

**Core Assessment Matrix (CAM)  
TEMPLATE**

**UNIVERSITY OF SAN FRANCISCO**  
**Core Area: Service Learning**  
**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>
Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience.	Fieldnotes 1, 2, and 3; Literature review; Workshops 1 and 2; Final paper	Notes: A = 10, B= 6; Lit review: B= 7, C= 5, D=4; Workshops: Pass = 16; Final paper: A=2, B=12, C=2	Applications improved both in terms of quality of field notes and from the literature review to the final paper.
Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others.	Fieldnotes 1, 2, and 3; Workshops 1 and 2; Final paper	Notes: A = 10, B= 6; Workshops: Pass = 16; Final paper: A=2, B=12, C=2	Field notes are primary assessment of this outcome, and seem to work well to achieve and measure the outcome
Demonstrate an understanding of the extent to which all individuals share to be ethically engaged in furthering the welfare of their communities.	Fieldnotes 1, 2, and 3; Workshops 1 and 2; Final paper	Notes: A = 10, B= 6; Workshops: Pass = 16; Final paper: A=2, B=12, C=2	Although this outcome comes through in field notes, workshops, and writing, I find this outcome vague and difficult to assess
Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community.	Fieldnotes 1, 2, and 3; Exercises 1 and 2; Interviews 1 and 2; Literature review; Workshops 1 and 2; Final paper	Notes: A = 10, B= 6; Exercises/interviews: A= 14; B= 2; Lit review: B= 7, C= 5, D=4; Workshops: Pass = 16; Final paper: A=2, B=12, C=2	These various measurements allow me to see growth in this learning area, especially when they culminate in the final paper.
Reflect on the personal and academic impact of their experiences with a community or agency.	Fieldnotes 1, 2, and 3;; Workshops 1 and 2; Final paper	Notes: A = 10, B= 6; Workshops: Pass = 16; Final paper: A=2, B=12, C=2	The reflection measures are constant and core part of this course, and I do not find a need to change the measures.
Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action.	Fieldnotes 1, 2, and 3; Exercises 1 and 2; Interviews 1 and 2; Literature review; Workshops 1 and 2; Final paper	Notes: A = 10, B= 6; Exercises/interviews: A= 14; B= 2; Lit review: B= 7, C= 5, D=4; Workshops: Pass = 16; Final paper: A=2, B=12, C=2	The interplay between scholarship and action is central to all course activities, and these measures work well as assessments of such learning.

**Core Assessment Matrix (CAM)  
TEMPLATE**

<b>(1) Student Learning Outcomes</b>	<b>(2) Measurement of Evidence</b>	<b>(3) Summary Results</b>	<b>(4) Assessment Informed Improvements</b>
Think critically and act compassionately as they promote social justice.	Fieldnotes 1, 2, and 3; Exercises 1 and 2; Interviews 1 and 2; Literature review; Workshops 1 and 2; Final pape	Notes: A = 10, B= 6; Exercises/interviews: A= 14; B= 2; Lit review: B= 7, C= 5, D=4; Workshops: Pass = 16; Final paper: A=2, B=12, C=2	No single measure is used to assess critical thinking, compassion, and promotion of social justice, although such outcomes are visible in all course assignments (especially critical thinking); I find compassion and promotion of justice difficult to measure, and am not convinced that a strict measure of such emotions and activities is possible.

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

**Core Assessment Matrix (CAM)  
TEMPLATE**

**UNIVERSITY OF SAN FRANCISCO**  
**Core Area: Service Learning**  
**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>
Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience.	Two ethnographic project assignments + fieldwork + course readings	Students read ethnographic methods pieces and example papers before entering the field where they did their research. No student received below a C on paper 1 demonstrating adequate connection between course materials and their service experience	
Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others.	Field notes Two ethnographic project assignments	This was seen in their field notes and memos written about their research. I did not systematically assess this. However, I did point out to them when their notes were becoming too assumptive and not open to others. The 1 <sup>st</sup> ethnographic paper was about the culture of the field site without a place for their own assumptions, values, or beliefs while 2 <sup>nd</sup> ethnographic paper required students to reflect on both. High grades on the 2 <sup>nd</sup> project demonstrated successful completion of this outcome	In the future, I will reassess how I grade/look at the field notes and require more memoing - which will allow students more of this time for reflection and self-analysis.
Demonstrate an understanding of the extent to which all individuals share to be ethically engaged in furthering the welfare of their communities.	Two ethnographic project assignments + fieldwork	Student fieldwork accomplished this but was not really assessed as part of the class.	In the future, I will do something so that this can be assessed better.
Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community.	Two ethnographic project assignments + fieldwork	Students were required to do this as part of both of their paper assignments. No student failed these assignments and in fact grades/performance were mostly	

