ROUND II, YEAR 5: General Education Program Assessment Report

2022-2023 Social and Environmental Responsibility Level: U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories' Courses
General Education Committee (GEC)

Prepared by Assessment Coordinator, 09/04/2024.

INTRODUCTION

This report seeks to provide a comprehensive review of the General Education Program (GEP) assessment process, document the actions taken related to GEP assessment during the 2022-2023 academic year as well as the summer of 2023, and finally, list the general recommendations for continuous improvement of the GEP assessment process. This is the fifth year of Round II of the GEP Assessment (2018-2024).

Based on the GEC proposed plan for the structural simplification of the General Education Program in the Fall of 2019 (Common Council's resolution #068, approved on 12/03/2019), 2022-2023 was dedicated to the GEP Assessment of Social and Environmental Responsibility Level: U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories. The schedule of collection and review of the GEP Categories can be found on our website - General Education Program Assessment - Academic Affairs | UWSP. A few of the double-category course portfolios from Year 4 were submitted in 2022-2023 due to technical problems. It will be important to revise and aggregate the assessment data for the double-category courses collected in 2021-2022 and 2022-2023 during the Reflection Year of 2023-2024 (Year 6). This report will only present data on the portfolios collected in 2022-2023. As in the previous year, the collection of course portfolios was conducted in our in-house assessment management system (AMS) in Microsoft Teams – **GEP Course Portfolio**.

After Round I of the GEP Assessment (2012-2018), Year 5 in Round II followed General Recommendation #2 - Assessment of ALL GEP Learning Outcomes (p. 11) and General Recommendation #3 - Assessment of Fall and Spring GEP courses (p. 11) of the 2017-2018 Year 5 GEP Assessment Report - Reflection Year. The course portfolios were collected in the Fall of 2022 and Spring of 2023. The course portfolio requirements were revised in accordance with these recommendations (2022-2023 GEP Assessment Course Portfolio Template.docx). During the first round of the GEP assessment cycle instructors chose which learning outcome they assessed in a course portfolio, in this round, the instructors reported numeric assessment results for all GEP Categories' learning outcomes and provided extended documentation such as the course syllabus and schedule of learning activities, as well as an explanation of the course alignment with the GEP Categories' LOs and assessment activities chosen to evaluate student attainment of the GEP Categories' LOs. Two featured LOs, one for each GEP Category, were identified, and samples of student work of different performance levels were provided for the double-category courses. One featured LO was identified, and samples of student work of different performance levels were provided for single-category courses.

OVERVIEW OF 2022-2023 ASSESSMENT RESULTS

In 2022-2023, out of 15 course portfolios submitted for review, 11 portfolios were for single-category courses while 4 portfolios were for double-category courses. 1,561 student artifacts were assessed by course instructors. Fourteen reviewers evaluated the submitted portfolios. See Table 1 for more information.

TABLE 1: SUMMARY OF SINGLE- & DOUBLE-CATEGORY COURSE PORTFOLIOS SUBMITTED IN 2022-2023

2022-2023 Social and Environmental Responsibility Level	U.S. Diversity	Global Awareness	Environmental Responsibility	TOTAL
Portfolios submitted:	1	7	3	**11**
Student Artifacts Assessed:	69	332	455	**856**

2022-2023 Double-Category Courses	U.S. Diversity	Historical Perspectives	Environmental Responsibility	Social Sciences	TOTAL
Portfolios submitted:	3		1		**4**
Student Artifacts Assessed:	299	302	52	52	**705**

The review of the course portfolios for the Social and Environmental Responsibility Level (2022-2023), as well as the remaining portfolios from the double-category courses (2021-2022), was conducted by the General Education Committee (GEC) members instead of GEP PAWs members (See p. 2 of 2021-2022 Round II - Year 4 GEP Assessment - Double-Category Courses for more details about the establishment of the General Education Program peer assessment workgroups (GEP PAW)).

