General Education Assessment

UAlbany Assessment Form  
Category: International Perspectives

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 International Perspectives. 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 this form for learning objective #1 below, and for at least one from objectives 2-8, showing assessment tools and assessment results separately for each objective. Within each objective, please complete cells for the assessment tools you will be using and leave others blank.

Within the first 1-2 weeks of the term, 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 with your syllabus and any attachments to assessment@albany.edu no later than (DATE), while retaining a copy for your records.

At the end of term, please complete the columns labeled “End of Term,” entering separate results for each learning objective. Course grades are not assessment results for individual learning objectives; you will need to show that you are assessing each learning objective separately, with separate assessment tools and separate assessment results for each objective. Please return the completed form, including the “Samples” column if not completed earlier, and return the form and any attachments to assessment@albany.edu no later than (DATE).

Please contact Steven Doellefeld (437-4564 / steven@albany.edu), with any questions you might have 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, including a brief instructional video and a “frequently asked question” page.

All students in International Perspectives classes will demonstrate:

1. a knowledge and understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States; and how that region, nation, or society relates to other regions of the world

and at least one of the following:

2. an understanding of the variety of cultures, societies, and countries that make up the region studied
3. an understanding of a region or culture from the perspective of its people(s)
4. an ability to analyze and contextualize cultural and historical materials relevant to a region
5. an ability to locate and identify distinctive geographical features of a region
6. an understanding of the reciprocal interactions between individuals and global systems
7. an ability to use the analytic tools of a specific discipline to engage in comparative and/or historical analyses of cultures, nations, and regions
8. an understanding of the economic, political, historical, and cultural relationships between different world regions resulting from contact, interaction, and/or influence
# General Education Assessment

## UAlbany Assessment Form

**Category: International Perspectives**

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**Please Read All Instructions Carefully.**

### Learning Objectives:

These are the eight objectives for this General Education category. All courses must cover #1, and then at least one of objectives 2-8.

### 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 you will use with an “X.” Please send along examples with this completed form.

### Results:

Record the number of students achieving at each level for each objective. Per the Gen Ed Assessment Plan, results are the equivalent of letter grades as follows:

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

**Please Note:** 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.

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### (Required for all Classes)

1. a knowledge and understanding of the history, cultures and/or traditions of any region, nation, or society beyond the United States; and how that region, nation, or society relates to other regions of the world

- 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):

**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 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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Category: International Perspectives

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### Students will demonstrate:
Please describe assessment tools you will be using; leave blank for tools you will not use.

<table>
<thead>
<tr>
<th>Items on quizzes</th>
<th>Items on multiple choice tests</th>
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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 1 across all assessment tools.

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### Assessment Tools

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### Your Choice of Tool:

#### (Start of Term)

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)

Indicate which tools you will use with an “X.”

#### Samples

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### Specify the number of the learning objective from numbers 2-8 on page 1 of the form:

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### (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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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 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).
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!