diversity / Global Learning
- [ ] Internship / Practicum / Field Wor
- [ ] Portfolio

Learning Outcome: Communication

Assessment Method/Tool: Rubric

Measurement Scale: 1 - 3

Sample Size: 20

	Developing (# of students)		Adequate (# of students)		Proficient (# of students)	
	#	%	#	%	#	%
1. Clearly focuses and logically organizes communication	2	10.0%	8	40.0%	10	50.0%
2. Presents convincing evidence	2	10.0%	8	40.0%	10	50.0%
3. Edits carefully and accurately	2	10.0%	8	40.0%	10	50.0%
4. Employs graphics, media, and source materials appropriately and ethically	2	10.0%	8	40.0%	10	50.0%
Averages: (based on **20** student sample size)	2	10.0%	8	40.0%	10	50.0%

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   90.0%   Actual percent of students meeting "Adequate" or "Proficient" levels

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Question / Prompt / Assignment:
(used for the assessment)

Write a paper of no more than three pages. On the first page write a biography of your assigned character from Charles Dickens's _Hard Times_ as it appears in the book. On the second page, analyze his/her economic, social, and personal relationships with the other characters in the novel. On the third page, answer this deceptively simple question: Why did Dickens place this character in the book? That is, how does this character help Dickens advocate his opinions of English society in this period?

Commentary / Explanation:
(provide context within the course/activity for the question/prompt/assignment)

The paper is designed to prompt discussion of the economic/social classes and attitudes of those classes toward each other during the Industrial Revolution in England. Various characters represent the author's view of class and economics.

Data Analysis: What do these results mean?
(what do the results indicate regarding student proficiency in the outcome assessed)

Most students communicated their reading of the novel successfully. They managed to describe their character's relationships and understand the role of those characters in understanding the period.

Closing the Loop:

How will you use the results to improve student learning?

How do these results relate to University, Program, and General Education Learning Outcomes?)

As archetypes, these characters are very useful to refer back to in describing and analyzing the economic and social history of Europe since the Industrial Revolution. Students who complete the assignment come to a better understanding of that history. The paper also advances their written communication skills, which represent both a program and a university learning outcome.

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

NOTE: Student names cannot be used on the samples.

Developing Example (web address)

Adequate Example (web address)

Proficient Example (web address)