Having the GEC members review a small number of the course portfolios left to be reviewed in Round II of the GEP Assessment Cycle allowed the GEC members to experience first-hand the review process and consider potential changes or adjustments to the GEP assessment process as we finish the second assessment cycle, 2018-2024, and prepare for Round III, starting in 2024-2025 with the assessment of the Foundation Level. The GEC members used the same reviewing platform in the Fall of 2023, as the GEP PAWS in the Fall of 2022, which is part of our in-house AMS in Microsoft Teams - **GEP Assessment Rubric**.

In the summer of 2023, the Assessment Coordinator worked closely with the IT program developer, Kyle Bennett, to create a feedback reporting platform in our AMS in Microsoft Teams – **GEP Feedback Reporting** (See Appendix A for an example). The general feedback message informed the instructors if their portfolios met, partially met, or did not meet the expectations. It also explained which next steps should be taken by the instructors:

Congratulations your course portfolio met the GEP expectations!

For individual feedback, please read the feedback scoring and comments listed below. Each course portfolio was carefully evaluated by two reviewers. Please study each reviewer's comments to get a comprehensive meta-assessment of your course-embedded assessment practices. The reviewers included many comments on how your course portfolio can be improved, if needed, to assure satisfactory student performance on the GEP learning outcomes.

Your course portfolio partially met the GEP expectations.

While your course portfolio met most criteria, it fell short in some areas and will need revision or additional data to be complete. To meet expectations and complete this process, please schedule a consultation with the Assessment Coordinator in the summer or early in the fall semester to discuss the course and/or portfolio's component(s) needing revisions.

The Assessment Coordinator can provide you assistance to make these revisions more easily and avoid potential risk of the course failing to meet the GEP Category Learning Outcomes (See University Handbook, Chapter 7, Section 6, "Procedure in the event that, as a result of reviewing course portfolios, a course fails to meet the GEP category learning outcomes").

For individual feedback, please read the feedback scoring and comments listed below. Each course portfolio was carefully evaluated by two reviewers. Please study each reviewer's comments to get a comprehensive meta-assessment of your course-embedded assessment practices. The reviewers included many comments on how your course portfolio can be improved, if needed, to assure satisfactory student performance on the GEP learning outcomes.

Your course portfolio did not meet the GEP expectations.

Unfortunately, the portfolio submitted did not adequately demonstrate how the course and/or student learning is aligned with and meeting the GEP learning outcomes. To meet expectations and complete this process, please complete the self-enrolling Canvas course, "Assessment Training," and schedule a consultation with the Assessment Coordinator in the summer or early in the fall semester to discuss the course and/or portfolio's components that need to be revised to meet the GEP expectations for this course. This training course contains valuable information about how to align courses with the GEP or program learning outcomes, how to scaffold student learning, or how to collect and interpret assessment results, etc. As a result, we trust that the assessment process will become easier and more rewarding.

The Assessment Coordinator can provide you assistance to make these revisions more easily and avoid potential risk of the course failing to meet the GEP Category Learning Outcomes (See University Handbook, Chapter 7, Section 6, "Procedure in the event that, as a result of reviewing course portfolios, a course fails to meet the GEP category learning outcomes").

For individual feedback, please read the feedback scoring and comments listed below. Each course portfolio was carefully evaluated by two reviewers. Please study each reviewer's comments to get a comprehensive meta-assessment of your course-embedded assessment practices. The reviewers included many comments on how your course portfolio can be improved, if needed, to assure satisfactory student performance on the GEP learning outcomes.

The same feedback reporting platform will be used to inform the 2022-2023 instructors of the results of their portfolios' evaluation. Since the reporting platform was implemented last summer, this year's instructors will receive the feedback in a timelier fashion and will have more time in the summer of 2024 to update their portfolios, if needed.

STUDENT PERFORMANCE IN 2022-2023

In 2022-2023, eleven single-category course portfolios and four double-category course portfolios reported on **461 enrolled students**. As the instructors assessed all the GEP LOs in these courses, **1,561 student artifacts** were assessed to measure student learning in these courses.