**Core Assessment Matrix (CAM)  
TEMPLATE**

<b>(1) Student Learning Outcomes</b>	<b>(2) Measurement of Evidence</b>	<b>(3) Summary Results</b>	<b>(4) Assessment Informed Improvements</b>
		above average.	
Reflect on the personal and academic impact of their experiences with a community or agency.	Ethnographic project 2	See above - the 2 <sup>nd</sup> assignment required this kind of self-reflection	Future classes will also be asked to do more self-reflective memoing about the SL experience itself, not just to fulfill the assignment. This feedback was given by someone in the SL office who observed classroom presentations.
Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action.	Two ethnographic project assignments + fieldwork + course readings	See above - students read methodological, theoretical and empirical ethnographies before setting foot in the field. Their successful completions of their ethnographies demonstrates this learning outcome.	
Think critically and act compassionately as they promote social justice.	Two ethnographic project assignments + fieldwork	See above - the 2 <sup>nd</sup> assignment required either a critical approach (students had to address issues of social justice in relationship to issues of communication) or an experimental piece. Only 3 students chose the critical option.	In the future, I'd like to find a way to require 3 assignments, the interpretive ethnography (assignment 1) and BOTH a critical and an experimental in order to achieve the critical/social justice aspects and the more self-reflexive experimental aspects.

**Additional evidence that the general core learning outcomes are being met:** I give a qualitative course evaluation every semester with learning outcomes written on them and ask students for feedback. Based on these evaluations (which I do not have access to yet) I make adjustments to better suit student learning.

**Core Assessment Matrix (CAM)  
TEMPLATE**

**UNIVERSITY OF SAN FRANCISCO**  
**Core Area: Service Learning**  
**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>
Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience.	Service learning in the applied economics program is woven into the curriculum and can be begun at any stage of the program. The service learning experience is therefore not confined to AE 490, but evaluation of projects is provided at the end of the program. At that time, the instructor determines the degree to which AE programmatic content is linked with the service learning experience.		
Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others.			
Demonstrate an understanding of the extent to which all individuals share to be ethically engaged in furthering the welfare of their communities.			
Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community.	Instructor's assessment of enhanced student insight into the problems currently encountered by the student's chosen		

**Core Assessment Matrix (CAM)  
TEMPLATE**

<b>(1) Student Learning Outcomes</b>	<b>(2) Measurement of Evidence</b>	<b>(3) Summary Results</b>	<b>(4) Assessment Informed Improvements</b>
	organization.		
Reflect on the personal and academic impact of their experiences with a community or agency.	Instructor evaluation of the impact and contribution of the performed service upon the organization or community		
Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action.	Instructor's assessment of the application of one or more economic techniques to the identified problem or issue confronting the non-profit organization		
Think critically and act compassionately as they promote social justice.			

**Additional evidence that the general core learning outcomes are being met:**Service learning projects are approved by the service learning director prior to their development, and are evaluated in AE 490, the penultimate course of the major. Students develop a position paper or powerpoint presentation documenting their service learning experience. This material is posted on the AE 490 course website, and is shared with and commented upon by other students in the cohort.

**Core Assessment Matrix (CAM)  
TEMPLATE**

**UNIVERSITY OF SAN FRANCISCO**  
**Core Area: Service Learning**  
**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>
Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience.	Each student's Final Project is an Integrative Essay regarding "how their service experience intensifies their in-class learning, and how their class studies impacted their service experience."	Students generate a deeper connection to their community agencies when they are simultaneously learning about the significance of the lives of those affected.	To better address needs of the community agencies, the office of service learning should be more directly involved so as to maximize both services and student performance.
Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others.	Students begin with an essay "what is the prison-industrial complex?" in order to uncover their fundamental assumptions about punishment	Most students show initial difficulties in detaching systems of punishment from those of crime, but over time, they begin to understand the social role of punishment.	
Demonstrate an understanding of the extent to which all individuals share to be ethically engaged in furthering the welfare of their communities.	Students are required to demonstrate responsible, professional behavior in their service work, which enables them to better see the responsibilities of organizations serving prisoners and their families	Students in this class were initially rather cavalier about their service assignments; many of them later saw this as an initial ethical failure on their part due to lack of understanding of the commitments others had put forward to enable their participation	
Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community.	Students study and write on the racial composition in prison and its relation to historical institutions of disenfranchisement, developing a nuanced conception of the historical function of racism in the U.S.	Students learn to transpose an agent-based conception of race to a systems-based (functional) conception of racism, which deepens their analytical awareness of the obstacles to a just society.	

