

ROUND II, YEAR 1: General Education Program Assessment Report

2018-2019, Foundation Level General Education Committee (GEC)

Prepared by Assessment Coordinator, 12/04/2019

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 2018-2019 academic year as well as the summer of 2019, and finally, list recommendations for the 2019-2020 academic year. It is noteworthy that in 2018-2019, UWSP underwent the Higher Learning Commission (HLC) reaccreditation process with the HLC Team's visit taking place in March of 2019. The HLC Team commented positively on the scope and richness of our GEP assessment process as well as on our faculty's dedication to student learning and success.

By comparing the assessment results and processes of two rounds of assessment of the GEP Foundation Level, conducted in 2013-2014 and 2018-2019, this report also aims to answer the following questions with the purpose of considering how well we sustain our efforts of continuous improvement of assessment:

1. Which aspects of the assessment process have been improved?
2. Did the student performance on the GEP learning outcomes improve?
3. Were all the GEP learning outcomes measured?
4. Did the revised assessment process involve more courses and instructors than in the first round?
5. How did the meta-assessment results differ in Round II?

On the one hand, technical changes were implemented to improve the GEP assessment process. In the fall of 2017, UWSP adopted an electronic assessment management system – Campus Labs. In the fall of 2018, Campus Labs was fully implemented campus-wide and was used to collect assessment results and store course portfolios for the GEP Foundation Level courses as well as Critical Thinking Pilot courses. The adoption of this electronic tool allowed us to simplify the process of collection and aggregation of assessment data.

On the other hand, procedural changes were implemented to improve the GEP assessment process. In response to the General Recommendation #2 - Assessment of ALL GEP Learning Outcomes (p. 11) of [the 2017-2018 Year 5 GEP Assessment Report - Reflection Year](#), the course portfolio requirements were revised ([2018-2019 GEP Course Portfolio Form for Foundation Level with Campus Labs](#)) and all the learning outcomes (LOs) were required to be assessed. If in the first round, instructors chose which learning outcome they assessed in a course portfolio, in this round, the instructors reported numeric assessment results for all GEP Category 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 Category learning outcomes and an assessment activity chosen to evaluate student attainment of the GEP Category learning outcomes. All this documentation was provided for one featured learning outcome.

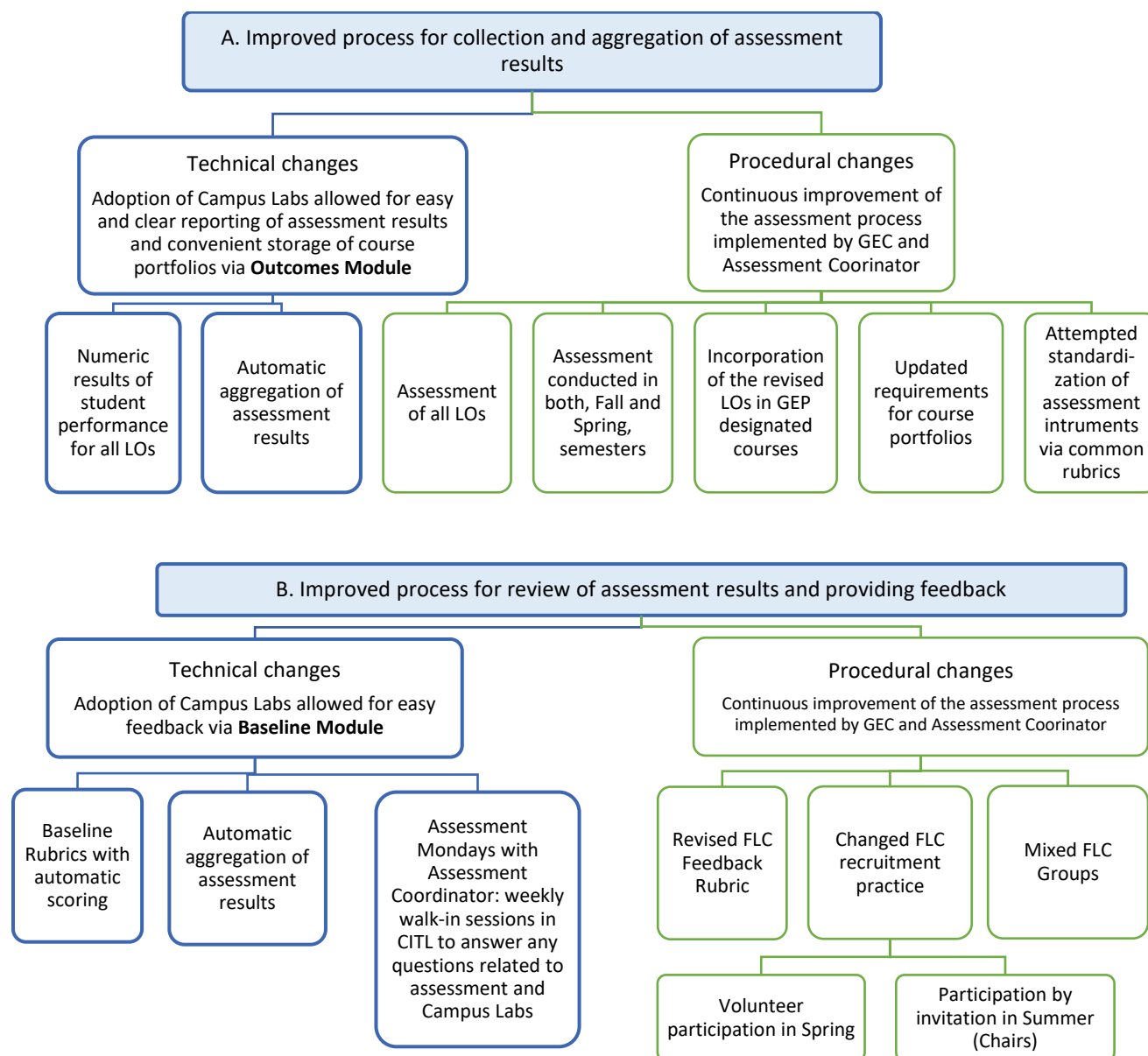
In response to the General Recommendation #3 - Assessment of Fall and Spring GEP courses (p. 11) of [the 2017-2018 Year 5 GEP Assessment Report - Reflection Year](#) and in concert with the HLC's expectations of continuous improvement of assessment process as well as our campus' commitment to student learning, the Common Council accepted the General Education Committee's motion to revise the assessment plan for the General Education Program to evaluate the GEP-designated courses in Fall as well as in Spring semesters (Common Council's resolution #060, approved on 12/11/2018). The revised policy was implemented in 2018-2019 for the assessment of the GEP Foundation Level in four categories: Oral Communication, Written Communication, Quantitative Literacy, and Wellness. Since the original Foundation Level Category - First-Year 2018-2019 Year 1 GEP Assessment – Foundation Level (last updated on 12/4/2019)