As reported by the instructors, based on the embedded assessment in the submitted course portfolios, the overall student performance in 2022-2023 is highly satisfactory as **80% of student artifacts exceeded or met the instructors' expectations** for the GEP LOs, while 20% of the submitted student artifacts were deemed as partially meeting or not meeting the instructors' expectations. The number of students who did not participate in the assessments cannot be determined since some students did not submit assignments for one or several LOs. Additionally, **240 student artifacts were not assessed** because students did not submit the assignments.

TABLE 2: OVERALL NUMBERS & PERCENTAGES OF STUDENT ARTIFACTS MEETING & NOT MEETING THE GEP EXPECTATIONS IN COURSE PORTFOLIOS IN 2022-2023

Student Artifacts	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations	Not Assessed/ Not submitted
Overall Results for 15 Course Portfolios	477 [31%]	765 [49%]	213 [13%]	106 [7%]	240

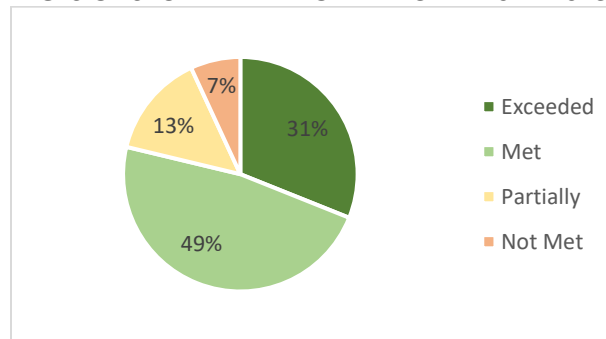**GRAPH 1: OVERALL PERCENTAGES OF STUDENT PERFORMANCE IN 2022-2023**

TABLE 3: STUDENT PERFORMANCE PER GEP CATEGORY IN 2022-2023

Category	Portfolios	Exceeded Expectations		Met Expectations		Partially Met Expectations		Did Not Meet Expectations		Total
HP	3	54	18%	160	53%	52	17%	36	12%	302
USD	4	129	35%	141	38%	55	15%	43	12%	368
GA	7	132	40%	148	45%	44	13%	8	2%	332
ER	4	128	25%	306	60%	56	11%	17	3%	507
SS	1	34	65%	10	19%	6	12%	2	4%	52
Total		**477**	**31%**	**765**	**49%**	**213**	**13%**	**106**	**7%**	**1,561**

N= 15 portfolios

META-ASSESSMENT RESULTS FOR 2022-2023 COURSE PORTFOLIOS

In 2022-2023, eleven single-category course portfolios and four double-category course portfolios were assessed by thirteen GEC members with assistance from the Assessment Coordinator. As in the previous years, each portfolio was evaluated by two reviewers and the final score was an average score of the two evaluations. The portfolios that scored between 100% and 80% were deemed meeting the expectations. The portfolios that received less than 80% but more than 70% were deemed partially meeting the expectations, while the portfolios that received less than 70% did not meet the expectations. **Most of the course portfolios in 2022-2023 – 12 portfolios out of 15 or 80% – met the expectations.**

TABLE 4: OVERALL NUMBERS & PERCENTAGES OF COURSE PORTFOLIOS MEETING, PARTIALLY MEETING & NOT MEETING GEP EXPECTATIONS IN 2022-2023

