(1) Please provide your raw assessment data (e.g., number of students who obtained the questions correct; results of scoring rubric, etc.).  You may upload this as a separate attachment.

 I am attaching three files.  One is pdf that includes 1) a table of figures representing census population and race data in Los Angeles in the first decades of the 20th century; and 2) a table of census population data for the state of California for that same period.

(2) Please summarize your assessment results with reference to the three specific learning goals you articulated in each of the three areas including (a) knowledge and conceptual understanding; (b) thinking and other skills; and (c) attitudes, values, dispositions and habits of mind.

 The three learning goals I articulated are:

1. Students will investigate the legal and socio-economic conditions of crime and the court system in early eighteenth-century London by conducting statistical searches in the Old Bailey Online, which provides quantitative evidence about indictments, verdicts, punishments, defendants, victims, etc.
2. Students will formulate a series of search queries for primary research in the Old Bailey Online criminal court archive; students will analyze their data and apply it to the interpretation of literary accounts of 18c crime.
3. Students will appreciate the value of quantitative evidence in the interpretation of literary works and the historical investigation of the past, and assess its usefulness in relation to narrative/qualitative evidence.

Obviously, the topic here had to be changed.  We were studying “ hard-boiled” detective fiction set in Los Angeles and San Francisco in the 1920s and 1930s, and through podcast lectures and specific discussion forum prompts, I required students to assess the depiction of Asians, and the deployment of orientalist rhetoric, in these stories figuration of the threats posed to white, elite Americans in the worlds of the unnamed “Continental Op” and Phillip Marlowe.

For GOAL #1: the revised goal was to investigate the legal and socio-economic conditions that influenced the literary representation of crime and deviancy in 1930s Los Angeles by consulting US Census data relating to Los Angeles’ population and racial composition. The discussion board work, and the related assessment task that required them to consult and interpret the census data, met this goal to some extent.  As you can see from the students’ scores, only two students received full credit, and many betrayed significant deficits..

For GOAL #2: I was not able to address this under the constraints of the course as it had to be designed.  We had only five weeks, and a significant researching task involving quantitative data such as census results was simply not feasible.

For GOAL #3: This goal was successfully met based on the follow-up discussion the students conducted after they had taken the assessment, when they were reading the *Big Sleep* and were asked to relate the population trends reflected in the census data to the evident anxiety about Asians expressed in Chandler’s novel.  Whether the students could actually interpret the data, once the trends were explained to them, they were able to reflect meaningfully on their relevance to Chandler’s and Hammett’s fictions.

(3) Do you feel that the assessment instrument(s) you used adequately measured whether or not your instructional activities were effective?  Why or why not?  Please also indicate how you will use these assessment results to improve your instruction.

 I addressed most of this question above.  I am not sure how I will be able to adjust instruction in a five-week intensive online Literature course.  With so little time, I had to prioritize instruction in my discipline’s core learning objectives.  When I teach this course in a regular semester, and when I have the opportunity to teach the materials I actually wrote in Niche, I expect it will be more successful.

(4) Please post your reflections on incorporating the instructional and assessment materials you developed/adapted as a result of NICHE.  Do you feel they were helpful and/or effective?  How did your students respond to them?  Will you continue to use them (both instructional and assessment materials) in the future?

I addressed this above to a great extent.  I liked the 18c materials I designed very much, and I am still awaiting an opportunity to use them.