General Education Assessment Report
International Perspectives
Spring, 2021
The University at Albany, SUNY

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Office of Institutional Research, Planning & Effectiveness
General Education Assessment
2020-21

Categories Assessed: International Perspectives

Background

During the spring semester of the 2020-21 academic year, the University at Albany assessed the degree to which students were achieving the student learning objectives in General Education courses in International Perspectives. As has been the case with other recent General Education assessment activities, the sample was chosen to be generally representative of the category rather than completely random, and instructors who had completed assessments in other General Education categories within the past 2 years were exempted. 102 course sections met the General Education requirement, with a total enrollment of 1836\(^1\). 95 of these sections originate from departments in the College of Arts and Sciences, 6 were study-abroad courses, and one was from the School of Social Welfare.

After assuring that no instructor would be sampled more than once, eliminating courses that were study-abroad, and eliminating courses with enrollment that was potentially below the Registrar’s enrollment cancellation number, there was a remaining pool of 78 sections that were eligible for sampling. Using a random number generator, 37 of those sections were chosen for the sample. Those 37 sections sampled represented offerings from 25 unique departments representing 2 unique schools/colleges, with student enrollment at the time of sampling N=957. At the time of sampling, the enrollments in individual course sections ranged from 4 to 100. After sampling was conducted, four sections were removed from the sample. Respondents 11, 26, 28, and 32 were instructors for discussion sections for the same course. The lecturer for that course requested for those instructors to be removed from the sample and they volunteered to join the assessment pool, becoming respondent 38.

Of the 34 classes that remained in the sample, all 34 instructors submitted at least some materials, and 32 submitted completed forms at the end of the semester. Two instructors did not submit end of semester data\(^2\). Data collected represents a maximum N=1278, which is greater than the sample at time of enrollment\(^3\), and 70% of the population\(^4\).

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\(^1\) Sampling is conducted prior to the start of the semester, and figures represented for both the sample N and individual course enrollments reflect enrollment at the time of sampling—and thus is not necessarily reflective of the number of students who were actually assessed as part of the administration of this General Education assessment.

\(^2\) One of those instructors submitted data three months after the due date, and after all of the data for this report had been compiled and the draft already written. Those data are not included in this report.

\(^3\) The N represented here is based on actual enrollments in the course at the start of the semester.

\(^4\) This figure could be slightly misleading, as the numerator reflects actual enrollment, and the denominator reflects enrollment at the time of initial sampling. Enrollment in courses that were not selected for the sample were not recalculated ex-post-facto to reflect changes in enrollment. Additionally, there were substantial shifts in enrollment during the COVID-19 move to virtual learning.
The instructor participation rate on this administration of the General Education assessment is better than the prior iteration of the International Perspectives General Education assessment. In the 2015-16AY, 24 of 26 instructors sampled submitted completed forms.

It is important to note that the COVID-19 pandemic occurred during this assessment cycle, and with it came the transition to virtual learning for many of our students. While the response rate was good, there remains the possibility that student performance may have been affected by this transition. Extensive efforts for better communication from IRPE and a concerted effort on the part of the Associate Dean for General Education, who sent several follow-ups and reminders has greatly improved faculty understanding of the purpose of these assessments, and has improved the response rates.

Learning Objectives and Course Embedded Assessment

Courses meeting the International Perspectives General Education requirements will allow students to 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
International Perspectives assessment results indicate that the majority of students “Exceeded” or “Met” expectations - as shown in the composite graph below, as well as graphs for each of the individual learning objectives on the following pages\(^5\).

\[\text{Figure 1: Summary of International Perspectives General Education Assessment Results}\]

\(^5\) See Figure 10 on page 9 for an additional, combined, visual representation of this.
1) Students will demonstrate: 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.

![Pie chart showing 42% Exceeded, 10% Met, 8% Approached, and 40% Did not meet.]

Due to rounding, values may not equal 100%

**Figure 2: International Perspectives Learning Objective 1**

2) Students will demonstrate: an understanding of the variety of cultures, societies, and countries that make up the region studied.

![Pie chart showing 35% Exceeded, 8% Met, 11% Approached, and 46% Did not meet.]

Due to rounding, values may not equal 100%

**Figure 3: International Perspectives Learning Objective 2**
3) Students will demonstrate: an understanding of a region or culture from the perspective of its people(s)

Due to rounding, values may not equal 100%

4) Students will demonstrate: an ability to analyze and contextualize cultural and historical materials relevant to a region

Due to rounding, values may not equal 100%
5) Students will demonstrate: an ability to locate and identify distinctive geographical features of a region

Due to rounding, values may not equal 100%

![Pie chart](image)

**Figure 6: International Perspectives Learning Objective 5**

6) Students will demonstrate: an understanding of the reciprocal interactions between individuals and global systems

Due to rounding, values may not equal 100%

![Pie chart](image)

**Figure 7: International Perspectives Learning Objective 6**
7) Students will demonstrate: an ability to use the analytic tools of a specific discipline to engage in comparative and/or historical analyses of cultures, nations, and regions

- Exceeded: 52%
- Met: 37%
- Approached: 4%
- Did Not Meet: 7%

Due to rounding, values may not equal 100%

Figure 8: International Perspectives Learning Objective 7

8) Students will demonstrate: an understanding of the economic, political, historical, and cultural relationships between different world regions resulting from contact, interaction, and/or influence

- Exceeded: 45%
- Met: 44%
- Approached: 7%
- Did Not Meet: 4%

Due to rounding, values may not equal 100%

Figure 9: International Perspectives Learning Objective 8
Comparison to results of the prior International Perspectives assessments:

When looking at combined “Exceeded” and “Met” data for 2021, when compared to 2016 results there is:

- an increase of 1 percentage point on the first learning objective
- a decrease of 9 percentage points on the second learning objective
- an increase of 31 percentage points on the third learning objective
- a decrease of 4 of percentage point on the fourth learning objective
- an increase of 2 percentage points on the fifth learning objective
- an increase of 9 percentage points on the seventh learning objective
- an increase of 5 percentage points on the eighth learning objective

Figure 10: Combined “Exceeded” and “Met” 2021 & 2016 by Learning Objective
Figures 11-17 on the following pages compare 2021 results to 2016 results in each of the Learning Objectives.

