**MSU Denver General Studies Assessment Reporting Form**

1. Please enter the following information about your General Studies course section(s). Note that data from multiple sections can be submitted on one form if the Course Prefix and Course Number are the same (e.g., multiple sections of BIO 1080).

|  |  |
| --- | --- |
| Semester/Year | Enter semester and year assessment occurred (e.g., Fall 2019) |
| Course Prefix | Enter course prefix (e.g., BIO) |
| Course Number | Enter course number (e.g., 1080) |
| Course Section(s) | Enter course section number(s) (e.g., 001, 003, 006) |
| Course Title | Enter course title (e.g., General Bio I) |
| Instructor Name | Enter Instructor Name |
| Instructor Email | Enter Instructor’s MSU Denver email address |

1. Save and submit your data file to Beverly Andes, [bandes1@msudenver.edu](mailto:bandes1@msudenver.edu).

Due dates: **Fall courses** – assessment data due by **January 31st**; **Spring courses** – assessment data due by **May 31st**; **Summer** **courses** – assessment data due by **August 31st**

*For assistance with this reporting form, or MSU Denver General Studies Assessment, please contact:*

*Beverly Andes, Data Manager (*[*bandes1@msudenver.edu*](mailto:bandes1@msudenver.edu)*; 303-615-0127) in the Office of Academic Effectiveness, or*

*Keah Schuenemann, Director of General Studies and Professor of Meteorology (*[*kschuene@msudenver.edu*](mailto:kschuene@msudenver.edu)*; 303-615-0780).*

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| **Faculty Preparation**: (We’re asking you to turn these in *only* so you have a record/notes to help you remember details during reflection workshops months later. These notes will not be used for anything but your reflection.) | | |
| **Which assignment are you using and how is it used to assess SLO #1?** | **Which assignment are you using and how is it used to assess SLO #2?** | **Which assignment are you using and how is it used to assess SLO #3?** |
| **Which assignment are you using and how is it used to assess SLO #4?** | **Which assignment are you using and how is it used to assess SLO #5?** | *(Intentionally left blank)* |

Enter data in yellow highlighted cells below for **Historical**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Key Assignment used to collect data, few words description** | **Assignment not submitted** | **Not Evident (0)** | **Introductory (1)** | **Developing (2)** | **Advancing (3)** | **Capstone (4)** | **Total Number of Students** |
|  | Enter text description below | Enter number of students below | | | | | | |
| **1. Locate sources**-- Demonstrate the ability to locate sources when information is needed and evaluate the authenticity, validity, and reliability of resources applied to a specific purpose. | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **2. Communicate in writing**-- Communicate in writing, with an awareness of audience and use language conventions appropriate to the occasion and task. | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **3. Employ historical knowledge**-- Demonstrate historical knowledge of the United States, the world, or one of the major regions of the world. | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **4. Understand context**-- Demonstrate, using historical sources, how context and contingency influence change over time. | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **5. Interpret Evidence**-- Develop an effective historical interpretation and marshal primary and/or secondary source evidence to support it. | e.g., Reflection #3 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Comments (optional): You might reflect on anything related to the data collection. Perhaps you have a comment about patterns you found with the students, reasons why students landed where they did, the ability of the assignment to be used against this rubric, comments on the rubric are welcome.  Comments go here: | | | | | | | | |

Enter data in yellow highlighted cells below for **Global Diversity** *(if applicable to your course*)

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Student Learning Outcome** | **Key Assignment used to collect data, few words description** | **Assignment not submitted** | **Not Evident (0)** | **Introductory (1)** | **Developing (2)** | **Advancing (3)** | **Capstone (4)** | **Total Number of Students** |
|  | Enter text description below | Enter number of students below | | | | | | |
| **1. Describe the implications of global interconnections, including their impact on culture, societies, the environment, or the individual.** | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **2. Analyze connections between worldviews, experiences, and/or power structures of differing cultures in historical or contemporary contexts.** | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Comments (optional): You might reflect on anything related to the data collection. Perhaps you have a comment about patterns you found with the students, reasons why students landed where they did, the ability of the assignment to be used against this rubric, comments on the rubric are welcome.  Comments go here: | | | | | | | | |