Instructor ______________________  
Class _________________________  

You are being asked to complete this form because a class you are teaching fulfills UAlbany’s General Education requirement under the category of Challenges for the 21st Century. To fulfill that requirement, students are expected to meet a number of learning objectives that have been recently created during a collaborative process involving a number of faculty members who teach in this area. This form gives you an opportunity to document (a) near the beginning of the term how your course assignments align with those four learning objectives and (b) after the end of the term, how many of the students in your class demonstrated a mastery of each of those objectives.

**Instructions:**

*Please complete only the cells that apply; leave others blank. This is a Word document; cells will expand as you type.*

**Within the next 1-2 weeks,** please complete the column labeled “Start of Term” and, to the extent that you already have materials prepared, also complete the ‘Samples’ column and return the form and any attachments to estein@albany.edu no later than (DATE) for Fall or full year classes, and (DATE) for Spring classes, while retaining a copy for your records.

**At the end of term,** please complete the columns labeled “End of Term,” along with the “Samples” column if not completed earlier, and return the form and any attachments to estein@albany.edu no later than (DATE) for Fall classes and (DATE) for Spring and full year classes.

Please contact Steven Doellefeld (437-4564 or steven@albany.edu), with any questions about how to complete the form or about the General Education assessment process. More information about General Education and General Education Assessment at the University at Albany can be found at [http://www.albany.edu/assessment/gen_ed_assess.html](http://www.albany.edu/assessment/gen_ed_assess.html).
## General Education Assessment

**University in the High School**

**Category: Challenges for the 21st Century**

### Learning Objectives:

These are the four objectives for this General Education category.

### Assessment tools:

This list represents a variety of tools. Feel free to add others in the additional spaces if the one(s) you intend to use are not represented.

### (Start of Term)

**Your Choice of Tool:**

For each assessment tool that you intend to use, briefly (2-3 sentences) describe how it will allow you to measure the learning objective. For instance, if you chose a component of an essay exam, how do you know it effectively measures the students’ mastery of the particular objective it is designed to assess?

### Samples

Indicate which tools are attached with an “X”

### (End of Term)

**Results:**

Record the number of students achieving at the different levels for each objective. Per the Gen Ed Plan, results translate as follows:

- **Exceeded** = A, A-
- **Met** = B+, B,
- **B-, C+, C** - **Approached** = D+, D,
- **D-** - **Did not meet** = E

*(Please use college-level grading as your reference point for these judgments.)*

### (End of Term)

**Reflection:**

Based on these results, and thinking about your teaching strategies or curriculum, briefly describe: (1) what strategies helped your students achieve these learning objectives and (2) what changes you would make if you taught this course again, if any.

---

### 1. Students will demonstrate:

<table>
<thead>
<tr>
<th>Items on quizzes</th>
<th>Leave blank those that you will not use.</th>
<th>Exceeded</th>
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<tbody>
<tr>
<td>Items on multiple choice tests</td>
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<td>Other (Please specify):</td>
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</table>

*In the spaces above, please record your overall results across all assessment tools.*

*The numbers in each box should indicate the numbers of students in each category for this learning objective as a whole (in other words across all assessment tools you might be using). The numbers should also be specific to this learning objective only (i.e., not for overall course grades).*

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*Page 2 of 6*
<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Assessment tools:</th>
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<th>Samples</th>
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<th>(End of Term) Reflection:</th>
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<td>These are the four objectives for this General Education category.</td>
<td>This list represents a variety of tools. Feel free to add others in the additional spaces if the one(s) you intend to use are not represented.</td>
<td>For each assessment tool that you intend to use, briefly (2-3 sentences) describe how it will allow you to measure the learning objective. For instance, if you chose a component of an essay exam, how do you know it effectively measures the students’ mastery of the particular objective it is designed to assess?</td>
<td>Indicate which tools are attached with an “X”. Record the number of students achieving at the different levels for each objective. Per the Gen Ed Plan, results translate as follows: Exceeded = A, A- Met = B+, B, B- Approached = D+, D, D- Did not meet = E (Please use college-level grading as your reference point for these judgments.)</td>
<td>Based on these results, and thinking about your teaching strategies or curriculum, briefly describe: (1) what strategies helped your students achieve these learning objectives and (2) what changes you would make if you taught this course again, if any.</td>
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2. Students will demonstrate:

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<td>Familiarity with these challenges in areas such as cultural diversity and pluralism, science and technology, social interaction, ethics, global citizenship, and/or others</td>
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### General Education Assessment
#### University in the High School

**Category:** Challenges for the 21st Century

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#### 3. Students will demonstrate:

- **An integrated understanding of how challenges often affect individuals and societies simultaneously in many of these areas**
  - Items on quizzes
  - Items on multiple choice tests
  - Components of essay exams
  - Components of out-of-class writing assignments
  - Components of term/research papers
  - Components of group projects
  - Components of oral presentations
  - Other (Please specify):
  - Other (Please specify):

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**Leave blank those that you will not use.**

<table>
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## General Education Assessment

### University in the High School

**Category:** Challenges for the 21st Century

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### Learning Objectives:

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### (Start of Term)

**Your Choice of Tool:**

For each assessment tool that you intend to use, briefly (2-3 sentences) describe how it will allow you to measure the learning objective. For instance, if you chose a component of an essay exam, how do you know it effectively measures the students’ mastery of the particular objective it is designed to assess?

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### Samples

Indicate which tools are attached with an “X”

---

### (End of Term)

**Results:**

Record the number of students achieving at the different levels for each objective. Per the Gen Ed Plan, results translate as follows:

- **Exceeded** = A, A-
- **Met** = B+, B, B-
- **Approached** = C+, C, C-
- **Did not meet** = D+, D, D-

(Please use college-level grading as your reference point for these judgments.)

---

### (End of Term)

**Reflection:**

Based on these results, and thinking about your teaching strategies or curriculum, briefly describe: (1) what strategies helped your students achieve these learning objectives and (2) what changes you would make if you taught this course again, if any.

---

### 4. Students will demonstrate:

**An appreciation for interdisciplinary approaches to understanding contemporary and future challenges.**

Leave blank those that you will not use.

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How long did it take you to complete the relevant portions of this form at the start of the term? __________

How long did it take you to complete the relevant portions of this form at the end of the term? __________

Please add any comments or suggestions about the form or the general education assessment process.

Thank you!