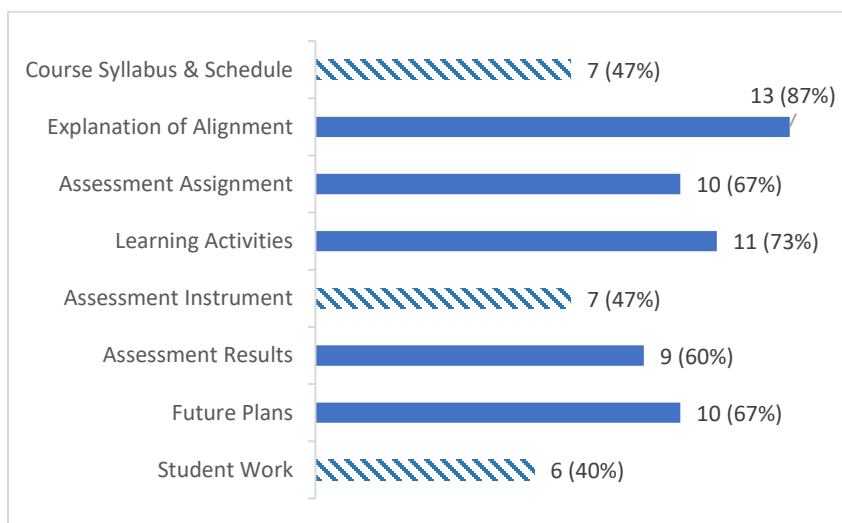| Met		Partially Met		Not Met	
12	80%	0	0%	3	20%

N= 15 portfolios

When examining the meta-assessment results per each criterion from the GEP Assessment Rubric (See Appendix B in 2021-2022 Round II - Year 4 GEP Assessment - Double-Category Courses, pp. 11-15), it is evident that three criteria out of eight – Course Syllabus & Schedule, Assessment Instrument, and Student Work – still need more attention because less than half of the submitted course portfolios meet the expectations in these areas (See Table 5 & Graph 2).

TABLE 5: NUMBERS & PERCENTAGES OF COURSE PORTFOLIOS MEETING, PARTIALLY MEETING & NOT MEETING GEP EXPECTATIONS PER GEP ASSESSMENT RUBRIC CRITERIA IN 2022-2023

	Course Syllabus & Schedule		Explanation of Alignment		Assessment Assignment		Learning Activities		Assessment Instrument		Assessment Results		Future Plans		Student Work	
Met	7	47%	13	87%	10	67%	11	73%	7	47%	9	60%	10	67%	6	40%
Partially Met	7	47%	2	13%	5	33%	4	27%	7	47%	6	40%	5	33%	6	40%
Not Met	1	7%	0	0%	0	0%	0	0%	1	7%	0	0%	0	0%	3	20%

N= 15 portfolios

GRAPH 2: NUMBERS & PERCENTAGES OF COURSE PORTFOLIOS MEETING GEP EXPECTATIONS PER GEP ASSESSMENT RUBRIC CRITERIA IN 2022-2023

Course Syllabus & Schedule — 7 (47%)
Explanation of Alignment — 13 (87%)
Assessment Assignment — 10 (67%)
Learning Activities — 11 (73%)
Assessment Instrument — 7 (47%)
Assessment Results — 9 (60%)
Future Plans — 10 (67%)
Student Work — 6 (40%)

N= 15 portfolios

The syllabus and course schedule are crucial components that require careful consideration. Some instructors did not include the GEP LOs on the syllabus, nor did they provide a descriptive paragraph explaining to students that this is a GEP course and how their course learning goals and expectations align with the GEP LOs. It is important to note that online courses and Canvas now present the syllabus and course schedule directly to students. Some instructors did not include the course schedule, which can be printed out from Canvas. Reviewers commented on the need for clarity and alignment between the syllabus, GEP LOs, and course expectations.

When using **assessment instruments** such as rubrics or a list of evaluation criteria, instructors should reiterate the importance of aligning these criteria with the language used in the learning outcomes, including

assessment verbs. Portfolios that partially met or did not meet expectations often lacked rubrics or a clear set of criteria or did not align their criteria with the GEP LOs.

Regarding **student work**, portfolios that did not meet expectations or partially met expectations in this area typically attached student samples without any explanation of how these samples were evaluated. This was particularly problematic when the samples were written in a foreign language or included highly disciplinary-relevant information, such as advanced formulas or statistical data, which made it difficult for reviewers outside the discipline to understand.

