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 Mathematics. To fulfill that requirement, students are expected to meet a number of learning objectives that have been recently updated 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.
### General Education Assessment
University in the High School

**Category: Mathematics**

<table>
<thead>
<tr>
<th>Learning Objectives:</th>
<th>Assessment tools:</th>
<th>(Start of Term) Your Choice of Tool:</th>
<th>Samples</th>
<th>(End of Term) Results:</th>
<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”</td>
<td>Record the number of students achieving at the different levels for each objective. Per the Gen Ed Plan, results translate as follows: <strong>Exceeded</strong> = A, A- <strong>Met</strong> = B+, B, B-, C+, C, C- <strong>Approached</strong> = D+, D, D- <strong>Did not meet</strong> = 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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<th>1. Students will demonstrate:</th>
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<td>the ability to decipher, interpret, and draw conclusions from formal or mathematical models such as formulas, graphs, and/or truth tables, and an understanding of the concepts used in such models</td>
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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).
### 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-
- **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.

### 2. Students will demonstrate:

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### General Education Assessment

**University in the High School**

**Category: Mathematics**

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<th><strong>3. Students will demonstrate:</strong> the ability to employ appropriate mathematical computations, statistical techniques, or logical methods to solve problems and/or draw conclusions from data</th>
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#### Assessment tools:
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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?

#### 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-
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- **C+, C, C-** = 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.

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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!