**Learning Objective 1 Through Two Assessment Cycles**
Students will demonstrate: 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 the world and the United States.

<table>
<thead>
<tr>
<th></th>
<th>Exceeded</th>
<th>Met</th>
<th>Approached</th>
<th>Did Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>42%</td>
<td>40%</td>
<td>8%</td>
<td>10%</td>
</tr>
<tr>
<td>2016</td>
<td>38%</td>
<td>43%</td>
<td>12%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Figure 11: Learning Objective 1, 2021 & 2016**

**Learning Objective 2 Through Two Assessment Cycles**
Students will demonstrate: an understanding of the variety of cultures, societies, and countries that make up the region studied.

<table>
<thead>
<tr>
<th></th>
<th>Exceeded</th>
<th>Met</th>
<th>Approached</th>
<th>Did Not Meet</th>
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</thead>
<tbody>
<tr>
<td>2021</td>
<td>35%</td>
<td>46%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>2016</td>
<td>52%</td>
<td>38%</td>
<td>5%</td>
<td>5%</td>
</tr>
</tbody>
</table>

**Figure 12: Learning Objective 2, 2021 & 2016**
Figure 13: Learning Objective 3, 2021 & 2016

Figure 14: Learning Objective 4, 2021 & 2016
Figure 15: Learning Objective 5, 2021 & 2016

**NB:** The omission of a graphic for Learning Objective 6 is not accidental. In the 2016 assessment, none of the sampled instructors submitted data for LO6, and thus there is nothing to compare.

Figure 16: Learning Objective 7, 2021 & 2016
Comparison between UHS and On-campus Student Populations

Historically, this report of the University’s native student population is paralleled by a report of students taking courses that meet this General Education requirement and are participating in the University in the High School program (www.albany.edu/uhs). Similar to the 2015-2016AY, due to a very small number of UHS courses meeting the International Perspectives General Education requirement, no assessment was conducted in during the 2020-2021 academic year. Therefore, we cannot compare on-campus results to UHS for the International Perspectives category. Though, it will be reviewed next time this category is assessed, and a report will be generated if there are enough courses being offered that meet the General Education requirements to warrant conducting an assessment.

Inclusion of graduate students and contingent faculty

Since the Spring of 2009, we have made a concerted effort to include courses taught by graduate student instructors, contingent faculty (typically under the title of “Lecturer”), and professionals teaching on a part time basis in the general education assessment sample. As shown in Figure 18 below, contingent faculty teach a significant plurality of the introductory undergraduate courses that meet the General Education requirements in this category. 55 of the 102 courses meeting the International Perspectives general education requirement during this assessment period were taught by tenured or tenure track faculty (54%), while 28 (27%) were taught by lecturers. 14 remaining courses (14%) were taught by an individual in a title other than lecturer, but not on the academic tenure track (i.e: Visiting Assistant Professor, teaching assistant or professional faculty lines). 5 courses (5%) were taught by individuals with unknown titles. While this result is not entirely surprising, it does demonstrate why any...
valid assessment in this category would need to include non-tenure-related instructors. We will also point out that while we often receive requests to exempt graduate students from participating in these assessments, most of the individuals teaching in the “lecturer” title are graduate students, and therefore we are unable to accommodate those requests. With rare exception (one in this cycle) we have allowed a tenured faculty member who had not been selected to participate, to voluntarily replace graduate students who had been selected.

Figure 18: International Perspectives General Education courses by instructor rank.

**Time required to complete assessment:**

The general education assessment forms that instructors complete as part of this assessment process asks them to record the length of time it took them to compile the data and complete the beginning and end of semester assessment forms (Please refer to Appendix C for the further detail). The average for the required preparation time of the data and the completion of the forms was 81 minutes at the beginning of the semester, and 108 minutes at the end of the semester. As is often the case, some respondents did not provide responses to this question either at the beginning of the semester, the end of the semester, or both. Of the individuals who were sampled as part of this assessment, all respondents submitted at least some material. Respondents 4, 13, 16, 20, and 23 completed all components of the assessment, but did not submit usable data for this question. Respondents 5, 7, 18, 21, and 25 did not provide end of semester data for this question.

