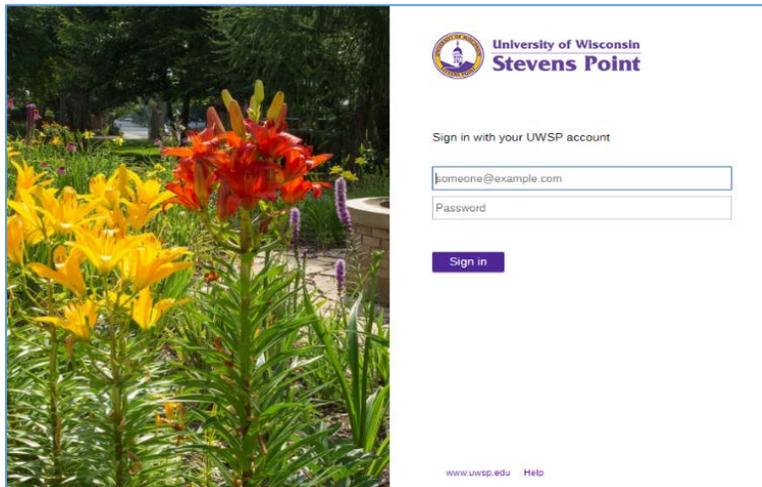
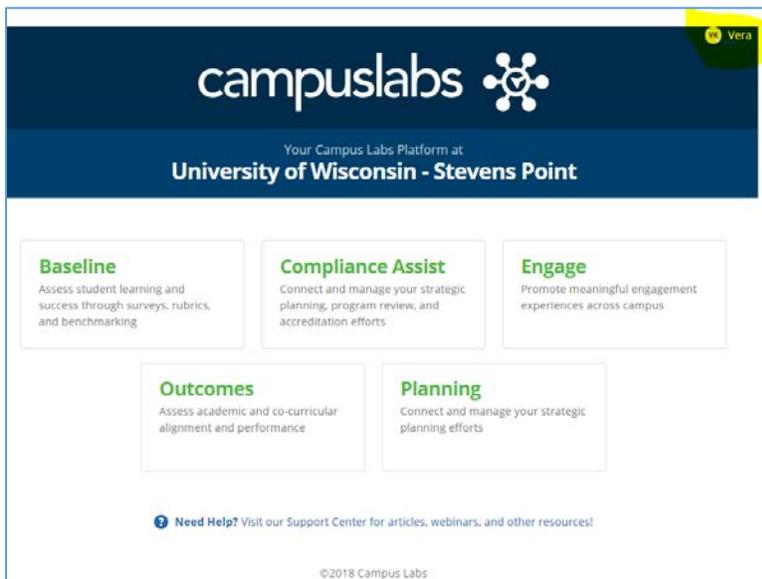


## Brief Visual Guide for Campus Labs – Outcomes Module for GEP Assessment

- 1) Go to Chrome (preferred browser) or Microsoft Edge and type [uwsp.campuslabs.com](http://uwsp.campuslabs.com)



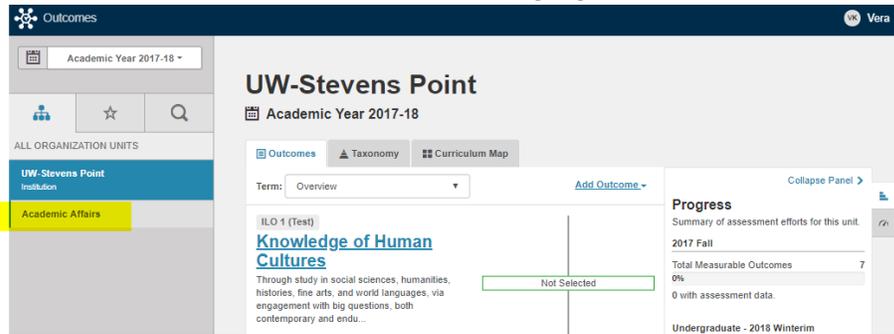
- 2) Log in with your UWSP username and password



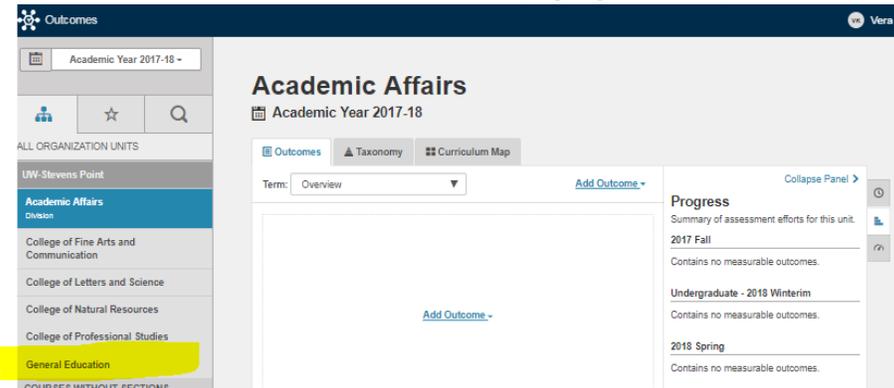
Your first name and initials should appear in the right top corner.