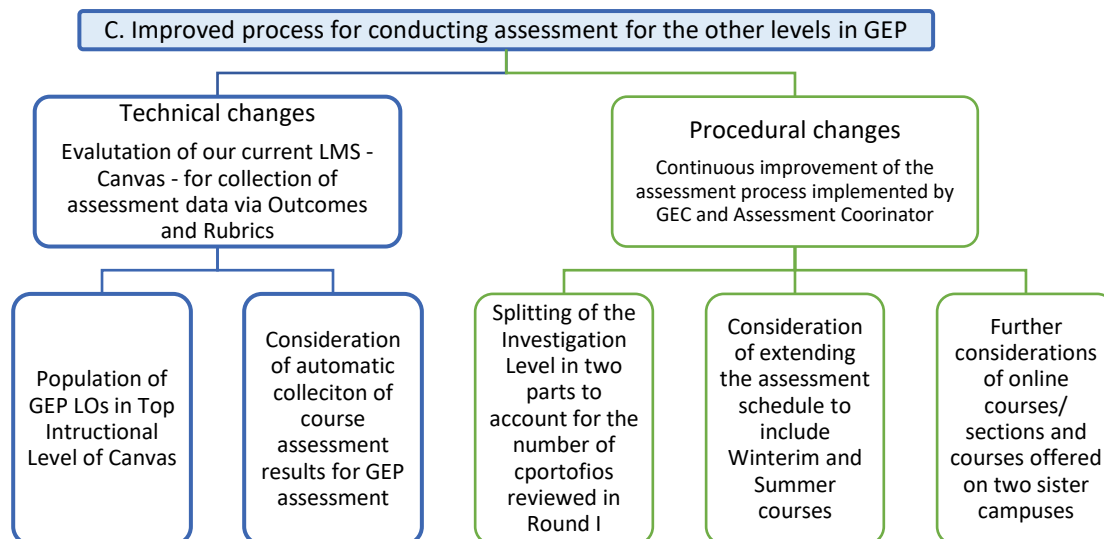
Seminar – has been suspended since 2016, the assessment of a few remaining courses in this category was not conducted in Round II. The Foundation Level instructors submitted their course portfolios either in Fall or Spring semesters of 2018-2019, in accordance with the assessment plan their departments had devised based on the revised policy. The Faculty Learning Communities (FLC) are comprised of the Foundation Level instructors who volunteered to review their peers’ course portfolios in Spring 2019. In Summer 2019, FLC members were recruited differently because in Round I, there was no necessity to have summer FLC members because course portfolios were submitted only in one semester – Fall 2013.

Comparison Question 1 for two rounds of GEP Assessment of the Foundation Level:

1. Which aspects of the assessment process have been improved?

The following aspects of the assessment process have been improved: A) collection and aggregation of assessment results, B) review of assessment results and course portfolios, C) future implementation of the assessment process for the next stage – the GEP Investigation Level.





These improvements resulted in an increased transparency of the assessment process, a deeper understanding of what represents a successful alignment between courses and the GEP expectations, as well as a more comprehensive array of participating courses in the GEP assessment: during the second round of the Foundation Level assessment, there was an increased variety of the GEP designated courses assessed due to the fact that the assessment was required throughout the academic year; courses taught in different modalities, such as face-to-face or online, were also included; and finally, courses offered on all three campuses of the University of Wisconsin—Stevens Point were encouraged to submit their portfolios.

Comparison Question 2 for two rounds of GEP Assessment of the Foundation Level:

2. Did the student performance on the GEP learning outcomes improve?

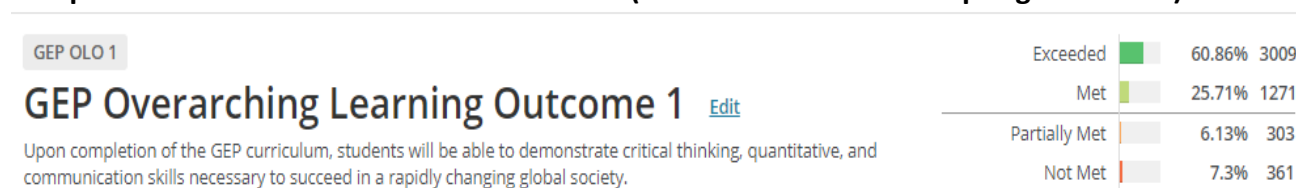
The major indication of the improved process of collection and aggregation of GEP assessment data is that in 2018-2019 numeric results for student performance were collected. Going forward, it will be possible to see if student performance will change starting from 2018-2019, since this is our first quantitative measurement of student performance in the Foundation Level. As reported by the instructors, based on the embedded assessment in the submitted course portfolios in 2018-2019, the overall student performance is highly satisfactory: 87% of student artifacts (4,280 out of 4,944) have met or exceeded the instructors' expectations.

The number of student artifacts assessed in the second round also demonstrates the improved attention to the embedded assessment of student learning. If in 2013-2014, the data indicated how many students were enrolled in the courses (3,517), in 2018-2019, we have records of student performance via their artifacts (4,944). These artifacts, such as papers or exam questions, journaling or self-assessment questionnaires, etc., were produced by students for their course assignments, which specifically targeted the GEP learning outcomes.

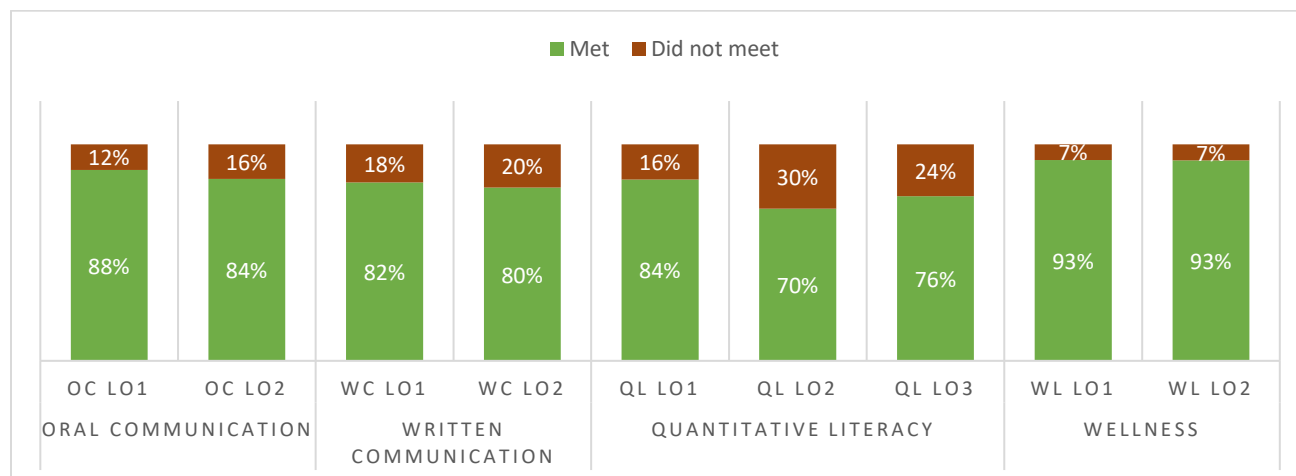
TABLE 1: GEP OVERARCHING LEARNING OUTCOME 1, ROUND I (2013-2014) AND ROUND II (2018-2019)

First Overarching General Education Program Learning Outcome <i>Upon completion of the GEP curriculum, students will be able to:</i>	
1. Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.	
Round I, Year 1 – 2013-2014 Foundation Level	Quantitative assessment results of student learning were unavailable for Round I, Year 1 . Qualitative assessment results showed that the majority of UWSP students met the first overarching LO.
Round II, Year 1 – 2018-2019 Foundation Level	Quantitative assessment results in Round II, Year 1 showed that the majority of UWSP students met the first overarching learning outcome: - 61% exceeded and 26% met the instructors’ expectations as seen in the data below, collected via Campus Labs’ platform.

Campus Labs Results: Overview for 2018-2019 (numbers from Fall and Spring semesters)



GRAPH 1: Round II, Year 1 - Percentages of student artifacts meeting/ not meeting the GEP expectations per GEP Category in the Foundation Level, 2018-2019



GRAPH 2: Round II, Year 1 - Number of student artifacts meeting/ not meeting the GEP Category Learning Outcomes, 2018-2019:

	OC LO1	OC LO2	WC LO1	WC LO2	QL LO1	QL LO2	QL LO3	WL LO1	WL LO2
■ Met	517	492	280	208	272	230	251	1164	866
■ Did not meet	69	94	60	52	53	97	79	91	69

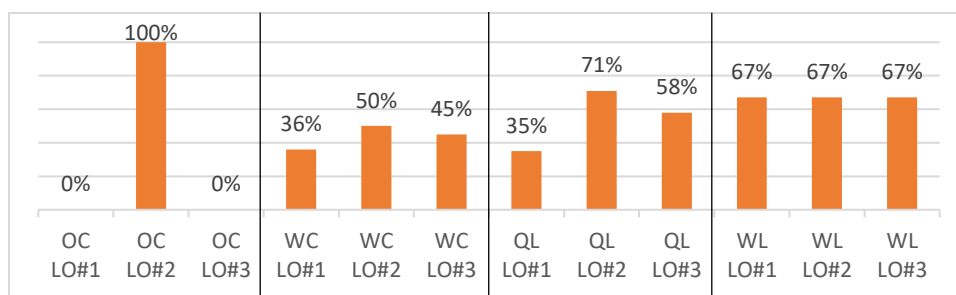
Note: See Appendix C for more details.