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6 Note that “responded” indicates that the instructor submitted either the beginning of semester forms, the end of semester forms, or both. It is not an indication of the completeness or “correctness” of their submission.
Recommendations:

The Office of Assessment is pleased with both the response rate and quality of the assessment materials submitted in this cycle. We offer a self-recommendation to continue to work closely with the Associate Dean for General Education, as the extra efforts have paid dividends in improving response rate and submission quality. We commend and thank the faculty who participated in this assessment for their hard work in striving to meet the goals of the General Education learning objectives.
Appendix A: Student Learning Objectives – International Perspectives

Courses meeting the International Perspectives General Education requirements will allow students to demonstrate:

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### Appendix B: End of Semester Reflections

<table>
<thead>
<tr>
<th>Respondent #</th>
<th>Learning Objective #</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Teaching remotely was challenging at first, but easily adapted to by students. I think engagement regarding current events and the links to globalization set the stage for fruitful dialogue. Breakout rooms were especially helpful as well. One change could be to make cameras on more enforced with incentive.</td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>Most were very well done, but I believe I can assist them more by creating a timeline for their research, and then regular check-ins to see their progress. I was very proud of them and the thought they put into each “lens” class.</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>All the students in the class (16 total) successfully completed the assignment. One-quarter did an adequate job: they understood and could explain the different contexts of channeling the labor of previously unfree people in different societies: one which they knew fairly well (the US) compared to one they had just learned (Russia). As this is an explicitly comparative assignment, it is relatively easy to fulfill and to assess. The students who Exceeded did not simply compare and contrast, but included other countries and a broader historical context in their answers.</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>By reading Russian legislation, political pamphlets, census charts, accounts of imprisonment, and extracts from newspapers, and watching clips from sources like war films, fashion shows, and the ‘virgin lands’ campaign of Kazakhstan, students studied the Russian empire/USSR almost exclusively from the perspective of its people(s). In their assignments, they reflected on how their own perspectives of the Russian empire/USSR changed after engaging with this material. (25% of the material included such interpretive texts as the accompanying textbook and lectures).</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>This a thorough and complex learning objective that I decided that would be best achieved through a combination of small steps during the first part of the semester. I think that the midterm exam as structured captured well the preparation of the student in the light of this learning objective and that overall students were well prepared. Those who did not meet the standards did not submit the whole assignment or, in one case, plagiarized. I don’t envision major changes in the future.</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>This assignment is one of the steps that I describe above. Students were guided through the assignment looking at the main components of the weekly readings. Of note: the purpose of these short assignments was to ensure that students attentively engaged with the readings assigned before the first class-meeting of the week. The</td>
</tr>
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</table>
focus was purposely on two of the most important and contemporaneous cultural and religious movements in modern Jewish history (Hasidism and Haskalah) as presented by the readings. The analysis and the expansion of the knowledge of these two movements was carried out in the REDACTED meetings through a discussion of the historical context for each movement and various primary sources. The assignment worked well and the students who submitted were extremely successful. The main issue regards students who did not submit the assignment nor did complete the readings. A partial solution that I have adopted in my REDACTED courses is to require students to engage with these assignments at the start of each meeting in the classroom. In the future, I will consider a similar solution to have all students engaged at same level with this objective.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>With this assignment students were required to engage in the interaction of Jews from Sephardic origins with global Jewish and non-Jewish diasporas starting in 1492 and through the mid-twentieth century. The students analyzed one documentary movie, an artistic installation in the form of a documentary movie, and reflective essay written by REDACTED. All these sources explore the history of different and diverse communities of refugees on a global scale who originated in the 1492 expulsion of Jews from Iberia. Through primary and secondary sources, in a following assignment students were then required to work in groups expanding their knowledge of the development of Sephardic Jewish communities in the Ottoman Empire, North Africa, and Mexico. Students responded well. I plan to incorporate more contents and more assignments that connect Jewish history and global diasporas that would engage students with this specific learning objective.</th>
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<tr>
<td></td>
<td></td>
<td>Given the potentiality of Jewish history as a topic in terms of comparative analysis as well as the diversity of the student population in this course, this assignment was particularly successful. Students thoughtfully engaged in the comparison with the history of Jews and Blacks through the reality of the ghettos starting from the European context (the focus of the course) and then reconnecting to the American context. I have designed this assignment this year because of the students’ interest toward the history of Jewish-Black relations that I noted while teaching this course in the past. I don’t plan any major change in this assignment. Yet, I hope to expand the comparative approach behind the assignment in order to have students more and more engaged with this specific learning objective.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A lot of the quiz questions I used were directly based off of recorded lectures and assigned readings / videos. Students in general seemed confident in their ability to handle questions that were posed.</td>
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<td>Page</td>
<td>Column 1</td>
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<tr>
<td>4</td>
<td>I think the good thing about having the weekly journal entries was that it gave students space to work out their thinking for ideas that were new, interesting, or challenging for them. They also gave students the opportunity to ask any specific topic related questions they had.</td>
<td></td>
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<tr>
<td>4</td>
<td>A lot of test questions I used were directly based off of recorded lectures and assigned readings/videos. Students in general seemed confident in their ability to handle questions that were posed.</td>
<td></td>
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<tr>
<td>4</td>
<td>This was actually the first time I tried using group discussion boards. It took a while to figure out the initial set up and grading, though the payoff in terms of what my students got out of them seemed to be worth it. They gave students the opportunity to share different opinions and compare ideas on a range of topics related to globalization and challenges that cities in different world regions are dealing with.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Assignment written and oral portions reinforced each other. No changes</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Reflecting on content learned a few weeks/moths after assignment. No changes, Critical thinking skills. Opportunities to link course content to personal experience.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The notion of social justice and relevant social welfare analytic tools permeated through REDACTED discussions and self-reflection and group project assignments. No changes</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The expository formal of REDACTED seems to provide a more expansive forum for assessment than the single question used to assess the specific assessment below. This suggests that more students did better in the course than the single question assessment would indicate. This is confirmed by final course grades. Were I to teach this course again, and person-to-person, I would explore modalities to better integrate REDACTED into my usual lecture format.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The course emphasized the ethnic diversity of China and stressed that major dynasties were founded by non-Han peoples, who are now determined to be “minorities” in China. If I teach this course again, I would continue to stress these points and make more direct comparisons between past and present ethnic tensions in Chinese history.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>This measure returned the strongest evidence of student achievement of a learning outcome. This is likely because this assessment tool requires the least analytical work.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The strong percentage of students recorded here as meeting or exceeding the objective masks a clear decline in student performance. A higher percentage than in the past met the objective by scoring in the C-range (C+,C,C-) as opposed to the B-range</td>
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this is a new type of writing assignment, I do not have comparable data, but my impression is that the analytical writing was weaker than corresponding (though not identical) writing assignments in the past.