QUALITATIVE FEEDBACK IN 2022-2023

The rich process of meta-assessment, assured by Faculty Learning Communities' (FLCs) members in Years 1-3, Peer Assessment Workgroups' (PAWs) members in Year 4, and GEC's members in Year 5 of Round II, followed the in-depth meta-assessment process that took place from the very beginning of the GEP Assessment at UWSP.

As the GEC members gathered and evaluated the double-category and single-category course portfolios in the Fall of 2023, they provided important qualitative feedback in their review rubrics to the participating instructors. The main takeaway from the review process in 2022-2023 was to insist on more professional development opportunities for all GEP instructors. Effective course design is a key for successful alignment of courses with the GEP learning outcomes. Therefore, pedagogical workshops could help instructors, which would ultimately improve student learning, and lessen busy work for students and instructors themselves. Our Center for Inclusive Teaching and Learning (CITL) can provide much-needed sessions of training, and it is up to the General Education Committee to consider if such training(s) should be required or encouraged for all courses in the third assessment cycle of GEP Assessment, Round III (2024-2029).

According to the GEC's members who participated in the 2022-2023 course portfolio review process, the overall experience with the GEP course portfolio assessment process was generally positive, with our in-home AMS being praised as easy to use and well-designed for an efficient and straightforward process. When asked how easy it was to use the Microsoft Teams platform for reviewing the portfolios on a scale of 1 (Very difficult) to 5 (Very easy), the **average rating was 4.00**, indicating it was Somewhat easy.

The feedback highlighted a few potential areas for improvement and suggestions for the GEP assessment process. One suggestion was for instructors to complete a rubric assessing their own course first, which could help them identify missing elements or areas needing better explanation in their portfolios. Another suggestion was to provide professional development workshops or reminders throughout the semester to guide faculty on the required portfolio components, and therefore improve faculty preparedness. Additionally, providing instructors with sample assignments for their GEP Categories could be beneficial. Furthermore, there was a recommendation to potentially combine the description of learning activities and assessment assignments into one section for better clarity and reduction of the portfolio requirements. Finally, a key challenge identified was assessing student work samples without instructors' explanations of the student work samples included.

Overall, the process was seen as striking a good balance between efficiency and depth in capturing relevant GEP information that can be assessed by the diverse committee.

GENERAL RECOMMENDATIONS

Deliberate practices of assessing student learning and reporting the assessment results have been our goal since Round I of the GEP assessment (2013-2017) and it continues to be so in Round II (2018-2024). To maintain our efforts considering continuous improvement of the GEP Assessment Process, here are general recommendations for the next steps:

1) As stated on p. 6 in 2021-2022 Round II - Year 4 GEP Assessment - Double-Category Courses, in General Recommendations # 1, it will be important to **revise the assessment data during the Reflection Year, 2023-2024**, to fully aggregate assessment results for the double-category courses.

2) As stated on p. 6 in 2021-2022 Round II - Year 4 GEP Assessment - Double-Category Courses, in General Recommendations # 2, it will be equally necessary to **examine the evaluation process of double-category courses during the Reflection Year, 2023-2024.**

3) **Revise the submission schedule for all the GEP categories during the Reflection Year, 2023-2024.**
   Round II, Year 4 of the assessment of double-category courses (29 portfolios submitted) and Year 5 of the assessment of the single-category courses in U.S. Diversity, Global Awareness, and Environmental Responsibility (15 portfolios) showed that the number of portfolios submitted in two years is comparable to the number of portfolios reviewed in Year 2 (42 portfolios) and Year 3 (45 portfolios). Therefore, it is advisable to consider the following submission and review schedule for the GEP Assessment, Round III:

Assessment Schedule of UWSP General Education Program for Round III, 2024-2029	
Year 1 2024-2025	**Round III of the GEP Assessment - Foundation Level** Critical Thinking (CT), Written Communication (WC), Qualitative Literary (QL), and Wellness (WL)
Year 2 2025-2026	**Round III of the GEP Assessment - Human Cultures and Sciences Level – Part I:** Natural Sciences [NSC] and Social Sciences [SS] Categories
Year 3 2026-2027	**Round III of the GEP Assessment - Human Cultures and Sciences Level – Part II:** Arts [ART], Historical Perspectives [HP], and Humanities [HU] Categories
Year 4 2027-2028	**Round III of the GEP Assessment - Social and Environmental Responsibility Level:** U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories AND Assessment of **Double-Category Courses** for the Human Cultures and Sciences & Social and Environmental Responsibility Levels
Year 5 2028-2029	**Round III of the GEP Assessment - Reflection Year**

4) **Require an official communication of the GEP LOs to students.**
   In previous years, we have encouraged instructors to include the GEP LOs on their syllabi. Due to the particularity of some syllabus templates, especially those recommended for online courses, it might not be feasible to include the GEP LOs on the syllabi. However, the consistent feedback from the reviewers stresses the correlation between the instructor's inclusion or publication of the GEP LOs in course materials and how well the course is aligned with the GEP LOs. Therefore, it is recommended that all GEP instructors be required to officially communicate in writing to their students which GEP LOs their courses target.

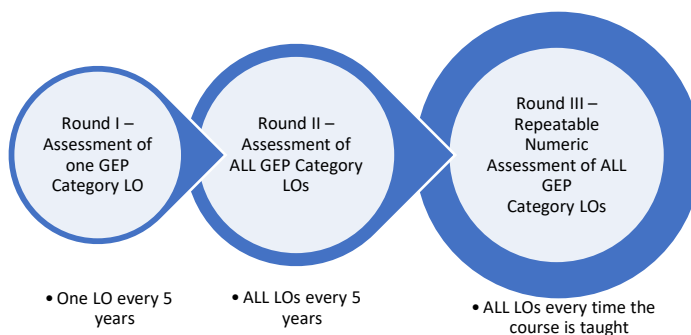5) **Encourage instructors to revise their assessment instruments to align with the GEP LOs**
   It is recommended that instructors teaching any GEP course seek course designers' help from our Center for Inclusive Teaching and Learning (CITL) to align their assessment instruments more clearly with the GEP LOs. It would also be advisable that GEP instructors contemplate ways in which these instruments could be easily repeatable to collect numeric data in a more consistent manner.

6) **Revise the Submission Platform for Samples of Student Work**
   It would be beneficial to revise the AMS submission platform so that instructors can provide an explanation of student work samples. Having even a short explanation of why each included student work sample received its performance level would increase clarity for reviewers.

7) **Develop an Emphasis on Continual Collection of Numeric Assessment Results**
   It would be beneficial to consider developing an emphasis on a more consistent collection of numeric assessment results to better see trends in student performance. This diagram represents the emphasis put on the assessment of GEP LOs during the GEP assessment cycles – Round I (2012-2018), Round II (2018-2024), and future Round III (2024-2029). As we move into the new cycle, Round III, we can explore how we can collect more data for the GEP LOs to better see trends in student learning and potentially change or eliminate the need for course portfolio submissions.

Round I – Assessment of one GEP Category LO

Round II – Assessment of ALL GEP Category LOs

Round III – Repeatable Numeric Assessment of ALL GEP Category LOs

- One LO every 5 years

- ALL LOs every 5 years

- ALL LOs every time the course is taught

Concluding Remarks

The fifth year of Round II of the GEP Assessment was successful in revealing satisfactory student learning in the GEP Assessment of the single-category courses in the Sciences & Social and Environmental Responsibility Level. The fifth year of Round II also identified areas in General Education assessment and instruction that need to be addressed in the spirit of continual improvement.

APPENDIX A:

AMS Template in Microsoft Teams –

GEP Feedback Reporting to Course Instructors

Congratulations your course portfolio met the GEP expectations!