Comparison Question 3 for two rounds of GEP Assessment of the Foundation Level:

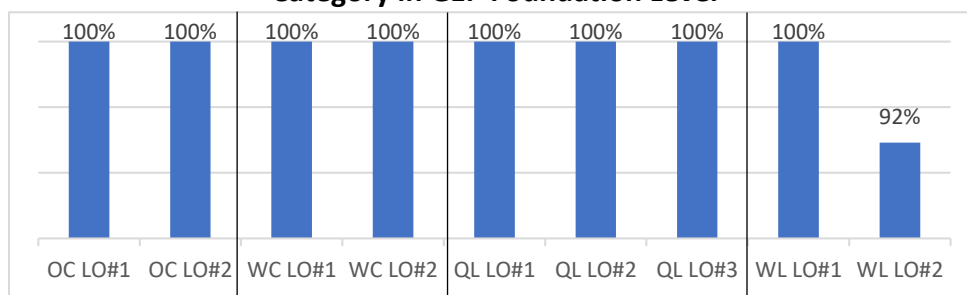
2. Were all the GEP learning outcomes measured?

Clear improvement is visible in this area (See the graphs below). In 2018-2019, all the learning outcomes, except for Wellness LO#2, were measured. The second Wellness Learning outcome was measured at 92% (i.e. only one portfolio out of 13 submitted in this category did not measure the second learning outcome), which still represents a great improvement since 2013-2014 when it was measured only at 67% or 45% in 2015-2016 (repeat of the Wellness assessment).

GRAPH 3: Round I, Year 1 (2013-2014): Percentages of Learning Outcomes Assessed for Each Category in GEP Foundation Level (w/o First-Year Seminar)



GRAPH 4: Round II, Year 1 (2018-2019): Percentages of Learning Outcomes Assessed for Each Category in GEP Foundation Level



Comparison Question 4 for two rounds of GEP Assessment of the Foundation Level:

3. Did the revised assessment process involve more courses and instructors than in the first round?

As TABLE 2 indicates (next page), there were more courses assessed in two semesters of 2018-2019 than just in one semester of 2013-2014. The assessment was also divided more equitably in the second round: nineteen portfolios were submitted in Fall '18 and seventeen portfolios in Spring '19 versus 34 portfolios in Fall '13. Although the Foundation Level courses are not as numerous and varied as the courses in the other GEP levels, the second round of the Foundation Level assessment evaluated for the first time four courses: HS 301 for Quantitative Literacy, and HD 230, FOR 125, and PHED 150 for Wellness. This leaves only three (9%) out of 32 GEP approved courses for the Foundation Level that have not yet been assessed: HPW 208, HPW 248, and HS 102 for Wellness. (See Appendix A: GEP Approved Courses).

TABLE 2: SUMMARY OF COURSE PORTFOLIOS SUBMITTED IN 2013-2014 (Round I, without First-Year Seminar Category), and repeat for Wellness in 2015-2016), and in 2018-2019 (Round II)

		Oral & Written Communication	Quantitative Literacy	Wellness	TOTAL
2013-2014	ePortfolios	1 (OC) + 11 (WC)	18	4 Repeat: 11	34
Fall 2018	Campus Labs Portfolios	1 (OC) + 4 (WC)	10	4	19
Spring 2019	Campus Labs Portfolios	6 (WC)	2	9	17
2018-2019	Total for both semesters	11	12	13	36
2013-2014	Students enrolled:	854 (oral) & 529 (written)	968	671 Repeat: 1,574	3,022/ 3,925
2018-2019	Student artifacts assessed:	1,172 (oral) & 600 (written)	982	2,190	4,944
2013-2014	GEP courses assessed:	COMM 101 ENGL 101, 150, 202	COMM 201, MATH 105, 109, 111, 120, 118, 228, 355, PHYS 100, PSYC 300	FN 151, HD 265, WL 100 Repeat: DNCE 103, 104, 114, FN 151, HD 265, HPW 102, HS 101, MUS 150, NR 120, WL 100, 144	25
2018-2019	GEP courses assessed:	COMM 101 ENGL 101, 150, 202	COMM 201, MATH 105, 109, 111, 118, 120, 228, 355, PHYS 100, PSYC 300, HS 301	DNCE 103, 104, 114, FN 151, HD 230, 265, FOR 125, HPW 102, HS 101, MUS 150, PHED 150	26

TABLE 3: NUMBER OF FLC MEMBERS SERVED in 2013-2014 (Round I) and in 2018-2019 (Round II)

Spring 2014: FYS (4), OC-WC (8), QL (4), WL (4)	TOTAL: 20
Spring 2019: 12 FLC members, mixed categories	TOTAL: 20
Summer 2019: 8 FLC members, mixed categories	

As TABLE 3 indicates, the same number of FLC members served in the second round as in the first. However, fewer faculty volunteered to serve on the FLC per each category in Spring 2019 and this required mixing the instructors submitting for one category (e.g. WC) and reviewing another category (e.g. WL). The mixing of instructors allowed for more flexibility and created an increased understanding of the GEP expectations for the Foundation Level. In Summer 2019, eight departmental chairs, representing three of the GEP Foundation Level Categories, served on the FLC to review the course portfolios submitted in Spring 2019.

Comparison Question 5 for two rounds of GEP Assessment of the Foundation Level:

4. How did the meta-assessment results differ in Round II?

The FLC feedback scores received by instructors on their course portfolios of the GEP designated courses represent the meta-assessment results. The percentages of course portfolios meeting the expectations according to the FLC members per the evaluation criteria seem lower in the second round of assessment. However, a comparable number of portfolios met the GEP expectations overall: in Round I, 27 out of 34 portfolios (79%) and, in Round II, 28 out of 36 portfolios (78%) met the GEP expectations.

Many reasons account for the differences in the FLC scores per evaluation criteria. For instance, as the results of the first round of assessment, the learning outcomes were changed for all the GEP levels and categories in Round I. Similarly, the method of course portfolio submission was revised. Instructors used to submit their portfolios as D2L e-portfolios in the first two years of the cycle, then as PDF files in D2L, and finally as portfolios with PDF attachments in Campus Labs Outcomes in Round II, Year 1. The course portfolio components were also updated. With each year in the assessment cycle, there was more emphasis on alignment and scaffolding; the new criterion – Course Learning Activities – demonstrates this pointed attention to how instructors maintain student exposure to various materials and activities targeting the GEP Category LOs. Furthermore, the FLC feedback rubrics have also been revised and FLC members became more familiar with the meta-assessment evaluation process; their expectations might have strengthened due to the repeated process of assessment. Five years separate the assessment of the GEP Foundation Level, and such a prolonged period between the evaluations represents a delayed response. Ideally, more frequent meta-assessments would allow instructors more opportunities to improve their assessment practices. Finally, during these five years, the UWSP restructuring efforts and budgetary constraints led to a major turnover in instructors teaching the GEP designated courses: 50% (18 out of 36) of instructors assessed their GEP Foundation courses for the first time in Round II.

