

**Shared Futures Course-level Student Learning Assessment Matrix
(Sample History General Education Course)**

Name of course: American History since 1900

Faculty member: xxx

Institution: xxx

(Type concise, not detailed descriptions into boxes in the table. Include goal numbers with assignments to show the links between goals and experiences. The Table menu “merge cells” command, etc. may be used to make the table less bulky, especially for the final assessment column.)

Key Learning Goals	Sequenced Assignments	Final Cumulative Assignment
<p><i>List three to five important Shared Futures learning goals for which this course takes some responsibility</i> <i>By the end of the course, students will:</i></p>	<p><i>Identify what series of assignments you have created over the course of the semester in order to promote your stated key learning goals and through which you can discover how the student is progressing over time.</i></p>	<p><i>Describe what culminating final project or assignment you will rely on to judge the quality of students' progression by the end of the course</i></p>
<p>1. Develop a deeper knowledge of the historical interconnections between the United States and the rest of the world</p>	<p>(Goal 1, 2, 4) Keep a course journal to record incidences over the span of the semester when readings indicate how historical events in the United States have been influenced deeply by economic, political, cultural, and scientific forces beyond the nation's borders. Include on-going reflections about each of these discoveries as part of the journal entry. All self- and teacher-assessed with rubric provided.</p>	<p>(Goals 1-4) Students will select an historical event or incident in US history that might have emerged from a journal entry or shorter papers and write a 10-12 page research paper that illuminates how the global interdependence of the event had specific historical consequences in the U.S.</p>
<p>2. Be able to cite the debates within history as a discipline about American Exceptionalism</p>	<p>(Goal 2, 3, 1) Participate in a group presentation to the class in which different arguments are offered showing the range of debate about whether America is a country whose history sets it apart from all others. Hand in a critique that demonstrates the strengths and weakness of the position you argued for the class. Peers in class assess presentation and teacher assesses presentation and critique.</p>	<p>Assessment:</p> <ol style="list-style-type: none"> 1. Individual student topics approved by instructor by Nov. 8th. 2. Outline of the incident with citations submitted by Nov. 20th Shared with one peer student before submitting to teacher for further comment. 3. Teacher assesses final paper.
<p>3. Pose critical questions about power relations in the dynamics of global transactions</p>	<p>(Goal 3, 1) Write two 2 page papers on the power dynamics as revealed by two historical events involving the US and at least one other country. One paper should focus on an event where the US was clearly the dominant power, while the other should analyze an event in which the US was subordinate.</p>	
<p>4. Have capacity to view a single issue from multiple perspectives</p>	<p>(Goal 4, 3, 1) Write a 5-7 page paper about an incident in American history in which the impact of a US government decision is viewed by three different constituencies, one of which is outside the US. Assessment: 1 self- assessment done between week 7 and 9 of the semester turned in with first draft. Teacher comments on first draft. 2nd self-assessment turned in with final draft. Teacher assessment of final draft for grade.</p>	<p>Pre-Test of the Common Global Learning Survey at beginning of course to establish base-line attitudes</p> <p>Post-Test at the end of the course of the Common Global Learning Survey to reveal any changes</p>

**Shared Futures Course-level Student Learning Assessment Matrix
(Sample Science General Education Course)**

Name of course: Environmental Studies
 Faculty member: xxx
 Institution: xxx

(Type concise, not detailed descriptions into boxes in the table. Include goal numbers with assignments to show the links between goals and experiences. The Table menu “merge cells” command, etc. may be used to make the table less bulky, especially for the final assessment column.)