| 12 | 1 | Every multiple choice and short answer question on every quiz and exam asked students to either identify or describe an artifact or figure from Greek and Roman mythology and/or artwork. Historical and geographical information were also the focus of a singular unit. Since that’s literally the entire course, I’m uncertain how I’m supposed to parse this. |
| 12 | 3 | 1. Actually taking notes on the lectures and accompanying REDACTED Well, some students didn’t even read them.  
2. I could do more in-class activities and smaller assignments, but I’m not doing that with 72 students crammed into a “room” (this semester was online). So most of what they get is multiple choice questions and exams spread far apart. |
| 12 | 4 | These are the results of the unit exam that tested student knowledge of historical periods, geographic information, definition of Greek people, Greek views/uses of myth, and modern approaches to analysis of Greek myth. Again, every single question on the exam assessed these issues. Multiple choice questions were rudimentary facts while short answers asked students to explain techniques, historical implementations of techniques, or cultural views of myth. |
| 12 | 7 | Exam 1 was solely focuses on analysis and comprehension of the history, techniques, styles, and interpretive methods for the course, so once again, I offer that for this learning objective. |
| 14 | 1 | Two students for personal reasons simply never did the exam. A couple did not do as well as they could because they did not realize that they needed to be paying attention in class instead of connecting to a REDACTED session and then checking out mentally. These students did better on the final after the wake up call of the midterm. |
| 14 | 3 | Students did less well on this second essay than on the first because the semester was too compressed towards the end. I think the results would have been better if we had been able to take a vacation and there had been more time for them to digest materials. |
| 14 | 8 | Students were fresh and motivated at the beginning of the semester and many did well because their own experiences as immigrants gave them special insights into the course materials. |
| 15 | 1 | (1) Strategies that succeeded: Stepwise introduction / practice through the semester in literary analysis using narratological concepts, such as questions regarding the relation of fictional |
narrator to implied author. Introduction to samples of 20th modernist fictional forms that complicate the literary text's "realist" function.

(2) Desired improvements: Incorporation of more recent historiographical scholarship on 20th century China; incorporation of the political and ethical challenges of historiography.

| 15 | 2 | 1) Strategies that succeeded: Selection of literary texts that are focalized through marginalized sub-groups within Japan, South Korea, etc. Early introduction to writings by thinkers on the emergence and function of modern nation-states encouraged students to regard national identity as a process of construction, which helped encourage readings of East Asian literary texts that were not merely confined to observations about static "national cultures" but observations on the text's representation of subjects with heterogeneous class, gender, experiences within the national space.

2) Desired improvements: An even closer thematic correlation in the selection of Western and East Asian literary texts in the syllabus to give students a stronger narrative of the transnational interactivity of discourses about class, gender, race, etc. in the early 20th century. |

| 15 | 8 | 1) Strategies that succeeded: Lectures that provided contextualization of the use of modernist narrative forms in Western literature such as unreliable narration as one possible response to the challenges of representing conditions of Western modernity; and collaborative readings of selection from scholarship that introduce a comparative perspective on how political and economic relations with the West generated different conditions of modernity in the Asian region in the same period. Continual practice in analyzing the characteristics of narrators through reading discussion.

(2) Desired improvements: More time for peer-to-peer feedback on major paper assignments. |

| 16 | 1 | I was very happy with the students’ performance in this class. The lectures and the readings for the class helped the students achieve the LO. Analyzing and interpreting in class primary materials boosted their critical thinking. The video, audio, reading, and interactive content made the course more engaging. The students benefitted from sharing ideas during the REDACTED meetings. For the LO1 I do not think that I will change very much in the immediate future. |