GRAPH 5: Percentage of Course Portfolios Meeting GEP Expectations in Rounds I & II, based on the FLC Feedback

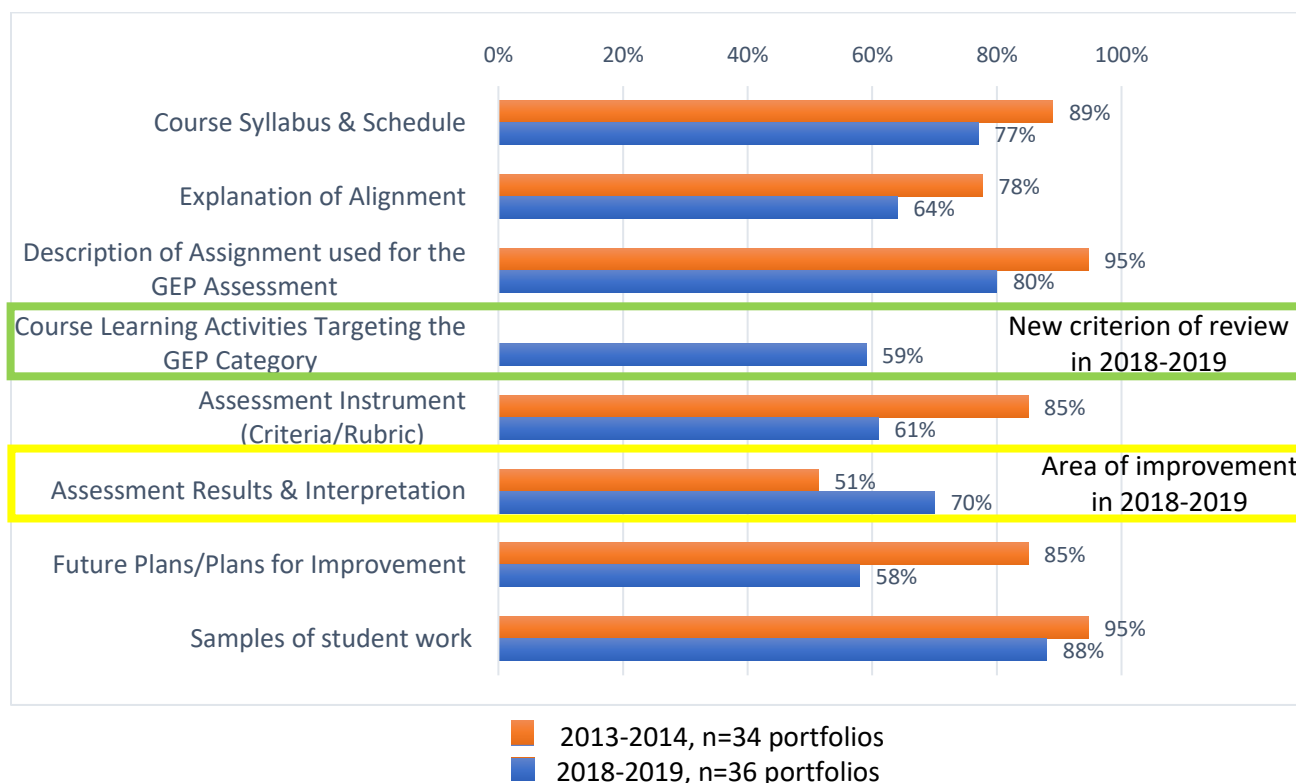


TABLE 4: 2018-2019 OVERALL RESULTS FOR 4 GEP CATEGORIES IN FOUNDATION LEVEL, ROUND II

Percentages of Course Portfolios Meeting the GEP Requirements:	Oral & Written Comm	Quantitative Literacy	Wellness	Overall Results (Meeting)
Course syllabus & schedule	80%	76%	75%	77%
Explanation of Alignment	55%	76%	58%	64%
Description of Assignment used for the GEP Assessment	70%	88%	79%	80%
Course Learning Activities Targeting the GEP Category	75%	56%	50%	59%
Assessment Instrument (Criteria/ Rubric)	70%	64%	50%	61%
Assessment Results & Interpretation	55%	80%	71%	70%
Future Plans/ Plans for Improvement	55%	56%	63%	58%
Samples of Student Work	85%	96%	83%	88%
n=	11	12	13	

In Round II, Year 1, 22% (8 out of 36 portfolios) were evaluated as developing towards or not meeting the GEP expectations. Each instructor of these courses received the FLC feedback rubric and is currently working on resubmitting their revised portfolios in the spring of 2020 with the previously collected data. The Assessment Wednesdays, walk-in or reserved sessions, serve as a good venue to receive additional help from the Assessment Coordinator by anyone interested in assessment.

Note: See Appendix D for more details.

TABLE 5: 2013-2014 GEP Assessment of Foundation Level, Round I

Percentages of Course Portfolios Meeting the GEP Requirements:	Oral & Written Comm	Quantitative Literacy	Wellness	Overall Results - Meeting (w/o FYS)
Course Syllabus	100%	100%	67%	89%
Explanation of Alignment	70%	63%	100%	78%
Outcomes Measured	80%	94%	100%	91%
Description of Activities Assessed	90%	94%	100%	95%
Rubric (Optional)	60%	81%	100%	80%
Description of the Criteria	80%	75%	100%	85%
Summarize Assessment Results	60%	94%	0%	51%
Charts, Graphs, and/or Tables (Optional)	60%	87%	33%	60%
Results from Other Feedback Mechanisms (Optional)	10%	19%	33%	21%
Samples of Student Work	90%	94%	100%	95%
Plans for Improvement	80%	75%	100%	85%
n=	12	18	4	

In Round I, Year 1, 21% (7 out of 34 portfolios) were evaluated as developing towards or not meeting the GEP expectations. 24% (8 out of 34 instructors) did not read the FLC feedback and 38% (13 out of 34) instructors left UWSP by Round II. Hence, many instructors from Round I were unable to either contribute their expertise to the second round of the GEP assessment of the Foundation Level or improve their course portfolios by revising their assessment strategies.

QUALITATIVE FEEDBACK BY FACULTY LEARNING COMMUNITIES

The rich process of meta-assessment, assured by FLC members, continued in Round II, Year 1 as it took place from the very beginning of Round I. As FLC members gathered and discussed course portfolios in the spring and summer of 2019, they provided important qualitative feedback in their Summary Reports. In 2018-2019, more attention was cast on a collection of “Best Practices” in assessment. In Fall 2019, a new website was created: [General Education Program Assessment](#). The site features different sections, such as “Best Practices in GEP Assessment” or “Annual Assessment Reports,” to assist instructors in their current or future assessment efforts. The following section is a compilation of the FLC qualitative feedback per the Foundation Level Categories.

Oral Communication

FLC members believe it would be beneficial in the future to:

- Include GEP Category LOs on the syllabi and also have a one-paragraph explanation of why/how this is a GEP course (i.e. explanation of alignment). This paragraph can be shared among the categories and developed with GEP/ CITL assistance.
- Have more instructors administer assessments to increase the number of students assessed to ensure the validity/anonymity of data

Written Communication

FLC members made the following comments in the Written Communication Summary Report:

“The WC LO #1 may need to be broken into subcategories for accuracy in future assessments, and possibly for use for instructors in targeting areas of concern for learners and assessing the usefulness of new approaches to meet learners’ needs. Further, to better assess student learning in courses with multiple sections, more data from a larger group of participating instructors are needed. Instructors would need to agree on an assessment tool (a rubric) and perhaps a similar assignment or at least a similar stage in the semester to assess (for an English 101 class, the final paper—for example). If results were easy to report (without a whole portfolio to create), and if results were anonymous for instructors, doing this should be relatively quick and simple, and the results would be more meaningful—not only for gathering a large enough sample (and more representative sample) but also for discussion and planning for the instructors who teach the course and who might benefit from the learning and opportunity to work together in ways to close loops.

In all assessments, students who do not submit or who otherwise cannot be assessed (they dropped or stopped attending) should be kept track of separately rather than lumped in as “not meeting expectations.” Their numbers should not be used to add to “total assessed” either. Since we can’t measure their learning, we don’t know if they had learned or mastered skills or not—nor does their progress (or lack of it) reflect on the quality of lesson design or other learning support. (It may reflect on some aspect of engagement or accessibility of the course, which is important and so these students shouldn’t be merely omitted from data—but counted clearly and separately.)

Assessing WC LO#2 appears to be particularly difficult, as there is not always a single assignment or task that can help to evaluate those outcomes. Is there a way to account for the processes of drafting/feedback/revision in the assessment process? It would seem easier to assess students’ abilities to revise their own work, but part of LO#2 is also focused on providing feedback to others. How do we account for processes of peer feedback?”

