

Learning Outcome Assessment Matrix

Example of Modern Chinese History Course

Overarching Goals (broad, generalized statements about what is to be learned)	Desired Learning Outcomes (narrow, specific statements about concrete, measurable skills or content to be gained in the course)	Teaching Methods (teaching strategies aimed at building desired knowledge or skills)	Assessments (tools and strategies that analyze student performance and products as evidence of teaching effectiveness)
The overarching goals of the course are: Understand political, social, economic and cultural change in modern China	By the end of the quarter, the student will have acquired the following skills: <u>Summarize</u> significant historical processes, events or persons in modern Chinese history	* Lectures * Reading assignments and responses	* Quizzes (identifications, i.e. "ids") * Midterm/final exam * Group E-exhibit
	<u>Identify</u> the relationship between historical processes, events or persons, and long-term change in modern Chinese history	* Weekly "identifications" online group exercises	* Quizzes ("ids") * Midterm/final exam * Online group exhibit
	<u>Analyze</u> how political, social and economic change shaped everyday life in modern China.	* Reading responses * Diary peer responses	* Role-play diary assignments * Quizzes (primary analysis)
Analyze a variety of artifacts and literary forms using historical methodologies.	<u>Identify</u> and <u>analyze</u> the argument, evidence and structure of an academic (secondary-source) paper.	* Analysis of scholarly argument mini-lecture * Group historical argument annotation exercise	* Structural analysis paper * Final exam
	<u>Evaluate</u> primary documents and artifacts in relation to the historical context and nature of the source.	* Analysis of primary source mini-lecture * Group primary source annotation exercises	* Quizzes (primary analysis section) * Essays
Articulate convincing historical arguments using primary- and secondary-source evidence.	<u>Identify</u> and <u>summarize</u> significant debates related to Chinese history	* Lecture * Analysis of scholarly argument mini-lecture	* Structural analysis paper
	<u>Summarize</u> , <u>synthesize</u> and <u>cite</u> historical sources	* Lecture * Analysis of scholarly argument mini-lecture	* Essays * Role-play diary assignments
	Use historical evidence to <u>construct</u> an original argument	* Analysis of scholarly argument mini-lecture * Peer revision	* Essays * Quizzes
	<u>Communicate</u> a convincing and well-supported argument for an audience of historians	* Analysis of scholarly argument mini-lecture * Peer revision	* Essays