| 16 | 4 | Achieving this LO was a bit more difficult for students, having to connect visual material with historical events. In the future I plan to use not one single artist, but a group of artists whose work was used for Propaganda reasons. I am positive that this approach will increase the students’ ability contextualize, theorize and analyze the interdisciplinary relationship between war, art and propaganda. |
|   |   |   | It was a very positive experience to use literature for enriching and expanding students’ perspectives and understanding of this LO. One was a non-fiction book, a diary, which described a woman’s experience on the home front; the other was a collection of fictional short stories, based on the experience of the author living in 1930s Berlin. The students connected to the books’ characters, and personalized their readings, bringing in their own Covid experiences of loss, pain, trauma and stress. For efficiency reasons, I would share with students before class a list with the most relevant topics from the  
|   |   |   | In achieving this LO I used the cooperative learning strategies, focusing especially on interaction, individual responsibility, positive interdependence, and group processing. Students worked very well in groups and their insights on the negative impacts of racism, discrimination, and societal and political biases on individual and societies were fantastic. In the future I would craft a writing assignment topic which will give them the possibility to use the knowledge they obtain in the group projects.  
|   |   |   | In achieving this LO I used the cooperative learning strategies, focusing especially on interaction, individual responsibility, positive interdependence, and group processing. Students worked very well in groups and their insights on the negative impacts of racism, discrimination, and societal and political biases on individual and societies were fantastic. In the future I would craft a writing assignment topic which will give them the possibility to use the knowledge they obtain in the group projects.  
|   |   |   | The midterm essay was effective. The combination of class lectures and readings provided students the necessary information to synthesize and understand information about aspects of non western history. The essay provided students the opportunity to demonstrate the value, relevance and methods of history in Africa prior to its encounter with colonialism. I will provide a more thorough review to help students understand the scope of the information required.  
|   |   |   | Students were able to demonstrate their understanding of REDACTED most significant civilizations from an Africa-centered perspective based on class lectures and readings. I will redefine the focus of the questions to more unique specifics of highlighted cultures.  
|   |   |   | The assignment was instrumental to students' understanding of REDACTED, and its conceptual framework and its historical origins and cultural roots. The guidelines will be discussed in class more often.  
|   |   |   | (1) Students did excellent work. With few exceptions, students explored knowledge of regions and society beyond the United States that were linked to their history or identity. Some examples:
Students talked about culture in countries in Latin America (e.g., Ecuador, Puerto Rico, Dominican Republic, Brazil, Caribbean Islands), Africa (e.g., South Africa, Guinea Bissau, Mali) and Europe (e.g., Italy). Students chose to talk about societies that they felt linked (e.g., their heritage and identity). Then, they linked the topic of their presentation to what we have studied in class. Oral presentations and critical essays were excellent.

(2) A possible change: I would give the class time for questions in order to generate more discussion in class about the topic presented.

| 18 | 3 | 1) Student-led Discussions were based on assigned readings and videos. Students did very well in this activity and they seemed to have enjoyed it a lot. Classes started with their presentations, which made the classes more interactive. Students presented on various aspects of Brazilian culture (e.g., dance, music, theater, religion, lifestyle, cinema, sports, etc.). Some students went beyond the assignment: They also searched for videos and readings (in addition to the readings and videos assigned) and discussed them in class. In their discussions, students showed their understanding of the cultural aspect in focus. At the end, students had questions to their peers, which generated discussion and exchange of meaning in class. |
| 18 | 7 | (1) Students answered 8 reaction papers (RP) throughout the semester. In the RPs, students reflect on a question related to the Brazilian culture and then associate it with their knowledge of the world – e.g., whether the topic discussed would agree or clash with their own view of the world OR compare the topic discussed with their own experiences. Students were also required to follow standard styles (e.g., APA, MLA) and cite at least two sources. Students did a good job. Some students had difficulties in understanding how to write an academic paper (e.g., the difference between inside citation and references). So, I had to explain clearly to them and post examples on REDACTED. (2) In the future, I will spend some time teaching students about the standards in an academic paper (e.g., MLA and/or APA). |
| 19 | 1 | 1) This class was entirely devoted to the study of REDACTED. Students were evaluated on a variety of essay questions, in-class writing exercises, and a short paper asking students to analyze oral traditions as a way of understanding the African past. For the take-home essay exams and the oral history papers, we took entire class periods (or a substantial portion of one in the case of the oral history paper) to both group and whole-class discussion of the questions posed, the sources one could use, etc. The students generally demonstrated a strong understanding of African civilizations and their relationship to each other and to wider regions (see the attached essay questions). 2) I would give better guidance for the oral traditions/history assignment. Several students focused on the idea of oral history and |
the theories behind it rather than engaging fully with the two assigned oral traditions. I would also give students more time to read those two works, which I think would give them more time to properly reflect on the assignment. Similarly, the midterm questions on sources often received less clear answers than the rest of the exam, and so I would re-write those questions to give better guidance to students regarding how to best answer them.

<table>
<thead>
<tr>
<th>19</th>
<th>4</th>
</tr>
</thead>
</table>
| 1) In this course, students analyzed a variety of historical writings on Africa, as well as becoming familiar with archaeological and other approaches to studying the African past. Students were required to use assigned readings on both the midterm and final take-home exams, as well as in the oral history/traditions paper. Particularly with the final exam, students did an excellent job analyzing and contextualizing a variety of materials that focused on the history of slavery and enslavement in Africa and across the Atlantic.
2) For the take-home final exam, students did a much better job analyzing and contextualizing the relevant historical writings and integrating them into their exams. I believe this is likely because we spent more time going over the final essay topic as well as discussing possible components of answers and where to identify the best information for these. I would make sure to devote the same time to reviewing the midterm essay questions, and helping students work through potential answers and how to identify sources for those answers. |

<table>
<thead>
<tr>
<th>19</th>
<th>8</th>
</tr>
</thead>
</table>
| 1) Both the take-home midterm and final essay exams asked students to consider Africa’s place in the wider world. One of the midterm questions specifically asked students to look at Africa’s connections with the wider world, looking across the Sahara Desert, the Indian Ocean, and the Islamic world. The take-home final exam essay specifically asked students to reflect on processes of enslavement and the connections of Africans across the Diaspora, not just in the Americas, but also across the Indian Ocean and into North Africa.
2) I would be more explicit in the lectures at drawing these regional connections. Students were able to get some of these connections from what we discussed in class, but I believe there is room for improvement in more clearly stating Africa’s role in global networks. |

<table>
<thead>
<tr>
<th>19</th>
<th>3</th>
</tr>
</thead>
</table>
| 1) While this entire class focused on the perspectives of Africans regarding their own cultures and societies, both the oral history assignment and the take-home final exam asked students to grapple with this more explicitly. In particular, using oral traditions/histories allowed students the opportunity to understand how information has been transmitted orally over the centuries, and we also viewed recorded versions of these traditions to make these perspectives clearer. In general, students responded well to hearing directly from
African voices when possible, which is not always easy for earlier periods of history.