Click on **Outcomes**

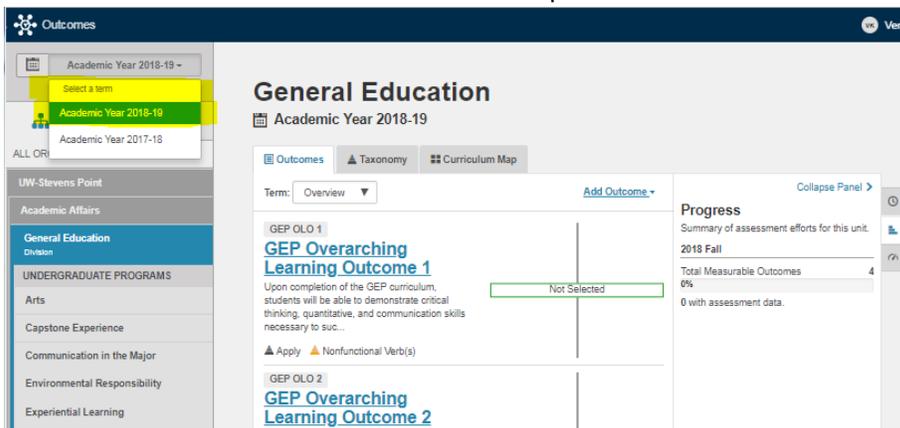
3) Click on Academic Affairs in the left frame (highlighted area)



4) Click on General Education in the left frame (highlighted area)



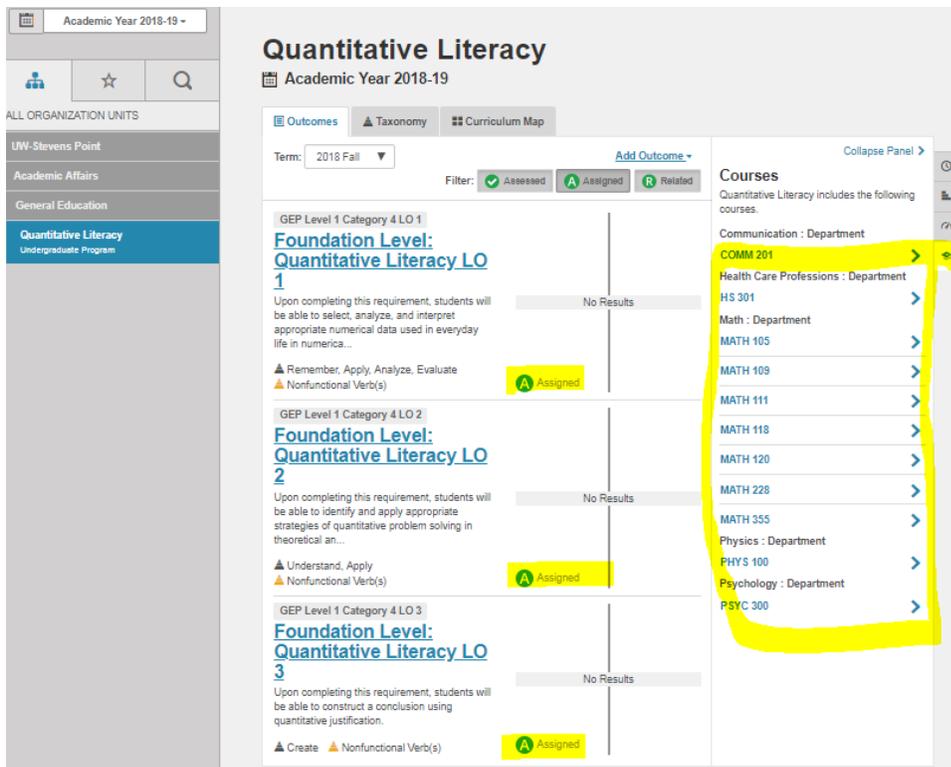
5) Select Academic Year 2018-2019 from the drop-down menu in the left frame.