Key Learning Goals	Sequenced Assignments	Final Cumulative Assignment
<p><i>List three to five important Shared Futures learning goals for which this course takes some responsibility</i> <i>By the end of the course, students will:</i></p>	<p><i>Identify what series of assignments you have created over the course of the semester in order to promote your stated key learning goals and through which you can discover how the student is progressing over time. .</i></p>	<p><i>Describe what culminating final project or assignment you will rely on to judge the quality of students' progression by the end of the course</i></p>
<p>1. Develop competence in understanding the complexities of sustainability that link the economic development, environment, and strong communities</p>	<p>(Goal 1, 4) Write a series of three short reports on an environmental issue of the student's choice that first examines the environmental implications, then the economic issues of choosing a particular environmental approach, and finally the effects of an environmental solution on the quality of the community. All self- and teacher-assessed with rubric provided.</p>	<p>(Goals 1-4) Students will select an environmental issue discussed during the semester, write a reasoned analysis of current and future cultural, governmental, and economic impacts (both positive and negative), and make a logical recommendation for future action. The students will present their work verbally at a campus-wide sustainability forum that will be Webcast . Their formal papers will be posted on the site.</p>
<p>2. Understand the nature of trans-boundary pollution</p>	<p>(Goal 2, 4) Through computer generated lab experiments, show the impact on one part of the globe of the effects of pollution generated on another part of the globe. Present the findings to another student for feedback and peer-assessment.</p>	<p>Assessment:</p>
<p>3. Be able to think critically about how to approach complex global issues</p>	<p>(Goal 3, 1) Write a briefing paper according to assignment specifications for an intergovernmental agency that is seeking to reduce a particular pollution problem. Assessment: 1 self- and 1 peer, assessment completed between week 7 and 9 of the semester turned in with first draft. Teacher comments on first draft. 2nd self-assessment turned in with final draft. Teacher assessment of final draft for grade.</p>	<p>1. Individual student topics approved by instructor by Nov. 8th. 2. Outline of impacts with citations submitted by Nov. 20th Teacher comments. 3. Teacher assesses final paper.</p>
<p>4. Hone ability to take seriously the perspective of others, especially those not living in the same country</p>	<p>(Goal 4, 3) Use role playing to organize a group presentation in which different and competing views are expressed by designated groups of people regarding the environmental impact of a development project in a developing nation. Assessed by students assigned to be designated governmental board and by teacher</p>	<p>-----</p> <p>Pre-Test of the Common Global Learning Survey at beginning of course to establish base-line attitudes</p> <p>Post-Test at the end of the course of the Common Global Learning Survey to reveal any changes</p>

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Key Learning Goals	Sequenced Assignments	Final Cumulative Assignment
List three to five important Shared Futures learning goals for which this course takes some responsibility	Identify what series of assignments you have created over the course of the semester in order to promote your stated key learning goals and through which you can discover how the student is progressing over time.	Describe what culminating final project or assignment you will rely on to judge the quality of students' progression by the end of the course
1.		
2.		
3.		
4.		
5.		

Considerations before constructing **Course-level Student Learning Assessment Matrix***

Key learning goals:

The learning goals for Shared Futures courses are likely to be some combination of general education program goals and disciplinary program goals. The language you use to cite “key learning goals” is yours to choose *but choose consciously*, recognizing the connection with the Shared Futures project and between your institution’s general education program goals and your course goals. You may opt to cite a program level gen ed goal *verbatim* OR create a course-level sub-goal that builds toward the program level goal. Ditto for disciplinary goals and “integrated” goals such as critical thinking as a scientist or inquiry as an historian, etc. Given the “across the program” emphasis of the Shared Futures project, it is possible that ALL of your course goals will combine gen ed and disciplinary outcomes.

Sequenced Assignments:

List the key assignments and experiences (including, as appropriate, quizzes, labs, exams, projects, discussions, etc.) that contribute toward student achievement of the key learning goals. Indicate by number(s) which of the learning goals the key assignments develops. For each key assignment, indicate the process for assessing student learning.

Consider these possibilities for assessment:

- Assignments operationally define the expected learning and can (should?) serve as assessments to monitor student progress toward goals. Assignments are a good source of evidence of student learning.
- Teach students to self-assess, using the same criteria that you will use to judge the quality of their work. (A common suggestion for enriching assignments and assessments is to ask for students to complete work at the upper levels of Bloom’s taxonomy of the cognitive domain. *Evaluation* is the top level with synthesis and analysis close behind.) Peer-assessments may also be useful to developing students’ critical abilities.
- Give students a rubric (or set of standards, etc.) at the same time an assignment is made to focus students’ efforts on the elements critical for success and that also can serve as the basis for self-, peer-, and teacher-assessment.
- Gen ed outcomes often take extended time: use your professional judgment during planning and also consider student learning data from assignments to decide whether sufficient opportunities to learn have been provided. Angelo and Cross’s *classroom assessment techniques* can be very useful for this.

Final Cumulative Assignment/Assessment

Describe the “summative” learning and assessment process for the course whether a project, paper, internship, or final exam. (Leave blank if no culminating experience is required.) Indicate which course goals the final experience develops and/or assesses. Indicate whether any formative assessment will be used during the process (reading of drafts, research plan approval, etc).

N.B.: The examples that follow likely contain more extensive assignments and assessments than any one course would typically include. Consider the cells’ contents to be suggestive of a range of possibilities from which one can select and create variations.

***Please refer to following two examples—one for history and one for science—to see how a potential Course-level Student Learning Assessment Matrix might look when completed. A blank copy of the matrix follows the two models.**