2) This course was designed to teach about African history from the perspective of Africans, and as such, there is nothing I would really change involving this learning objective in particular.

<table>
<thead>
<tr>
<th>Week</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>I will focus more clearly on these items during the lectures and presentations, and follow up where necessary.</td>
</tr>
<tr>
<td>22</td>
<td>The variety of tasks allowed students to approach the information in various formats. This meant that if they struggled in one area they could recover in other areas. The information was all there, the various formats accommodated different student personalities, strengths, and weaknesses. I would potentially have students create discussion topics.</td>
</tr>
<tr>
<td>22</td>
<td>Writing about influences of the various cultures that made up the Empire forced students to better understand those influences. Students also had to write about Roman society and how it constantly changed and adopted new ideas. The only thing I would change would be to possibly spend more time early in the semester on cultures prior to Roman control.</td>
</tr>
<tr>
<td>22</td>
<td>Testing showed that the students grasped the changes through time. It was a reliable tool. I may add short answer to multiple choice in the future.</td>
</tr>
<tr>
<td>24</td>
<td>Final essay – a journal assignments, was optional, 21 of 22 students opting to take it exceeded, 1 did not meet. Reflections. The tests seem to go well. They are directly based on lecture. This term the course was set up differently with daily small assignments, as I deemed suitable for online/synchronous teaching. Daily quizzes provided incentive to attend synchronous lectures and activities, and to engage the material, with a “reward” via points earned for the daily quiz. Next time I will teach it in person, and continue to work to have more, smaller assignments that engage students (but not daily). The class has been moving in this direction for some time. I get great feedback from generations of those enrolled; it always enrolls fully.</td>
</tr>
<tr>
<td>24</td>
<td>The class has extra points available in the syllabus, which allows students who encounter temporary mishaps to miss a day or two and still be able to earn full credit. For this reason, different numbers of participation are reflected in the varying numbers for the grading scale.</td>
</tr>
<tr>
<td>25</td>
<td>See attached.</td>
</tr>
<tr>
<td>25</td>
<td>1. This was my first time using Discussion Posts as a way to engage students in the weekly assignments. Although they led to productive in-class discussion, they became burdensome for the students’ workload.</td>
</tr>
</tbody>
</table>
2. I would relegate posts to the first part of the semester, before larger assignments take priority. It seems a good way of channeling focus as the semester begins.

27 1 By clearly specifying the requirements for the paper, it is relatively easier for students to focus on the history and culture of another country. However, in my requirements, I did not clearly ask students to examine the relationship between that country with the rest of the world, thus not all students did this component in their papers. This requirement will be added for future teaching. There are also 5 students who did not do research papers and presentations, in part due to the stresses resulted from the pandemic and online learning. I have given them the opportunity to turn in later in the summer.

27 3 The questions specifically ask the perspectives of local people in regions/countries other than the U.S. In the future, it might be helpful to ask another question with the U.S. view on the same issue, even though Question 7 is about view by international organizations, which are representative of the view of the U.S. and other western powers.

27 6 I specifically required students to link the individual decision to theoretical frameworks, which is helpful. In the future, I would ask students to provide fertility pattern and level for the region/country during the same period as the interviewee, to establish the relation between individual decision and macro patterns.

27 7 I specifically asked students to examine the historical and geographical patterns of the demographic issue, and link their analysis with the theories and demographic perspectives discussed in class, which help them to do so in their papers. In the future, I would ask students to utilize specific tools and concepts discussed in class in their paper and analysis, such as population pyramid, and total fertility rate.

30 1 Guided discussions and question-led small group discussions held in class were helpful pedagogical tools to foster students’ critical thinking about knowledge of history, cultures, and traditions in ancient Israel. These low-stakes but lively in-class discussions prepared students to tackle challenging and higher-stakes exam questions that asked them to synthesize key evidence about unfamiliar societies and their relationships to other regions of the world.

The reported results of assessment of this learning objective are based on specific exam questions.

30 2 Question led discussion threads on the course page on REDACTED were designed to stimulate application of knowledge and debate about the complexities of the societies, cultures, and countries of the
region studied, the ancient Middle East. The student responses
demonstrated the degree to which students had mastered specific
course topics and were able to engage in substantial independent
thinking about the cultures and societies of the ancient Middle East.

Assessment of this component of the learning objective was based
on student participation.

However, these results do not capture the full picture, as there were
several other means of assessing this objective throughout the course
including reading and writing assignments, exam questions, and
papers. These more formalized assignments had much higher rates
of participation, completion, and success.

If I were to teach this course again, I would more strongly
emphasize the importance of participation in these discussion boards
as a major component of the course goals. The students who did not
meet the objectives failed to post or otherwise participate.

| 30 | Discussion boards hosted on the course page on REDACTED
prompted students to respond to primary source materials as a means
of demonstrating and evaluating their ability to view the cultures of
the ancient Middle East from the perspectives of its peoples(s). The
boards also encouraged multiple view and critique of primary
sources, including identification of biases in the perspectives that the
sources presented.

Other out-of-class writing assignments built on these skills,
culminating in a term project that combined use of primary sources,
evaluation of sources, identification of bias, and contextualization of
sources in their original settings as means of demonstrating an
ability to view cultures of the ancient Middle East from the
perspectives of its peoples.