6) Select your Category. For example, Quantitative Literacy.

Navigation panel on the right

-  **Pending Connections:** It shows which outcomes have been assigned the unit.
-  **Progress:** It shows a summary of assessment efforts for this unit.
-  **Activity:** It shows a summary of actions taken on outcomes by this unit.
-  **Courses:** It shows which courses belong to this unit.



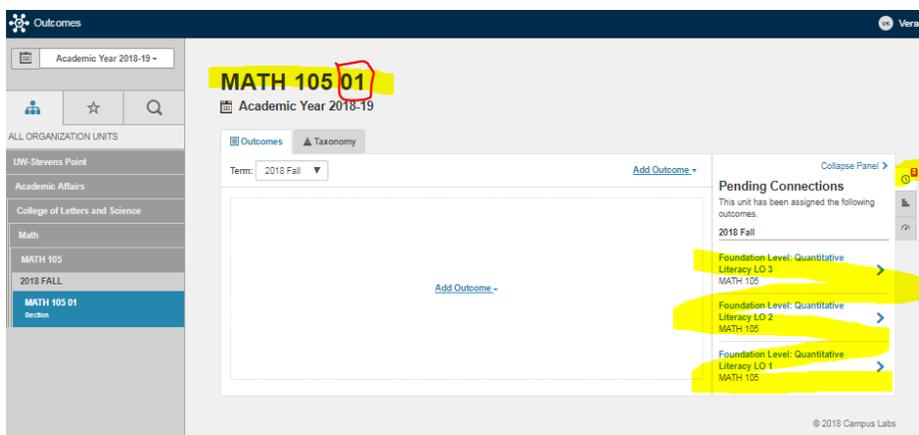
The courses and sections have been already assigned to collect data for all the learning outcomes (LOs) in the Foundation Level Categories.

**For instance**, Math 105 has been assigned to assess the LOs for QL. Each section of MATH 105 has been assigned to assess the LOs as well. MATH 105 01 [Section 01] will have a red number by the clock icon.

This means that this section has 3 pending connections, i.e. requests to measure each LO:

If your category only has 2 LOs, the red number will be 2.

By clicking on each connection in the right side of the panel, you will be taken to the screen that allows you to enter the specifics for your learning activity that will be used for assessment of this particular LO.



**MATH 105 01**  
Academic Year 2018-19

Outcomes Taxonomy

Term: 2018 Fall [Back to List](#)

GEP Level 1 Category 4 LO 1

**Foundation Level: Quantitative Literacy LO 1**

AGGREGATED RESULT  
No Results

Upon completing this requirement, students will be able to select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format.

Requested By: MATH 105

Remember, Apply, Analyze, Evaluate Nonfunctional Verb(s)

**How will assessment be performed?**

**Assessment**  
MATH 105 01 will Perform Assessment of this outcome.

**Relate**  
MATH 105 01 will Perform assessment by aggregating data from other outcomes.

Note: In the left frame, the path has changed. When you go to your specific course, you will be taken out of the General Education Program because the courses belong to particular departments and their corresponding colleges. If you want to go back to GEP, click on Academic Affairs → General Education → GEP Category.

The platform prompts the following questions that describe your learning activity which will become the basis of your assessment. It is important to include the date but not how accurate it is. You can give yourself a week or a month to complete the assessment.

**MATH 105 01**  
Academic Year 2018-19

Outcomes Taxonomy

Term: 2018 Fall [Back to List](#)

GEP Level 1 Category 4 LO 1

**Foundation Level: Quantitative Literacy LO 1**

AGGREGATED RESULT  
No Results

Upon completing this requirement, students will be able to select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format.

Requested By: MATH 105

Remember, Apply, Analyze, Evaluate Nonfunctional Verb(s)

**Create Assessment**

**Assignment Title \***  
Title

Enter a brief name or title to identify how you measured achievement (e.g., Writing Assignment #1, Final Exam, etc.).

**Method**

Select the method of input used to measure achievement.

**Begin \***  
Start Date

Enter the date you began to measure achievement using the selected input.

**End**  
End Date

Enter the date you finished this measure of achievement using the selected input.

**Purpose**

Diagnostic  
Assess knowledge, skills, or attributes prior to interaction with learners.

Formative  
Assess performance during the learning process to guide further efforts.

Summative  
Measure achievement at the end of interaction with learners.

Select whether the purpose was to establish a baseline of prior achievement (diagnostic), to measure achievement part way through a segment or the entire course/program (formative), or to take a final measurement of learning (summative).

**Delivery Format**

Select the format students used to complete the input.

