

**Core Assessment Matrix (CAM)  
TEMPLATE**

UNIVERSITY OF SAN FRANCISCO

Core Area: History

Spring 2007

<b>(1) Student Learning Outcomes</b>	<b>(2) Measurement of Evidence</b>	<b>(3) Summary Results</b>	<b>(4) Assessment Informed Improvements</b>
Demonstrate a basic understanding of a significant span of history over a wide geographic area.	Students received an overview of Latin American history from the Pre-Columbian period to the present.	Course divided into specific themes that encompass the history of the entire region. These themes were also divided into specific historical periods.	Students received comprehensive exams (a mid-term and a final exam) designed to test their ability to understand the main historical trends in Latin America during the last 500 years.
Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.	Students introduced lectures, reading material, film clips, and music designed to illustrate and explain the various historical forces that have shaped Latin American society.	Student understanding of the significant historical forces that have shaped Latin American history divided into the themes: The European encounter of the Americas and colonization, independence and nation building, industrialization, and the impact of the Cold War and social movements in Latin America.	Students were required to express their understanding of the various forces that have shaped Latin American society through engaging discussions in class and on blackboard. They were also required to do so in the mid-term exam and the final.
Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.	The class focused on understanding societies within their own context. For example, a great deal of time was devoted to understanding and nature and logic behind human sacrifice in Mesoamerican civilizations.	Students were required to hold their present day judgement on specific historical events. For example, human sacrifice among the Aztecs or witch burning among Europeans took place within a specific historical context that might seem (at the surface) out of place in modern day society.	Essay exam questions required students to explain historical events within their context and within their time. Two additional papers on required reading also guaranteed that students looked at specific historical events within their context and time.
Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.	The focus on history was always centered on making themes relevant to ethical issues, including a focus on the relevance of a particular theme to contemporary society.	Students were always pressed to deal with tough ethical issues in each of the themes and to understand their context. For example, issues such as the role of torture in past and modern day societies was widely discussed with a focus the relationship of torture	Discussions in the classroom and on blackboard pressed students on deciphering the significance of events in Latin America to their daily lives. For example, a discussion on Latin American export economies and was specifically

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		to government and civil society.	centered on explaining how this process unfolded historically and how it is central to their daily lives.
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**Additional evidence that the general core learning outcomes are being met:**

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Demonstrate a basic understanding of a significant span of history over a wide geographic area.	History 110 surveys European civilization from ancient to modern times by lecture, discussion, and exams.	Generally satisfactory	Continuation of present methods. Attention to student comments.
Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.	Exams and discussion focus on revolutions-- political, religious, intellectual, scientific, and technological and on ideological systems which have shaped European culture	Generally satisfactory results, esp. in the unit on ancient Greek civilization.	Continuation
Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.	The civilization of ancient Greece (thru source materials) and the Old Regime are special case studies	The Theban Play of Sophocles generated very good exchange	Continuation
Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.	Attempts to cross-connect European ideas & values with American and traditional Asian cultures-- esp. India and China	Comparison of socially valued characteristics of Bronze Age Greece and Confucian China--warrior & gentleman scholar generated particular interest	Continuation

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Demonstrate a basic understanding of a significant span of history over a wide geographic area.	3 exams (midterm, quiz, final) & a group presentation, on history & culture of Japan, China & Korea, respectively in ancient, medieval & modern eras.	Increasingly better results in exams and in the presentations.	Continuation of present methods. Consider student peer comments.
Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.	Above essay exams plus major research paper fostered analytical skills re: topics re: topics ranging from socio-economic to political changes resulting from peaceful cultural contacts to wars. Individual discussions with students re: approaches and skills.	Generally favorable.	Continuation.
Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.	Explore variations of specific issues based on gender, cultural, etc. differences in past societies; leading to comparison/contrasts of similar past and present issues.	Increased awareness of importance of understanding past societies, civilizations in the light of their times and contexts.	Continuation.
Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.	Introduction to Asian ethical values introduced by great thinkers like Confucius, Lao Zi and the Buddha--to stimulate	Generally favorable.	Continuation.

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	students' awareness of past value systems in relation to present value systems in contemporary Asia as well as in Amrica.		
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Demonstrate a basic understanding of a significant span of history over a wide geographic area.	Midterm essay exam Two final essay exams History blog project	Students who achieved B or better on the exams and team project demonstrated knowledge in both a significant span of history (ancient to modern) and over a wide geographic area- from the ancient Near East to modern north Western Europe.	Students seem to grasp overall chronology but have a difficult time in understanding geography. I plan to create interactive maps and games that will engage the students in geography more directly.
Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.	Midterm essay exam Two final essay exams Discussion threads	Some students were better than others at articulating their understanding. Those that participated in class discussion and read both primary and secondary sources were successfully able to achieve this outcome.	One of the issues that students need to overcome is preconceived notions about some of these historical forces. I will develop more in class debates using primary and secondary sources that will have the students critically analyzing these forces with more depth rather than repeating general statements that they acquired over time.
Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.	Discussion threads In-class activities History Blog project	Most students were able to understand past civilizations in their own context and times. The team project helped them to focus in-depth and immerse themselves in a particular time period to get a richer understanding of that era.	After reviewing student surveys about which time periods interested them the most and why, it is clear that there is a variety of interest in different eras and that they achieve a good understanding of all the eras.
Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.	Final essay exam History Blog project	In the final essay, those students who achieved B or better were able to demonstrate how historical thinking serves as a framework for ethical issues today. This ability was also demonstrated in class discussions where students applied the lessons of	Students have generally been able to achieve this learning outcome very well and have demonstrated this consistently in their final essay exam as well as their blog conclusions.

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		history to the contemporary world.	
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**Additional evidence that the general core learning outcomes are being met: Several weeks after the midterm, I conduct a survey on Blackboard where I ask questions of students that speak directly to their learning. The questions seek to find out what they know, what assignments they learn best from, if they like the subject matter, why think the subject matter is important, etc. These surveys are anonymous so the students are free to speak their mind and it provides me with aggregate findings that are useful to see which learning outcomes are being met and how this is being achieved. It also serves as a culture of evidence for the work that has been achieved by the students.**

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Demonstrate a basic understanding of a significant span of history over a wide geographic area.	Two midterms; Final exam; Four debates; Four debate outlines; Four discussions of books; Four document summaries	Students performed very well all semester long.	Emphasize again the importance of early America (always a challenge when teaching on the West Coast).
Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations.	Same as above.	Also very strong, especially in 20 <sup>th</sup> century U.S. section.	Repeat again and again the need to proofread very carefully.
Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times.	Emphasis in all assignments was on how the data should be interpreted given the time period.	Always difficult, but the class had a very strong interest in trying to make sure we understood societies in their own time.	Very successful.
Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present.	Discussion throughout course as to how issues of race, class, and gender shaped U.S. history; heavy current events emphasis.	This class was especially interested in this area of the course.	Do even more with current events next time; the students seemed to really enjoy it.

**Additional evidence that the general core learning outcomes are being met:**