**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.

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**; 303-615-0127) in the Office of Academic Effectiveness, or*

*Keah Schuenemann, Director of General Studies and Professor of Meteorology (**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?**  |

Enter data in yellow highlighted cells below for **Natural and Physical Science**

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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. Understand Foundational Knowledge**-- Explain the foundational knowledge of a particular field of natural or physical science | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **2. Apply scientific principles**-- Apply principles and techniques of scientific thinking | e.g., Homework 2 essay | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **3. Think Critically**-- Evaluate the credibility of scientific information and interpret the impact of its use or misuse in society | 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*)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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: |