Quantitative Literacy

FLC members provided a list of reminders and important questions in the Qualitative Literacy Summary Report. Here are some of their suggestions and questions for consideration:

- It would be good to remind instructors to explicitly include the GEP QL LOs on their syllabus. Suggestions for phrasing might be helpful too. We should have some discussion about whether assignments in the course should explicitly indicate how they align with the LOs.
- Can one really use WebAssign, where students can submit answers multiple times, to accurately assess the attainment of QL outcomes?
- Having a single common rubric to assess a variety of activities is difficult. Without the use of common rubrics, it is often hard to determine if an assignment met criteria without being within the course.
- For those of us who do not teach QL courses, it may be useful to have a bit more explanation of assignments and why each sample was assessed the way that it was.
- It would be better to specify a specific number of samples to include. Those that annotated student work were very helpful – especially the annotation that addressed the score on the rubric. Instruct the assessors (course instructors) to annotate the student work they submit.
- Some instructors had very specific changes that they plan to implement in future semesters. Others gave ideas that they may or may not plan to implement.
- Some instructors just said that they would talk about this at future meetings of the department.
- It was good to have large group FLC meetings as we did this year with everyone at the Foundation level, but I missed having smaller, more detailed discussions in individual FLC meetings. Perhaps break-out sessions could be encouraged after one or two of the large group meetings.
- It might also be useful to have these meetings recorded or offered at varied times in order to allow those who teach on Fridays or have other obligations to stay up to speed.
- As an FLC member making comments, it was hard to know who my audience was: an instructor who wants to improve their course or their assessment methods, the assessment director on campus, the GEC, the HLC, etc.
- Is there a way that we can distribute or publicize the rubrics that we're using to assess GEP courses to departments (if it hasn't been done already)? Is there a way that we can distribute or publicize the rubrics for each LO (if it hasn't been done already)? It would be helpful, I think, for instructors to have this information as they design courses and for departments as they talk about their curricula. Within my own department, I don't recall seeing either the GEP rubrics or the LO rubrics until AFTER the assessment process began.

Wellness

Similarly, FLC members provided a list of reminders and important questions in the Wellness Summary Report:

- Create an expectation for all GEP LOs to be listed along with the course methods for teaching and assessment of each LO be provided within the syllabus for the sake of the student and future assessment.
- Moving forward consider providing a common resource for all wellness courses, such as [TestWell or Wellness Wheel and Assessment from U Matter Princeton](#)
- Mandate standardize rubrics for GEP LOs.
- Including the evaluations and scores for each sample of work would be helpful, this was present for some but not all courses.
- Common practices: Each course utilized self-assessment as a starting point, followed by journaling and reflection to monitor behavior change. As course content progressed, students learned about dimensions of wellness that can be incorporated into their own lifestyle habits.
- Using shared rubrics in the foundation level GEP courses will help continue a meaningful assessment.
- Providing the GEP LOs, along with the method of assessment and/or course learning activities.
- Compared to the previous system, Campus Labs was less cumbersome for instructors to upload course information and assessment data.
- For FLC members, the rubrics to evaluate and input course assessments (in Campus Labs Baseline Module) were well designed and easier to use.

Summer FLC Meta-Feedback from the Chairs

Department Chairs were recruited to serve as the summer FLC members to complete the evaluation of course portfolios submitted in Spring 2019. The chairs found this task rewarding and eye-opening because the review of the portfolios sparked conversations on broader topics such as how chairs can assist their instructors to effectively design, teach, and assess GEP courses. Here is the compilation of the summer FLC feedback:

Learning outcomes, assessment terms, types of assignments used for assessment, and benchmarking:

It would be beneficial to compile a glossary of assessment terms for course portfolios (e.g.: Scaffolding) and include GEP LOs along with a short explanation of the alignment on the course syllabus for students. Learning activities should not only target the GEP LOs but should also scaffold the learning so that the LO is introduced and infused in different degrees throughout the course. Several courses use “complete” assignment as their assessment instrument, but it was challenging to see the learning because if students did not complete the assignment, it did not automatically mean that they did not learn. Campus needs to continue discussions about benchmarking and expectations.

Sharing teaching practices across departments and attention to instructional development:

Faculty could use ‘refreshers’ on being reflective practitioners of teaching. For instance, the School of Education or CITL could be tapped for their expertise in instructional development to assist instructors in their course design and assessment. Maybe at the Teaching Conference in January, a session can be specifically dedicated to teaching and assessing GEP courses. Some of the topics could be an intentional course and activity design to see how to teach to GEP LOs. It is useful, for instance, to call on a Wellness representative from GEC to come to the departments to talk about how to teach Wellness courses or have English composition instructors (English Department) share their expertise with instructors who do not teach writing but use writing assignments in the courses to assess GEP LOs. For instance, they can share their expertise in constructing writing rubrics or effective writing assignments with scaffolding and planning. It would also be useful to have concise videos on course alignment (2-3 min) or parts for all the course portfolio components and include samples from previously assessed portfolios.

Closing the loop and good assessment practices:

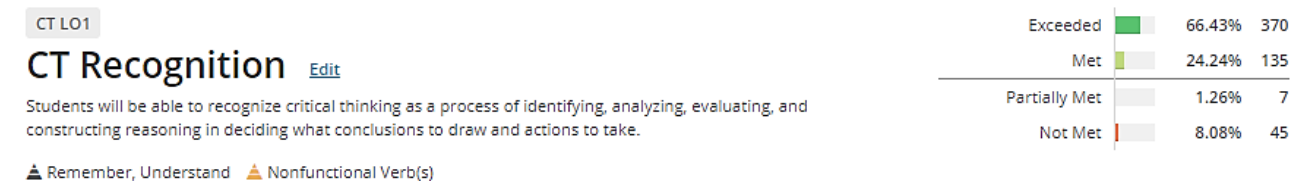
It is important to work out a plan for closing a loop: how are we advancing as departments and the institution and not simply as instructors? how can we capture suggestions for improvement if instructors leave, change courses they teach? what if the syllabi are not shared and new instructors have to start from scratch? Who would be there to communicate with new instructors if chairs do not have access to this information? It is important to recognize that the more programs and the GEP are integrated into their assessment and teaching efforts, the better curriculum maps and improvements can be coordinated and integrated. Such transparency would reward honesty. It is advisable to ensure that assessment has high rewards for the program and not high risk for the instructors to make sure everybody is comfortable participating in it honestly. It would be helpful to have the Assessment Coordinator and/or the Director of General Education participate in new instructors’ orientation to explain how assessment is practiced in GEP. Sharing good practices among departments would be beneficial as well. For instance, English Dept. Chair sends a memo with a resource packet to new instructors on how to teach composition courses that carry GEP designation. Another good practice would be to have mentors or partners for portfolios that need to be resubmitted for having not met the GEP expectations. This would create a collaborative space and instructors can learn from each other, similarly to the CITL Teaching Partners Program. Finally, it would be helpful to chairs to have data aggregation on department/ program level so that they can be swiftly notified if there are courses that are not assessing well rather than notifying them that the courses are to be stripped from the GEP designation. This may involve making changes to the GEP policy and process of notification of the chair because the chair needs time to remedy the situation: help the instructor, change the instructor who is not a good fit to teach a GEP course, etc.

