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**2024-2025 GEP Assessment of Foundation Level – Round III:**

**Critical Thinking (CT), Written Communication (WC), Qualitative Literary (QL), and Wellness (WL)**

**Course Portfolio Requirements**

# Initial Info

GEP Category:

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Course title and number:

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Semester and year (ex. Fall 2024, Spring 2025):

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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

Consult the 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 7, 2025, and course portfolios from Spring 2025 will be due on Friday, June 6, 2025.**

Submission mode – [Electronic Portfolio in Microsoft Teams](https://teams.microsoft.com/l/entity/a6b63365-31a4-4f43-92ec-710b71557af9/_djb2_msteams_prefix_1362195194?context=%7B%22subEntityId%22%3Anull%2C%22channelId%22%3A%2219%3A560ddc1cc57841d0a52e0b69113ebcde%40thread.tacv2%22%7D&groupId=55fced45-2185-463e-b6e8-433d49d68603&tenantId=209c4bad-df14-4172-87df-060f84f01a11)

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

*it will preserve the information and speed up your submission.*

# First LO

*Please check the box of the appropriate GEP LO and you may delete those that do not apply to your portfolio.*

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|  | CT LO1: | Recognize critical thinking as a process of identifying, analyzing, evaluating, and  constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving) |
|  | WC LO1: | Compose an articulate, thoughtful, grammatically correct, and logically organized piece of  writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience. |
|  | QL LO1: | Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format. |
|  | WL LO1: | Assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being. |

1. A. Explain **the alignment** between your course learning outcomes (CLOs) and this GEP LO.

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B. Please specify how you **communicate** **in writing** the GEP LO to your students. (E.g. The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet).

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1. Please provide a numbered list of **course learning activities** that support the development of student proficiency at this learning outcome, with a concise description of each activity.

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1. Describe **the assignment used to assess student achievement** of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

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1. **Assessment results**

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| CT/WC/  QL/WL | Exceeded Expectations | Met  Expectations | Partially Met Expectations | Did not Meet Expectations | 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”*

1. **Interpretations** of Assessment Results
2. **Summary** – Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

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1. **Analysis** – Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

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1. **Use of Results** – Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO. (E.g. If your analysis shows deficits in particular component skills or knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?)

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1. **Expanding Data Collection** - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of student learning by increasing your sample size, revealing patterns and trends, and showing you any changes over time. How can you make this assessment repeatable each semester you teach this course? (E.g. Using Canvas Rubrics and Outcomes to collect numeric data of student performance.)

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1. **Sample of Student Work** (if this is your featured LO)

Attach two files of **Student Work Samples**, representing two different levels of achievement. Remember to erase students’ identifying information such as names or ID numbers.

1. First level of achievement

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| [file] |
| Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met. |
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1. Second level of achievement

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| [file] |
| Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met. |
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1. **Additional Information**

Please attach any relevant materials, combined in one file, that will help the reviewers to better understand the assignment and how the GEP LO was assessed (E.g. the assignment description given to students, the scoring rubric, etc.).

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# Second LO

*Please check the box of the appropriate GEP LO and you may delete those that do not apply to your portfolio.*

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|  | CT LO2: | Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline-specific questions or issues. |
|  | WC LO2: | Apply your understanding of elements that shape successful writing to critique and improve your own and others’ writing through effective and useful feedback. |
|  | QL LO2: | Identify and apply appropriate strategies of quantitative problem solving in theoretical and  practical applications. |
|  | WL LO2: | Develop an individual plan for healthy living that demonstrates an understanding of the  principles of wellness. |

1. A. Explain **the alignment** between your course learning outcomes (CLOs) and this GEP LO.

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B. Please specify how you **communicate** **in writing** the GEP LO to your students. (E.g. The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet).

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1. Please provide a numbered list of **course learning activities** that support the development of student proficiency at this learning outcome, with a concise description of each activity.

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1. Describe **the assignment used to assess student achievement** of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

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1. **Assessment results**

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| CT/WC/  QL/WL | Exceeded Expectations | Met  Expectations | Partially Met Expectations | Did not Meet Expectations | 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”*

1. **Interpretations** of Assessment Results
2. **Summary** – Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

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1. **Analysis** – Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

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1. **Use of Results** – Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO. (E.g. If your analysis shows deficits in particular component skills or knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?)

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1. **Expanding Data Collection** - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of student learning by increasing your sample size, revealing patterns and trends, and showing you any changes over time. How can you make this assessment repeatable each semester you teach this course? (E.g. Using Canvas Rubrics and Outcomes to collect numeric data of student performance.)

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1. **Sample of Student Work** (if this is your featured LO)

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1. First level of achievement

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1. Second level of achievement

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| Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met. |
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# Third LO

*Please check the box of the appropriate GEP LO and you may delete those that do not apply to your portfolio.*

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|  | CT LO3: | Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in  writing. |
|  | QL LO3: | Construct a conclusion using quantitative justification. |

1. A. Explain **the alignment** between your course learning outcomes (CLOs) and this GEP LO.

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B. Please specify how you **communicate** **in writing** the GEP LO to your students. (E.g. The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet).

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1. Please provide a numbered list of **course learning activities** that support the development of student proficiency at this learning outcome, with a concise description of each activity.

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1. Describe **the assignment used to assess student achievement** of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

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1. **Assessment results**

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| --- | --- | --- | --- | --- | --- |
| CT/  QL | Exceeded Expectations | Met  Expectations | Partially Met Expectations | Did not Meet Expectations | 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”*

1. **Interpretations** of Assessment Results
2. **Summary** – Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

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1. **Analysis** – Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

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1. **Use of Results** – Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO. (E.g. If your analysis shows deficits in particular component skills or knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?)

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1. First level of achievement

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1. Second level of achievement

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| Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met. |
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| [file name] |