# Learning Outcomes Assessment

## Assessment: ID: 163

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**Program:** History  
**Prefix / Course Number:** HIST / 102

### 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 Work
- [ ] Portfolio

### Learning Outcome: Communication

**Assessment Method/Tool:** Rubric  
**Measurement Scale:** 1-3  
**Sample Size:** 20  
**Averages:**

<table>
<thead>
<tr>
<th># Developing (of students)</th>
<th>% Developing</th>
<th># Adequate (of students)</th>
<th>% Adequate</th>
<th># Proficient (of students)</th>
<th>% Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>10.0%</td>
<td>8</td>
<td>40.0%</td>
<td>10</td>
<td>50.0%</td>
</tr>
</tbody>
</table>

1. Clearly focuses and logically organizes communication

2. Presents convincing evidence

3. Edits carefully and accurately

4. Employs graphics, media, and source materials appropriately and ethically

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### Benchmark:

85%  
Institutional benchmark goal for percent of students to meet "Adequate" or "Proficient" levels

### Percent Achieving Benchmark:

90.0%  
Actual percent of students meeting "Adequate" or "Proficient" levels
Question / Prompt / Assignment: 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: 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? 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: 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): Developing Example (web address) Adequate Example (web address) Proficient Example (web address)

NOTE: Student names cannot be used on the samples.