ASSESSMENT OF CRITICAL THINKING LEARNING OUTCOMES IN CRITICAL THINKING PILOT

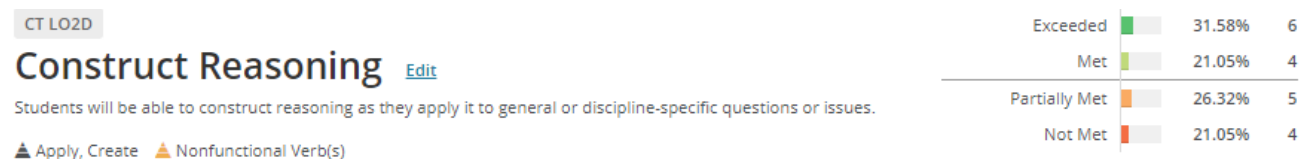
Since the fall of 2016, UWSP Open Pathway Quality Initiative for the HLC Reaccreditation had centered on the deliberate teaching of critical thinking (CT). “Developing and Assessing Critical Thinking at the University of Wisconsin—Stevens Point,” was designed to implement intentional critical thinking instruction using graphical representations of reasoning (i.e. argument maps) across both the GEP and majors that articulate critical thinking as an expected program learning outcome. In the summer of 2018, the [Quality Initiative Report](#) was well-received by the Higher Learning Commission ([HLC Review](#)). Although Critical Thinking is not yet an official GEP Category, it directly aligns with the first overarching GEP Learning Outcome:

GEP Overarching LO #1. With diligent effort on their part, students will demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.

In 2018-2019, several instructors, who participated in the Critical Thinking Pilot, volunteered to submit numeric assessment results for their courses designated as Critical Thinking courses in AccessPoint. In the summer of 2018, Prof. Dôna Warren created a [lesson module](#) and an assessment instrument to teach and evaluate student learning on the first CT learning outcome that is common to all courses in the Critical Thinking Pilot (i.e. “CT LO#1: With diligent effort on their part, students will recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.”). Students were asked to view the lesson module outside of class as homework and take a self-graded quiz. Thirteen courses in Fall 2018 and six courses in Spring 2019 administered this standardized assessment instrument. The aggregate results for the first CT LO show that 91% (505 out of 557 students) met this LO.



In 2018-2019, the participating instructors were not required to assess all the CT LOs. Most of the instructors only measured student learning for the first learning outcome. The second CT learning outcome was rather observed than measured by the participating instructors. The second LO is a compound learning outcome, incorporating four sub-learning outcomes, targeting four distinct CT skills: identifying, analyzing, evaluating, and constructing reasoning. During the informal discussions of the observed student behavior and learning, most of the instructors commented on the fourth CT skill, i.e. construction of reasoning. One instructor submitted the numeric results that show a divided student performance: 47% (9 out of 19 of students) had difficulty constructing reasoning.



These results corroborate with the informal observations from other instructors who pointed out that usually, their learning activities focus on this skill and that many students require scaffolding activities to help them construct reasoning and communicate it effectively. It is important to continue this assessment in the following years and solicit higher participation from the Critical Thinking Pilot instructors to collect more data, especially on the second CT LO.

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 (2018-2023).

1) Clarify the consequences to instructors whose course portfolios do not meet the GEP expectations or who do not comply with the assessment timeline

It is still unclear to instructors what happens if their portfolios receive low scores on the [UWSP FLC Feedback Rubric for GEP Assessment](#). When instructors are notified that their portfolios need to be resubmitted, they may not know what this entails. Furthermore, the resubmission and the reevaluation processes could take substantial time and if the course is offered the following semester after it was first evaluated, it may not be updated in a timely fashion. Possible solution: not to require a resubmission but a follow-up meeting with the Assessment Coordinator and offer additional professional development on how to explain course alignment, etc. Starting from Summer 2019, a list of "[Best Practices in Assessment](#)" was created to catalog successful elements in the reviewed portfolios so that instructors could share their expertise and know-how across campus. This list is being regularly updated. Another concern is the instructors who postpone the submission of their portfolios beyond the deadlines. Should then the GEP designation be automatically removed from courses that were not assessed during the scheduled FLC meetings? A GEC working group on assessment processes could be an ideal place to discuss such concerns further.

2) Include Winterim and Summer courses in the assessment timeline

Since the current GEC policy requires that all the GEP courses within a certain GEP Category be assessed during the academic year, what are the reasons to include or exclude Winterim and Summer courses bearing a GEP designation in this Category? GEC needs to consider including Winterim and Summer courses in the assessment timeline and determine when these courses should submit their portfolios. For instance, should Summer courses be assessed at the same time as Fall courses and Winterim courses with Spring courses?

3) Require including GEP Category LOs and a short description of alignment on course syllabi

If the GEP's goal is to make sure that students understand the alignment between the GEP LOs and the course LOs, then we need to require that instructors include in their syllabi not only the GEP LOs but also a short statement of alignment. It is especially important for multi-section courses because if one section is not doing well, then it is not fair that the entire GEP course could be penalized and potentially stripped of the GEP designation. Having a one-paragraph explanation of why/ how this is a GEP course (i.e. explanation of alignment) would provide transparency for students and FLC members reviewing the GEP courses. Up to this point, this practice has been encouraged but not required in our Handbook ([Chapter 7, Section II](#)).

4) Revise the FLC recruitment process

To address the difficulty in the recruitment of FLC members, it would be useful to consider providing requirements or incentives to serve on FLCs. 2018-2019 showed how successful "mixed categories" FLC groups were. This experience offers a good precedent that any instructors teaching GEP designated courses can contribute to an FLC group, even if they do not usually teach in a certain category. As we expanded the assessment timeline, the main question will remain of who will be recruited or invited to serve on summer FLCs to evaluate the second batch of course portfolios submitted in Spring. It is advisable for GEC to call a working group to revise the recruitment process and go back to the General Recommendation #4 - Revision of the status of Faculty Learning Communities (p. 11) of [the 2017-2018 Year 5 GEP Assessment Report - Reflection Year](#) to request that serving on FLCs be an integral part of the Tenure and Promotion considerations and be counted by the Provost/Deans/Chairs toward merit

recognition, because the frequency of serving on FLCs has been increased because of the updated assessment timeline.

5) Consider using an annotated syllabus as a potential equivalent for a course portfolio

The GEC working group on assessment should also explore how an annotated syllabus can serve as a substitute for a course portfolio. If the course syllabus includes a schedule of course learning activities and features comments on the margins (in Word or Adobe Acrobat, for instance), such a document can serve as an adequate presentation of alignment as well as other components currently required to be submitted in a course portfolio. This practice can potentially simplify the assessment task to the instructors and the evaluation task to the FLC reviewers.

6) Introduce an annual automatic collection of numeric assessment results

The GEC working group on assessment can also consider the role of Canvas in GEP Assessment. Having more instructors administer assessment more frequently to a larger number of students would ensure the validity and anonymity of data. It is vital to harvest our Learning Management System's (LMS') capacity to collect assessment data automatically. If data can be collected via Canvas Outcomes and Rubrics, it would lessen the perception of an additional burden to assess student learning on top of grading student performance in a GEP designated course. It should be our common goal to create an interactive assessment dashboard similar to [Kansas State University's Undergraduate Learning Assessment](#).

7) Consider the implications of different teaching modalities

The GEC working group on assessment also needs to consider how to evaluate courses belonging to collaborative programs that carry our GEP designation. Additionally, we have not assessed online or hybrid courses with particular attention to the effects of different teaching modalities to offer quality courses in our GEP. With the increased demand for faculty to teach online courses, GEC needs to consider how effective online courses are in teaching the GEP learning outcomes. Should the same evaluation criteria be applied to face-to-face and online or hybrid GEP courses? How can high-impact practices be incorporated into different teaching modalities? Are there different expectations of instructor-student interactions for GEP courses?

8) Continue discussing the role of standardized tests and common assessment instruments

Based on the FLC qualitative feedback from both Spring and Summer 2019, it is advisable to continue our discussion of using standardized tests and/or common assessment tools. Even if it can be problematic or costly to find a standardized testing instrument, it can be useful to formulate common directions for assignments to be used for measuring student performance on GEP LOs. Similarly, common expectations of what it means to meet the GEP expectations for student learning would facilitate the aggregation of assessment results and improve the transparency of the GEP expectations.

CONCLUDING REMARKS

The first year of the second round of GEP Assessment was successful in revealing satisfactory student learning in all the GEP categories of the Foundation Level. It also identified areas in General Education instruction that need to be addressed in the spirit of continual improvement.