Evaluation 1: 16.8 out of 20 or 84%
Evaluation 2: 19.1 out of 20 or 95.5%

Average Score: 17.95 out of 20 or 89.75%

For individual feedback, please read the feedback scoring and comments listed below. Each course portfolio was carefully evaluated by two reviewers. Please study each reviewer's comments to get a comprehensive meta-assessment of your course-embedded assessment practices. The reviewers included many comments on how your course portfolio can be improved, if needed, to assure satisfactory student performance on the GEP learning outcomes.

Questions	Reviewer 1			Reviewer 2		
Course Syllabus & Schedule	**Completed**	**Partial**	**Absent**	**Completed**	**Partial**	**Absent**
Course syllabus and a calendar/schedule of course activities and assignments show when and to what degree the GEP Category Learning Outcomes (LOs) are addressed in the course. (3 pts)	[X] 3	[ ] 2.1	[ ] 0	[X] 3	[ ] 2.1	[ ] 0
Reviewer 1 Comments:	No Comments					
Reviewer 2 Comments:	No Comments					
Explanation of Alignment						
Explanation of alignment is expected to detail the relationship between the specific course learning outcomes and the GEP Category LOs. "Alignment" here means the relationship between each of the GEP Category LOs and what	[ ] 3	[X] 2.1	[ ] 0	[X] 3	[ ] 2.1	[ ] 0

students learn in the course. (3 pts)

Reviewer 1 Comments:	Just for clarity, it might be better to list all the different learning outcomes at the outset before showing how the GEP LO's align with the course LOs. I believe that all the outcomes are mentioned, but the alignment could be clearer. I'm glad that the report mentioned the difficulty of assessing GEP USD LO3. But it appears that the class attempted to assess this to the best of its ability.
Reviewer 2 Comments:	No Comments

Description of Assignment used for the GEP Assessment

The discipline-appropriate evaluation used to assess student attainment of the targeted GEP Category LOs. Typical assessments include papers, projects, performances, presentations, or exams. (3 pts)

[X] 3   [ ] 2.1   [ ] 0   [X] 3   [ ] 2.1   [ ] 0

Reviewer 1 Comments:	It is clear that there is constant attention to each of the LO's. Great work here.
Reviewer 2 Comments:	No Comments

Course Learning Activities Targeting the GEP Category

A detailed description of specific course activities, assignments, and/or experiences, preparing students to successfully complete the discipline-appropriate evaluation and meet expectations for achievement of the GEP LOs. (2 pts)

[X] 2   [ ] 1.4   [ ] 0   [X] 2   [ ] 1.4   [ ] 0

Reviewer 1 Comments:	No Comments
Reviewer 2 Comments:	No Comments

Assessment Instrument (Criteria/Rubric)

Specific criteria, with a clear connection to the targeted GEP Category LOs, are used to assess student work and provide them with feedback. (2 pts)	[ ] 2	[ ] 1.4	[X] 0	[X] 2	[ ] 1.4	[ ] 0

Reviewer 1 Comments: Data is given about how students performed, but there is no "criteria" listed for how that data was determined. Perhaps having clearer metrics might also help more students meet the LOs since there are a "frustrating number" which did not do so for several LOs.

Reviewer 2 Comments: No Comments

Assessment Results & Interpretation

To report the results, include both raw numbers and the percentage of students scoring at each level of attainment on each criterion assessed, as well as the interpretation of these results. (3 pts)	[X] 3	[ ] 2.1	[ ] 0	[ ] 3	[X] 2.1	[ ] 0

Reviewer 1 Comments: No Comments

Reviewer 2 Comments: Raw numbers are included and the interpretation meets expectations. However, percentage of students at each level is not consistently included.

Future Plans/Plans for Improvement

Reflection on success of your course(s) in helping students meet expectations for the targeted GEP Category LOs and discussion of plans to maintain and/or improve performance related to these outcomes. (3 pts)	[X] 3	[ ] 2.1	[ ] 0	[X] 3	[ ] 2.1	[ ] 0

Reviewer 1 Comments: There is a fair bit of honest reflection about what worked and didn't work on the assignments used to satisfy the respective LOs. I'm particularly interested in the observation that 100 level students may be alienated by so many learning outcomes--this could be true of any course which tries to do a lot of LOs, but especially those that double dip in the GEP.