Another example. For the sake of this demonstration, I have assigned myself the first LO of Interdisciplinary Studies for FLNG 381, Fall 2017. For this LO, I chose Mini-Research Paper to serve as the learning activity. It was an essay due on November 8<sup>th</sup>, 2017.

The screenshot shows the 'FLNG 381' page for 'Academic Year 2017-18'. It features tabs for 'Outcomes', 'Taxonomy', and 'Curriculum Map'. The 'Term' is set to '2017 Fall'. The main heading is 'Integration Level: Interdisciplinary Studies LO 1', with an 'AGGREGATED RESULT' of 'No Results'. Below this, there is a 'Create Assessment' form with the following fields: 'Assignment Title' (Mini-Research Paper), 'Method' (Essay), 'Begin' (11/08/17), and 'End' (11/30/17). The 'Purpose' section offers three options: 'Diagnostic' (Assess knowledge, skills, or attributes prior to interaction with learners), 'Formative' (Assess performance during the learning process to guide further efforts), and 'Summative' (Measure achievement at the end of interaction with learners). The 'Delivery Format' is set to 'Paper'.

After I have created this assessment in Campus Labs, I was able to add attachments, such as my course syllabus and schedule of learning activities, mini-research paper assignment handout, evaluating rubric and assessment results from this rubric.

This screenshot shows the 'Assessments' section of the 'FLNG 381' page. It lists a 'Mini-Research Paper' assessment for the term '2017 Fall'. The assessment is associated with 'Integration Level: Interdisciplinary Studies LO 1'. The 'EVALUATED RESULT' is 'No Results'. The assessment dates are 'Nov 8, 2017 - Nov 30, 2017'. There are links for 'Create Assessment', 'Add Results', and 'Attachments'.

Mini-Research Paper Attachments ✕

Name	Comment	
<a href="#">FLG381-Fall2017-Syllabus-Ve</a>	1. Course syllabus & course assignment schedule	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 - Explanation of ali</a>	2. Explanation of alignment of course LOs to GEP LOs	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 Mini-research Paper</a>	3. Description of Assessment/ Assignment (Student Handout)	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 Course Learning A</a>	4. Course Learning Activities Targeting the GEP Category	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG381 Mini-Research Paper</a>	5. Assessment Instrument (Rubric)	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG381-F17-Mini-Research-</a>	6. Assessment Results/ Graphs/ Tables	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 Future Plans for A</a>	7. Future Plans/Plans for Improvement	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 F17 - Student 1 - E</a>	8.a. Student Work Exceeding Expectations	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 F17 - Student 2 - M</a>	8.b. Student Work Meeting Expectations	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 F17 - Student 3 - N</a>	8.c. Student Work Not Meeting Expectations	<input type="checkbox"/> <input type="checkbox"/>
<a href="#">FLNG 381 F17 - Student 4 - O</a>	8.d. Student Work Exceeding Expectations - Outstanding	<input type="checkbox"/> <input type="checkbox"/>

Drop files here or click to upload.

Close

### Adding results:

GEP Level 4 Category 2 LO 1

## Integration Level: Interdisciplinary Studies LO 1

Upon completing this requirement, students will be able to identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue.

Requested By: Interdisciplinary Studies

▲ Understand, Analyze   ▲ Nonfunctional Verb(s)

EVALUATED RESULT Latest ▾

### Mini-Research Paper

*No Results*

### Mini-Research Paper ✕

#### Results

Select the appropriate way to record results for this assessment.

**Total Achievement Levels**

Enter the number of students who met or did not meet the outcome.

**Individual Student Scores**

Record individual scores by entering the results of each student.

**Import Campus Labs Rubrics**

Record individual student results from assessments/assignments scored in Rubrics.

I decided to enter total achievement levels because I used only one criterion from the evaluating rubric of eight criteria because it was the most aligned criterion to the IS LO 1.

## Mini-Research Paper

×Scale Type **Default** Pass/Fail Scoring Type **Percentage** Points

### Thresholds

Enter the minimum scores/percentages for each of the following achievement level thresholds.

0-69%		70-79%		80-89%		90-100%	
Minimum Score *	Partially Met *	Met *	Exceeded *	Maximum Score *			
<input type="text" value="0"/> %	<input type="text" value="70"/> %	<input type="text" value="80"/> %	<input type="text" value="90"/> %	<input type="text" value="100"/> %			

### Results | Total Achievement Levels

[Clear](#)

Enter the number of students who met or did not meet the outcome.