**Core Assessment Matrix (CAM)  
TEMPLATE**

<b>(1) Student Learning Outcomes</b>	<b>(2) Measurement of Evidence</b>	<b>(3) Summary Results</b>	<b>(4) Assessment Informed Improvements</b>
Reflect on the personal and academic impact of their experiences with a community or agency.	As with the application point above, students engage in continuous reflection via journals and in-class conversations, culminating in their Final integrative Project.	Again, somewhat critically, this group of students was, almost to a person, unprepared to navigate the terrain of personal involvement in their intellectual development and service commitment.	Working more closely with the service learning office will enable a more varied set of techniques for finding ways to generate student enthusiasm and self-reflection
Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action.	Student engagement with individuals working in the criminal justice system is very different when the students are actively pursuing knowledge about that system, and not simply taking everything for its face value.	A few students, over time, showed tremendous insight in how to utilize various perspectives to analyze social structures and phenomena. Others were probably emotionally and intellectually unprepared to utilize such complex reasoning processes.	
Think critically and act compassionately as they promote social justice.	I leave it to others to find means to measure compassionate action. As to critical thinking, the evidence for that lies in the range of essays and oral representation of arguments that students demonstrate in their academic activities.	Discussed throughout.	

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

**Core Assessment Matrix (CAM)  
TEMPLATE**

**UNIVERSITY OF SAN FRANCISCO**  
**Core Area: Service Learning**  
**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>
Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience.	Not assessed		
Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others.	Not assessed		
Demonstrate an understanding of the extent to which all individuals share to be ethically engaged in furthering the welfare of their communities.	Not assessed		
Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community.	Service reflection 2	Grade results: 27 A, 2 B, 1 C	
Reflect on the personal and academic impact of their experiences with a community or agency.	Service reflection critical incident journal	Most students were able to identify the personal impact of their service, several were able to describe how the experience led them to think in new ways	
Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action.	Not assessed		

**Core Assessment Matrix (CAM)  
TEMPLATE**

<b>(1) Student Learning Outcomes</b>	<b>(2) Measurement of Evidence</b>	<b>(3) Summary Results</b>	<b>(4) Assessment Informed Improvements</b>
Think critically and act compassionately as they promote social justice.	Not assessed		

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

**Core Assessment Matrix (CAM)  
SUMMARY**

**UNIVERSITY OF SAN FRANCISCO**  
**Core Area: Service Learning**  
**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>
Discover how to apply and extend what is learned in the classroom while addressing the needs and issues of the community agency that hosts the service learning experience.	Oral reports Written reflection Final portfolio Site supervisor evaluation Service learning journal Class exercises Field notes Literature review Workshops Final paper	Students made connection between classroom learning and community activities Grades	Applications improved in terms of quality of field notes and in the literature review to the final paper.
Analyze their own beliefs, values, assumptions and identities while learning about the beliefs, voices and values of others.	Service learning journal Guided discussion Assigned reading Field notes Workshops Final paper	Everyone wrote about the service experience breaking down stereotypes. Grades	Field notes work well Reassess how to look at grading
Demonstrate an understanding of the extent to which all individuals share to be ethically engaged in furthering the welfare of their communities.	Service learning journal Guided discussion Assigned reading Field notes Workshops Final paper	Many students praised/complemented the service providers with whom they worked. Approx. 1/3 of the students expressed interest in continuing with their service after the class ended. Grades	Outcome is vague and difficult to assess Revise to allow better assessment
Demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of a group or community.	Site work Service learning journal Class discussions Field notes Literature review Workshops Final paper Exercises Interviews	All students did this even without specific instructions to do so. Grades Deepened analytical awareness	Allowed for insights as to the growth in learning that culminated in the final paper.

**Core Assessment Matrix (CAM)  
SUMMARY**

<b>(1) Student Learning Outcomes</b>	<b>(2) Measurement of Evidence</b>	<b>(3) Summary Results</b>	<b>(4) Assessment Informed Improvements</b>
Reflect on the personal and academic impact of their experiences with a community or agency.	Oral reports Written reflection Final Portfolio Site supervisor evaluation Service learning journal Field notes Workshops Final paper	All students praised the experience as impactful. Grades	More self-reflective memoing
Demonstrate learning from multiple sources of knowledge and an appreciation for the reciprocity between scholarly knowledge and community action.	Oral reports Written reflection Final Portfolio Site supervisor evaluation Service learning journal Class discussions Take home final Guest practitioner visit Field notes Literature review Workshops Final paper Exercises Interviews	Students decribed what they had learned from professionals in the field. Grades	Monitoring the interplay between scholarship and action is central to course activities allowing for insights on learning.
Think critically and act compassionately as they promote social justice.	Service learning journal Guided discussion Assigned reading Field notes Literature review Workshops Final paper Exercises Interviews	Students described how they were challenged and how they were moved. Grades	Some aspects of outcome are difficult to judge. Re-engineered assignments to gain broader coverage of learning outcome.

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

## **Core Assessment Matrix (CAM)**

### **SUMMARY**

--In one course the final take home paper assignment also asked the students "What theme or assignment or idea or program or experience or reading had the most impact on you, and why?" Two thirds of the students referred to and described their service and community experience as being most impactful.

--In one course a qualitative course evaluation is given each semester which identifies the learning outcomes and solicits feedback from the students on the outcomes. Course adjustments are made based on these comments.

--In one course students develop a position paper or presentation documenting their service learning experience that is subsequently posted on the course website, shared with everyone in the course, and freely commented on by the students.