APPENDIX A:

GEP APPROVED COURSES FOR THE FOUNDATION LEVEL

General Education Program Approved Courses and Interdisciplinary Studies Majors, Minors, and Certificates

For information on past **General Degree Requirements**, please refer to the 2011-13 Catalog.

Foundation Level

First Year Seminar

FYS 101 - First Year Seminar 3 cr.
FYS 102 - First Year Seminar 3 cr.
FYS 103 - First Year Seminar 3 cr.
FYS 104 - First Year Seminar 3 cr.
FYS 105 - First Year Seminar 3 cr.

Written Communication

1. ENGL 101 - Freshman English 3 cr. and
 2. ENGL 202 - Sophomore English 3 cr.
- or
3. ENGL 150 - Advanced Freshman English 3 cr.

Oral Communication

4. COMM 101 - Fundamentals of Oral Communication 2 or 3 cr.

Quantitative Literacy

5. COMM 201 - Introduction to Communication Research 3 cr.
6. HS 301 - Fundamentals of Biostatistics 3 cr.
7. MATH 105 - Mathematics Applications, Appreciation, and Skills 3 cr.
8. MATH 109 - Mathematics for the Social and Management Sciences 4 cr.
9. MATH 111 - Applied Calculus 4 cr.
10. MATH 118 - Precalculus Algebra 4 cr.
11. MATH 120 - Calculus I 4 cr.
12. MATH 228 - Fundamental Mathematical Concepts for Elementary Teachers I 3 cr.
13. MATH 355 - Elementary Statistical Methods 4 cr.
14. PHYS 100 - Energy in Today's World 3 cr.
15. PSYC 300 - Statistics for Psychologists 4 cr.

Wellness

16. DNCE 103 - Modern A 2 cr.
17. DNCE 104 - Modern IB 3 cr.
18. DNCE 114 - Jazz I 2 cr.
19. FN 151 - Contemporary Nutrition 2 cr.
20. FOR 125 - Lumberjack-jill Sports as a Path to Wellness 1 cr.
21. HD 230 - Human Sexuality 3 cr.
22. HD 265 - Human Growth and Development: A Life-Span Approach 3 cr.

23. [HPW 102 - The Healthy American](#) 2 cr.
24. [HPW 208 - Health Risk Reduction](#) 3 cr.
25. [HPW 248 - Creating Healthy Relationships](#) 3 cr.
26. [HS 101 - Emotional Health and Well Being](#) 1 cr.
27. [HS 102 - Individualized Exercise Programming](#) 2 cr.
28. [MUS 150 - Vocal Techniques for Instrumentalists](#) 1 cr.
29. [NRES 120 - Orientation to Campus Life](#) 1 cr.
30. [PHED 150 - Foundations of Teaching K-12 Physical Fitness](#) 2 cr.
31. [WLNS 100 - Integrative Wellness](#) 2 cr.
32. [WLNS 144 - Stress Management](#) 2 cr.

APPENDIX B:

HISTORICAL DATA FOR ROUND I ASSESSMENT OF FOUNDATION LEVEL

For more detailed information see Year 1 Report and Year 3 Wellness Report

2013-2014 Written Communication

“Eleven course portfolios were submitted for Written Communication including the assessment of student work from English 101, English 150, and English 202, all Foundation Level writing courses that are taken by first- and second-year students.”

The table below presents a breakdown of what percentage of instructors assessed each of the GEP Written Communication Category Learning Outcomes:

LO#	Upon completing this requirement, students will be able to:	%
LO 1	Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience	36
LO 2	Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience	50
LO 3	Critique their own and others' writing to provide effective and useful feedback to improve their communication	45

2013-2014 Oral Communication

“One course portfolio was submitted for Oral Communication including the assessment of student work from 36 sections of Communication 101, which is a Foundation Level oral communication class taken largely by first-year students.”

The table below presents a breakdown of what percentage of instructors assessed each of the GEP Oral Communication Category Learning Outcomes:

LO#	Upon completing this requirement, students will be able to:	%
LO 1	Identify basic components and elements that shape successful oral presentation such as topic, purpose, genre, composure, and audience	0
LO 2	Compose and deliver an articulate, grammatically correct and organized oral presentation using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience	100
LO 3	Critique their own and others' speaking to provide effective and useful feedback to improve their communication	0

2013-2014 Quantitative Literacy

“Eighteen course portfolios were submitted for Quantitative Literacy including the assessment of student work from Communication 201, Math 105,109,111,120, 118, 228,355, Physics 100, and Psychology 300, all of which are foundational quantitative literacy courses taken by first- and second-year students.”

The table below presents a breakdown of what percentage of instructors assessed each of the GEP Quantitative Literacy Category Learning Outcomes:

LO#	Upon completing this requirement, students will be able to:	%
LO 1	Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format	35
LO 2	Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications	71
LO 3	Construct a conclusion using quantitative justification	58

2013-2014 Wellness

“While four course portfolios were submitted for Wellness, only three were uploaded in a complete form to D2L and reviewed by the Faculty Learning Community. The three course portfolios included the assessment of student work from Food and Nutrition 151, Health Promotion and Wellness 102, and Wellness 100, all foundational wellness courses that are taken by first year students. The Wellness category originally included twelve different courses/instructors, but five of the instructors requested removal of the GEP Wellness designation when they saw that their courses did not address all three of the learning outcomes. And three instructors, in the same department, requested and were granted the time to revise their courses to meet the Wellness designation and submit course portfolios in the fall of 2014.”

The table below presents a breakdown of what percentage of instructors assessed each of the GEP Wellness Category Learning Outcomes:

LO#	Upon completing this requirement, students will be able to:	%
LO 1	Identify the seven dimensions of wellness	67
LO 2	Recognize the interaction between each dimension of wellness and their overall impact on personal, national and global health and well-being	67
LO 3	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness	67

2015-2016 Wellness, repeat

The second round of assessment of Wellness involved eleven course portfolios, including the assessment of student work from Dance 103, 104, 114, Food and Nutrition 151, Health Promotion and Wellness 102, Health Science 101, Music 150, Natural Resources 120, and Wellness 100 and 144. 1,574 students enrolled in these courses. The learning outcomes were revised after the first round of assessment in 2013-2014.

The table below presents a breakdown of what percentage of instructors assessed each of the GEP Wellness Category Learning Outcomes:

LO#	Upon completing this requirement, students will be able to:	
LO 1	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.	73% (8/11)
LO 2	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.	45% (5/11)

APPENDIX C:

2018-2019 EVIDENCE OF STUDENT LEARNING FROM CAMPUS LABS





1,172 student artifacts assessed, and **one** portfolio submitted for Oral Communication

GEP Level 1 Category 3 LO 1

Foundation Level: Oral Communication LO 1 [Edit](#)

Upon completing this requirement, students will be able to compose and deliver articulate, grammatically correct, and organized oral assignments using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, oral communication activity/genre, and audience.

AGGREGATED RESULT





Exceeded		44.71%	262
Met		43.52%	255
Partially Met		6.48%	38
Not Met		5.29%	31

GEP Level 1 Category 3 LO 2

Foundation Level: Oral Communication LO 2 [Edit](#)

Upon completing this requirement, students will be able to apply your understanding of elements that shape successful oral communication such as topic, purpose, genre, and audience to critique your own and others' delivery and provide effective and useful feedback to improve your communication.

AGGREGATED RESULT

Exceeded		72.7%	426
Met		11.26%	66
Partially Met		4.44%	26
Not Met		11.6%	68





600 student artifacts assessed, and **nine** portfolios submitted for Written Communication

GEP Level 1 Category 2 LO 1

Foundation Level: Written Communication LO 1 [Edit](#)

Upon completing this requirement, students will be able to 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.

▲ Understand, Create ▲ Nonfunctional Verb(s)





Exceeded		39.71%	135
Met		42.65%	145
Partially Met		13.82%	47
Not Met		3.82%	13

GEP Level 1 Category 2 LO 2

Foundation Level: Written Communication LO 2 [Edit](#)

Upon completing this requirement, students will be able to apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.