Reviewer 2 Comments: No Comments

Samples of Student Work

Samples of student work representing at least two levels of achievement (meeting and not meeting GEP expectations) with clear indication of evaluation process. (1 pts)	[ ] 1	[X] 0.7	[ ] 0	[X] 1	[ ] 0.7	[ ] 0

Reviewer 1 Comments:	Some of the sample work more clearly represents two students, but in other cases it is difficult to tell where one student's work ends and another student's work begins.
Reviewer 2 Comments:	Two levels of achievement are represented but it's not clear what the levels are.

APPENDIX B:

2022-2023 GEP Assessment of Social and Environmental Responsibility Level:
U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories
Course Portfolio Requirements

Initial Info

GEP Category:

Course title and number:

Semester and year (ex. Fall 2022, Spring 2023):

Please prepare the following attachments for your final course portfolio submission:

1) Course syllabus
2) Course assignment schedule, if in a separate file
3) Samples of student work for one featured LO

Current list of the UWSP GEP Learning Outcomes:

https://www.uwsp.edu/gep/Documents/gep-category-learning-outcomes.pdf

Submission deadlines:

The Fall submissions of the course portfolios will be due on Friday February 3rd, 2023, and course portfolios from Spring 2023 will be due on Friday June 2nd, 2023.

Submission mode – Electronic Portfolio in Microsoft Teams

Helpful Tip: *Make a copy of your portfolio first in Word,*

it will preserve the information and speed up your submission.

First LO

☐	USD LO1:	Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
☐	GA LO1:	Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
☐	ER LO1:	Identify interactions between human society and the natural environment.

1. Explanation of alignment of course LOs to this learning outcome

2. Precise and concise description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome, specifying the assessment method and instrument (Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances; Examples of instruments: rubrics, list of criteria, surveys, etc.)

4. Assessment results

USD/ GA/ ER	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO1					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in "Did Not Meet Expectations"*

5. Interpretations of Assessment Results
   A. Analysis

   B. Summary

   C. Use of results for improving or maintaining student learning of this GEP LO

6. Sample of Student work (if this is your featured LO)
   - Please attach two samples of student work:
     a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations
7. Additional Information
   - If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearing indicating the corresponding LO.

Second LO

☐	USD LO2:	Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.
☐	GA LO2:	Analyze key forces or processes that contribute to global interconnectedness, and their implications.
☐	ER LO2:	Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability.

1. Explanation of alignment of course LOs to this learning outcome

2. Precise and concise description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome, specifying the assessment method and instrument (Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances; Examples of instruments: rubrics, list of criteria, surveys, etc.)

4. Assessment results

USD/ GA/ ER	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO2					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in "Did Not Meet Expectations"*

5. Interpretations of Assessment Results
   A. Analysis

   B. Summary

   C. Use of results for improving or maintaining student learning of this GEP LO

6. Sample of Student work (if this is your featured LO)
   - Please attach two samples of student work:
     a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations
7. Additional Information
   - If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearing indicating the corresponding LO.

Third LO

☐	USD LO3:	Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.
☐	GA LO3:	Demonstrate curiosity and empathetic insight about diverse cultural perspectives.
☐	ER LO3:	Evaluate competing claims that inform environmental debates.

1. Explanation of alignment of course LOs to this learning outcome

2. Precise and concise description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome, specifying the assessment method and instrument (Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances; Examples of instruments: rubrics, list of criteria, surveys, etc.)

4. Assessment results

USD/ GA/ ER	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO3					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in "Did Not Meet Expectations"*

5. Interpretations of Assessment Results
   A. Analysis

   B. Summary

   C. Use of results for improving or maintaining student learning of this GEP LO

6. Sample of Student work (if this is your featured LO)
   - Please attach two samples of student work:
     a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations

7. Additional Information
   - If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearing indicating the corresponding LO.