Exceeded *	<input type="text" value="7"/>	<div style="width: 35%;"><div style="width: 100%; height: 15px; background-color: #ccc;"></div><div style="width: 35%; height: 15px; background-color: #28a745;"></div></div>
Met *	<input type="text" value="4"/>	<div style="width: 22%;"><div style="width: 100%; height: 15px; background-color: #ccc;"></div><div style="width: 22%; height: 15px; background-color: #9ccc65;"></div></div>
Partially Met *	<input type="text" value="6"/>	<div style="width: 33%;"><div style="width: 100%; height: 15px; background-color: #ccc;"></div><div style="width: 33%; height: 15px; background-color: #ff9800;"></div></div>
Not Met *	<input type="text" value="1"/>	<div style="width: 5%;"><div style="width: 100%; height: 15px; background-color: #ccc;"></div><div style="width: 5%; height: 15px; background-color: #d32f2f;"></div></div>

## Note: Importance of thresholds

### Supporting Information

Provide context for the entered results by further describing the assessment.

#### Analysis

11 students of 18 (61%) met or exceeded the expectations, while 1 student did not meet the expectations for this particular criterion : "Cultural impact analysis." The overall results for the rubric show that 72% of students (13 out of 18) met or exceeded the expectations for the assignment in its entirety and that there were no students who did not meet the expectations.

- Not meeting expectations: 0 % ; Developing towards expectations: 28 % (5 students)
- Meeting expectations: 33 % (6 students); Exceeding expectations: 39 % (7 students)

If applicable, please describe any analysis you performed on the data or information from your input.

#### Summary

This learning activity showed that this part was one of the most challenging for students because it required them to consider multiple variables and provide reliable evidence.

In addition to entering your numeric results, please summarize your results/findings.

### Use of Results

Based on your results/findings, list what could be done to improve student achievement or your assessment process in the future.

- Modify this assignment to a Cross-Disciplinary Paper
- Give specific instructions that students should bring together at least two disciplines to support their position

#### Scoring Method

Select the method used to determine each student's achievement level.

#### Confidence

 Low  Medium  High

Select the option which best describes your level of confidence in the accuracy of the results.

Final dashboard for the assessment results for the first IS LO in FLNG 381, Fall 2017:

**FLNG 381**  
Academic Year 2017-18

Outcomes Taxonomy Curriculum Map

Term: 2017 Fall [Back to List](#)

GEP Level 4 Category 2 LO 1  
**Integration Level: Interdisciplinary Studies LO 1**  
Upon completing this requirement, students will be able to identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue.  
Requested By: Interdisciplinary Studies  
▲ Understand, Analyze ▲ Nonfunctional Verb(s)

**EVALUATED RESULT** Latest ▾  
**Mini-Research Paper**

Exceeded	38.89%	7
Met	22.22%	4
Partially Met	33.33%	6
Not Met	5.56%	1

**Assessments** [Create Assessment](#)

**Mini-Research Paper** [Edit](#)  
Nov 8, 2017 - Nov 30, 2017  
[Attachments](#)

[Edit Results](#)

Immediate aggregation of these results with the GEP IS Category for Academic Year 2017-2018.

Academic Year 2017-18

Interdisciplinary Studies  
Undergraduate Program

**Interdisciplinary Studies**  
Academic Year 2017-18

Outcomes Taxonomy Curriculum Map

Term: 2017 Fall [Add Outcome](#)

Filter:  Assessed  Assigned  Related

**GEP Level 4 Category 2 LO 1**  
**Integration Level: Interdisciplinary Studies LO 1**  
Upon completing this requirement, students will be able to identify an issue or question related to the interdisciplinary course(s), and describe what...  
▲ Understand, Analyze ▲ Nonfunctional Verb(s)  
**A** Assigned 18 Assessed

**GEP Level 4 Category 2 LO 2**  
**Integration Level: Interdisciplinary Studies LO 2**  
Upon completing this requirement, students will be able to explain the benefits of being able to combine these contributions.  
▲ Understand, Create ▲ Nonfunctional Verb(s)  
Not Selected

**Pending Connections**  
This unit has been assigned the following outcomes.  
**2017 Fall**  
There are no requests.

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Useful Campus Lab's Tutorials:

- 1) [Adding Results to an Assessment](#). At the bottom of the page, you can download a video file for this tutorial that last 4:50 minutes. Here is the link for the video: [Download this file \(10 MB\) - Outcomes Entering Assessment Results.mp4](#)
- 2) [Creating and Using Thresholds](#)
- 3) [Writing Learning Outcomes Worksheet](#)
- 4)

Additional Information – General Overview of Campus Labs Outcomes Module

[Assessing Learning Outcomes \(video, 52 minutes\)](#)