You are being asked to complete this form because a class you are teaching fulfills UAlbany’s General Education requirement under the category of Social Sciences. To fulfill that requirement, students are expected to meet five learning objectives. This form gives you an opportunity to document (a) near the beginning of the term how your course assignments align with those 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.

*It is entirely up to you to decide which types or examples of student work to utilize for each of the five learning objectives, but it is important that your assessment includes only those parts of the selected student work products that pertain directly to the particular learning objective. It is required that all classes fulfilling this general education requirement address all five of these learning objectives. While it is the goal of SUNY’s and UAlbany’s General Education program that all students in general education classes are able to demonstrate mastery of all learning objectives, it is understood that most, but not all, students in these classes will actually be able to do so. Thus, having some students who do not meet expectations for some learning objectives does not reflect negatively on your class or on your instruction.*

**Instructions:**

*Please complete only the cells that apply; leave others blank.*

*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 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:** Social Sciences

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**Learning Objectives:**
These are the five objectives for this General Education category.

**Assessment tools:**
(assignments, exams, presentations, projects, etc.):
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.

**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” along examples with this completed form.

**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**, **C-**: **Approached** = D+, D, D-
- **D-** and **D** do not meet = E

These grade ranges are only for the specific parts of assignments related to the specified learning objective, not the students’ grades in the course.

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<table>
<thead>
<tr>
<th>1. Students will demonstrate: an understanding that human conduct and behavior more generally are subject to scientific inquiry.</th>
<th>Please complete boxes below only for those assessment tools you will use.</th>
<th>Exceeded</th>
<th>Met</th>
<th>Approached</th>
<th>Did not meet</th>
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<tbody>
<tr>
<td>Items on quizzes</td>
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<tr>
<td>Items on multiple choice tests</td>
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<td>Components of essay exams</td>
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<td>Components of out-of-class writing assignments</td>
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<td>Components of term/research papers</td>
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<td>Components of group projects</td>
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<td>Components of oral presentations</td>
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<td>Other (Please specify):</td>
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</table>

**In the boxes above, please enter the number of students in your class who exceeded, met, approached, or failed to meet learning objective 1 across all assessment tools.**

The number in each box should indicate the number 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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**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.
### General Education Assessment
**University in the High School**

**Category: Social Sciences**

**Learning Objectives:**
These are the five objectives for this General Education category.

**Assessment tools:**
(assignments, exams, presentations, projects, etc.):
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.

**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”
Please send along examples with this completed form.

**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

These grade ranges are only for the specific parts of assignments related to the specified learning objective, not the students’ grades in the course.

**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.

<table>
<thead>
<tr>
<th>2. Students will demonstrate:</th>
<th>Please complete boxes below only for those assessment tools you will use.</th>
<th>Exceeded</th>
<th>Met</th>
<th>Approached</th>
<th>Did not meet</th>
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</thead>
<tbody>
<tr>
<td>an understanding of the difference between rigorous and systematic thinking and uncritical thinking about social phenomena.</td>
<td>Items on quizzes</td>
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<td></td>
<td>Items on multiple choice tests</td>
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<td>Components of essay exams</td>
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<td>Components of out-of-class writing assignments</td>
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<td>Components of term/research papers</td>
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<td>Components of group projects</td>
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<td>Components of oral presentations</td>
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<td>Other (Please specify):</td>
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</table>

In the boxes above, please enter the number of students in your class who exceeded, met, approached, or failed to meet learning objective 2 across all assessment tools.

The number in each box should indicate the number 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).
### General Education Assessment

**University in the High School**

**Category: Social Sciences**

#### Learning Objectives:
These are the five objectives for this General Education category.

#### Assessment tools:
(assignments, exams, presentations, projects, etc.):
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?

#### (End of Term) Samples
Indicate which tools are attached with an “X”. Please send along examples with this completed form.

#### (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, C-; **Approached** = D+, D, D-; **Did not meet** = E. 
These grade ranges are only for the specific parts of assignments related to the specified learning objective, not the students’ grades in the course.

#### (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.

<table>
<thead>
<tr>
<th>3. Students will demonstrate:</th>
<th>Please complete boxes below only for those assessment tools you will use.</th>
<th>Exceeded</th>
<th>Met</th>
<th>Approached</th>
<th>Did not meet</th>
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</thead>
<tbody>
<tr>
<td>an understanding of the kinds of questions social scientists ask and the ways they go about answering these questions.</td>
<td>Items on quizzes</td>
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<td>Other (Please specify):</td>
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</table>

*In the boxes above, please enter the number of students in your class who exceeded, met, approached, or failed to meet learning objective 3 across all assessment tools.*

*The number in each box should indicate the number 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).*
# General Education Assessment

**University in the High School**

**Category:** Social Sciences

## Learning Objectives:
These are the five objectives for this General Education category.

## Assessment tools:
(assignment, exams, presentations, projects, etc.):
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”

Please send along examples with this completed form.

## (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, C-
- **Approached** = D+, D, D-
- **Did not meet** = E

These grade ranges are only for the specific parts of assignments related to the specified learning objective, not the students’ grades in the course.

### 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:
knowledge of the major concepts, models and issues of at least one discipline in the social sciences.

<table>
<thead>
<tr>
<th>Please complete boxes below only for those assessment tools you will use</th>
<th>Exceeded</th>
<th>Met</th>
<th>Approached</th>
<th>Did not meet</th>
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<tbody>
<tr>
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<td>Other (Please specify):</td>
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</table>

In the boxes above, please enter the number of students in your class who exceeded, met, approached, or failed to meet learning objective 4 across all assessment tools.

The number in each box should indicate the number 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 five objectives for this General Education category.

#### Assessment tools:
(assignment, exams, presentations, projects, etc.):
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.

#### 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”

*Please send along examples with this completed form.*

#### 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

These grade ranges are only for the specific parts of assignments related to the specified learning objective, not the students’ grades in the course.

#### 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.

### 5. Students will demonstrate:

<table>
<thead>
<tr>
<th>Please complete boxes below only for those assessment tools you will use</th>
<th>Exceeded</th>
<th>Met</th>
<th>Approached</th>
<th>Did not meet</th>
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<tbody>
<tr>
<td>Items on quizzes</td>
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*In the boxes above, please enter the number of students in your class who exceeded, met, approached, or failed to meet learning objective 5 across all assessment tools.*

The number in each box should indicate the number 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).
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!

*In entering these times, please do not include time spent on your regular course grading activities; please include only the additional time required for the assessments used in this form. Thank you.