Assessment of this learning object was based on an out-of-class
project that required multiple components, including independent
research, writing, and participation in discussion boards and peer
review.

| 30 | Hands-on assignment worksheets designed for
application of knowledge demonstrated students' ability to analyze,
contextualize, and apply knowledge about the ancient world
using relevant and real-world historical and archaeological
materials.

These assignments also built skills in using digital resources like
museum databases and public-facing collections and online
exhibitions. |
Assessment of this learning objective was based on worksheets and papers.

If I were to teach this course again, I would include more of these worksheet and in-class activity assignments, because they generated student interest in the material and demonstrated successful outcomes for this learning objective.

| 31 | 1 | Satisfied with students’ contextualization of literary forms and representations and social relations in class discussions. The historical/comparative component of the Explication paper proved more challenging for a couple of students as their analyses of a nonliterary object were carried out at the expense of de-emphasizing the (neo)colonial context. This problem was then raised and discussed at length in class over the course of live REDACTED sessions. As a result, the final papers demonstrated a more heightened sense and understanding of the colonial context/history (social, economic, cultural and political) on the part of the students. I would consider modifying the Explication paper requirements in the future so as to make it even more consistent with the literary-postcolonial objectives of the course. |
| 31 | 3 | Students adequately engaged with the critical, scholarly essays/concepts they read over the course of the semester, such that it allowed them to produce a fully developed analysis of the literary text in question: that is to say, formulating a thesis, close reading certain passages from the work and synthesizing some of the key concepts they read and/or the methodologies they discovered throughout the term, the students demonstrated the way in which the critical apparatus furnished by postcolonial studies can enlarge their interpretive horizon by creating an analytical vantage point from which the particular historical and social relations embedded in the literary text and its aesthetic form can be revealed. |
| 31 | 4 | Students adequately engaged with the critical, scholarly essays/concepts they read over the course of the semester, such that it allowed them to produce a fully developed analysis of the literary text in question: that is to say, formulating a thesis, close reading certain passages from the work and synthesizing some of the key concepts they read and/or the methodologies they discovered throughout the term, the students demonstrated the way in which the critical apparatus furnished by postcolonial studies can enlarge their interpretive horizon by creating an analytical vantage point from which the particular historical and social relations embedded in the literary text and its aesthetic form can be revealed. |
| 31 | 7 | The introduction to the methodological concepts/focus and theoretical lens of postcolonial literatures was quite productive in terms of enlarging the literary horizons of the students in that it |
enabled them to hone their analytico-comparative skills. Would consider limiting the number of key concepts/terms introduced each week so as to allow for a deeper understanding of each term as well as its analytical application.

| 31 | 8 | The course readings & discussions as well as the writing assignments, especially the reflection/analysis as well as the contextual components of the Precis and the final paper, were particularly helpful; so were the overall objectives central to the Explication paper, which required the students to reflect on a particular cultural artifact embodying the asymmetrical (cultural, political, economic) relations between the global North and the global South—another method for the students to grasp the way in which the colonial relations still obtain in the post-colonial world. But underscoring the colonial encounter/history—in particular, in cases where that history is under erasure, or where it is not the dominant frame of reference for the students—constituted the core of this course and a major part of all class discussions. Would consider reducing the number of Precis due each week. |
| 33 | 1 | No real changes here |
| 33 | 3 | No real changes here |
| 33 | 4 | This is a pretty variable objective because the “ability to analyze” is hard to teach, particularly in pandemic conditions. I would say that in person I could do more individualized work with students on their writing, which is where less of them were able to analyze the works in question, though they did better in conversation. |
| 33 | 6 | I had to cut down the material I usually teach due to REDACTED and the pandemic. In a revised, in-person version of the course I would add a few more critical readings on global relations—particularly around the question of uneven development—to help the students understand some of the concepts better. This is a very straight-forward observation, but the students are much more able to see world economic relations in texts that are not European. They have some built-in ways—largely through questions of empire—of thinking about those texts. They have much more difficulty thinking of unevenness in rural France or in REDACTED Prague. As I say, not surprising, but moderately interesting in any case. |
| 35 | 1 | 1) The lectures at the beginning of each unit, and consistently linking the historical setting of the literature and pointing students to the moments where the setting and context impacted the literature helped them to be able to draw similar conclusions in the character project.  
2) I think overall the project works well. I think I would lean more towards the history rather than the character analysis parts for next time. |
| 35 | 3 | 1) Bringing in outside scholarly sources that speak to the specific issues of the time allows students to make connections between the historical context and the specific novels/authors.  
2) None |
| 35 | 4 | 1) Spending in class time reviewing what was required and making sure students have multiple opportunities to analyze the prompt helps students to be able to write on topic papers. Also, making sure feedback is specific and timely allows them to build on their success each time.  
2) None. This assignment works well. |
| 35 | 7 | 1) Making sure students had adequate scaffolding and breaking the project up into multiple parts helped students to tackle a larger assignment.  
2) Next time I’d broaden the historical themes a bit too include more historical struggles for a broader understanding of the context rather than just maintain a narrower focus. |
| 37 | 1 | Class discussions included review of current Latin American news. Using information easily available on websites such as the REDACTED students were given first-hand exposure to various Latin American countries and news sources. This helped reinforce concepts about geography and politics discussed as part of the course. I will definitely incorporate this activity in future editions of the course. |
| 37 | 4 | Using ample materials currently available through the internet, students had access to relevant materials dealing with composers, musical styles and audio examples without having to purchase a textbook.  
Again, I will be making use of these freely available resources in future editions of the course. |
| 38 | 1 | 1) I think that asking questions that prompted students to understand the similarities and differences between US Latinx and Latin American experiences helped to highlight hemispheric connections.  
2) I would provide more examples from the Caribbean. For instance, an example of the social movements in the Dominican Republic would allow us to discuss transnational social movements that exceed the nation-state and really bring to the fore diasporic actors. |
| 38 | 3 | (1) The entire course made an effort to highlight multiple voices, especially the voices of those historically marginalized because of their racial, economic, ethnic, gender, and sexual identification. This assignment was no different. We prioritized the voices of marginalized workers who were organizing for better working conditions.  
(2) As noted above, I would like to bring in a transnational example of social movements that would allow us to more specifically
discuss immigration and state policy, national belonging, and generational divides, as limitations shaping worker organizing.
Appendix C: Time to Completion and Comments

<table>
<thead>
<tr>
<th>Respondent #</th>
<th>Beginning of Semester (in minutes)</th>
<th>End of Semester (in minutes)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>120</td>
<td>90</td>
<td>I am looking forward to reviewing the tools at the end of the semester, especially due to online delivery. The semester went very well!</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>No response</td>
<td>No response</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>30</td>
<td>No response</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>150</td>
<td>Good assessment tool.</td>
</tr>
<tr>
<td>8</td>
<td>60</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>45</td>
<td>120</td>
<td>As noted in the reflections above, my impression is that student performance was weaker on the assessment tools than in past semesters. The course was taught synchronously online (using the REDACTED platform and REDACTED) due to the COVID-19 pandemic. That may have had an impact on overall student performance.</td>
</tr>
<tr>
<td>10</td>
<td>45</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>120</td>
<td>60</td>
<td>I gave up trying to separate and grade the short answer questions independently of the 4 exams, then grade them together as their own exam. Sorry. You don’t pay me nearly enough for that. Two of the objectives were the purpose of one whole exam, so that data was easy enough to spit back out. Is it just the REDACTED departments, or is the university-wide plan to give REDACTED all the gen-ed courses so we get saddled with the majority of this monkey work?</td>
</tr>
<tr>
<td>14</td>
<td>120</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>120</td>
<td>60</td>
<td>Suggestion: Reformatting of the form (to avoid having to use very small fonts to fit text into small boxes)</td>
</tr>
<tr>
<td>16</td>
<td>No response</td>
<td>No response</td>
<td>THANK YOU FOR CHOSING MY CLASS TO ME PART OF THIS PROJECT. IT GAVE ME THE CHANCE TO REFLECT AGAIN ON MY TEACHING, TEACHING STYLE, OBJECTIVES, BUT MOST IMPORTANTLY ON OUR STUDENTS’ AMAZING</td>
</tr>
</tbody>
</table>
|   |   |   | CONTRIBUTION TO OUR COMMUNITY, LIVES AND SOCIETY.  
|---|---|---|---|
| 17 | 120 | 60 | I added a third tool (the Critical Paper) which addressed the learning objective #4.  
| 18 | 75 | No response |  
| 19 | 60 | 150 | Some more guidance regarding assessment would be beneficial. The form asks “how do you know it [the assigned tools] effectively measures the students’ mastery of the particular objective it is designed to assess?”, which is a question that could be taken in many directions. I was not sure whether to write something like, “Students identify x, y, and z accurately,” or “Students list a certain number of examples,” or something a bit more ephemeral, like, for example, “Students demonstrate the ability to identify particular sources from different parts of the African continent and put them into conversation.” I was not sure how general or specific I should be, or whether any particular metrics should be used. In general, I found this process helpful in understanding how my course fit into the general education curriculum, and worthwhile in helping me shape my course topics/themes to the goals of the international perspectives requirement.  
| 21 | 180 | No response |  
| 22 | 120 | 120 |  
| 23 |   |   | As I have said before, this course does not fit the categories involved here. It is not about regions, but the entire globe. It’s not about “the economic, Political, historical, and cultural relationships between different world regions” etc. It’s about the breakdown of relationships, combat, killings and destruction on a global scale. I have taught REDACTED, and none fits this category.  
| 24 | 60 | 30 |  
| 25 | 120 | No response | The first LO is really 2 objectives in 1 (before and after the semi-colon). It’s far too much to address with 1 assessment tool.  
| 27 | 30 | 90 |  
| 29 | 60 | 90 | The on-line instructional method adversely affected the participatory component the course.  
| 30 | 45 | 60 |  
| 31 | 60 | 60 | Attached please find the syllabus as well as some of the evaluative criteria mentioned above.  
|   |   |   |   |
My entire course is about REDACTED and it is a seminar style discussion. Each class takes up a text from a different country: France, Prague (part of the Austro-Hungarian Empire at the time), Argentina, Brazil, China and India. At every stage of our conversations we are discussing the cultural differences between the texts. It is difficult to exactly break-down every moment of conversation about what is the explicit, constant subject of the course. These differences are also central to the two papers the students write, though they are analyses of individual literary texts. I will explicitly comment on this element of their papers as they work on them. I have not yet generated the paper topics but will include them when I do.

The spreadsheet shifts when additions are made, making it difficult to tell where to place answers.

All of the educational materials for this course are posted online. Therefore, the “hard copy” versions attached to this form are a partial representation of those materials.

During SP’21 semester the course was offered REDACTED. Only 16 students were enrolled. Participating students were very accomplished and dedicated. All but one, completed assignments in a timely manner. Apparently, difficult life-circumstances prevented one student from participating effectively in this seminar-like offering. The high number of A’s does not mean the course was easy or that the instructor was merely aiming to please students. The great number of excellent grades reflects the high standards expected REDACTED.