▲ Apply, Evaluate ▲ Nonfunctional Verb(s)

Exceeded		28.85%	75
Met		51.15%	133
Partially Met		13.46%	35
Not Met		6.54%	17





982 student artifacts assessed, and **twelve** portfolios submitted for Quantitative Literacy

GEP Level 1 Category 4 LO 1

Foundation Level: Quantitative Literacy LO 1 [Edit](#)

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.

AGGREGATED RESULT





Exceeded		59.08%	192
Met		24.62%	80
Partially Met		10.46%	34
Not Met		5.85%	19

GEP Level 1 Category 4 LO 2

Foundation Level: Quantitative Literacy LO 2 [Edit](#)

Upon completing this requirement, students will be able to identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications.

AGGREGATED RESULT

Exceeded		40.98%	134
Met		29.36%	96
Partially Met		11.01%	36
Not Met		18.65%	61





GEP Level 1 Category 4 LO 3

Foundation Level: Quantitative Literacy LO 3 [Edit](#)

Upon completing this requirement, students will be able to construct a conclusion using quantitative justification.

▲ Create ▲ Nonfunctional Verb(s)

AGGREGATED RESULT

Exceeded		48.48%	160
Met		27.58%	91
Partially Met		12.42%	41
Not Met		11.52%	38





2,190 student artifacts assessed, and thirteen portfolios submitted for Wellness

GEP Level 1 Category 5 LO 1

Foundation Level: Wellness LO 1 [Edit](#)

Upon completing this requirement, students will be able to 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.

▲ Understand, Evaluate ▲ Nonfunctional Verb(s)





Exceeded		75.7%	950
Met		17.05%	214
Partially Met		1.91%	24
Not Met		5.34%	67

GEP Level 1 Category 5 LO 2

Foundation Level: Wellness LO 2 [Edit](#)

Upon completing this requirement, students will be able to develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.

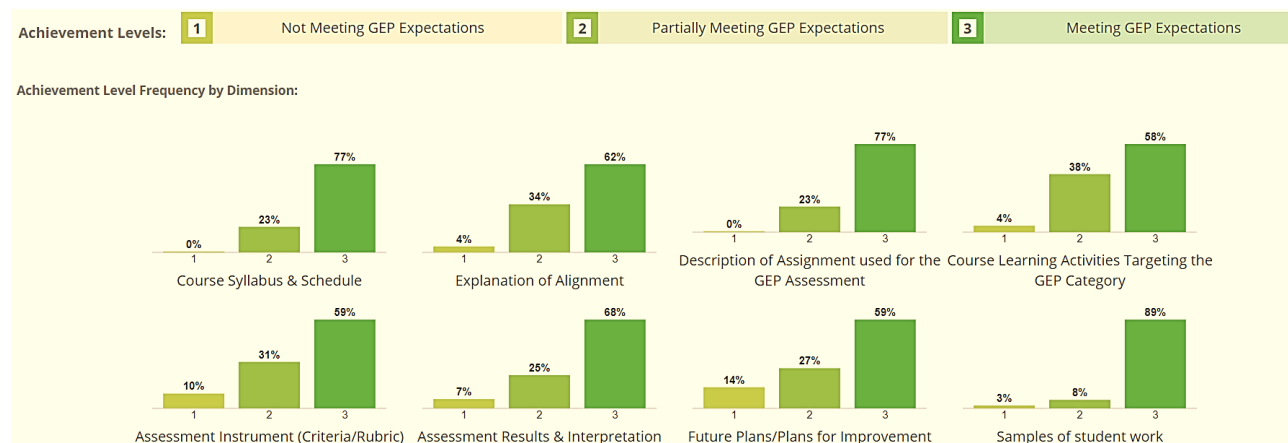
▲ Apply, Create ▲ Nonfunctional Verb(s)

Exceeded		72.19%	675
Met		20.43%	191
Partially Met		2.35%	22
Not Met		5.03%	47

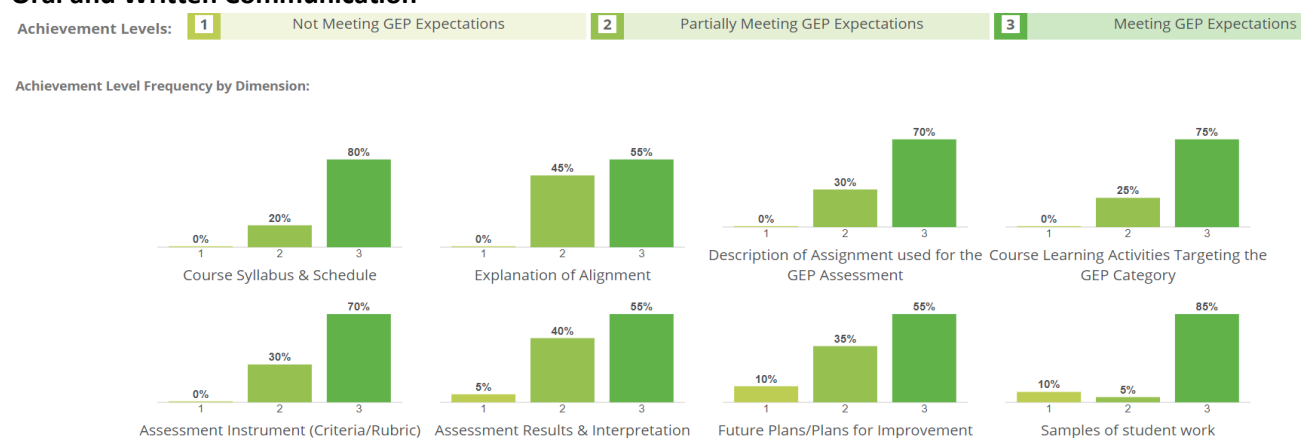
APPENDIX D:

2018-2019 FLC FEEDBACK RUBRIC SCORES FROM CAMPUS LABS

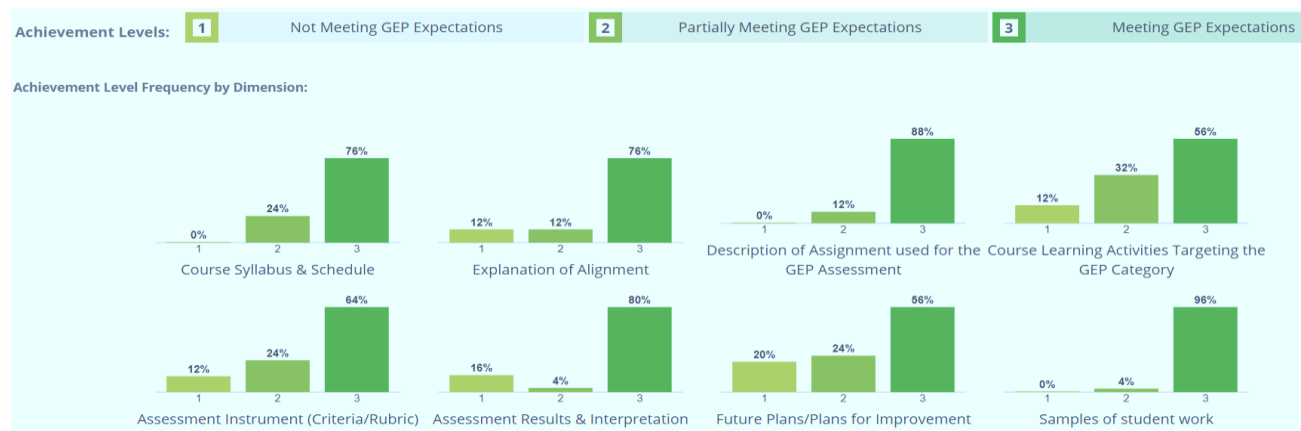
UWSP FLC Feedback Rubric for GEP Assessment: Round II, Year 1 – Foundation Level (all categories)



UWSP FLC Feedback Rubric for GEP Assessment: Round II, Year 1 – Foundation Level, Oral and Written Communication



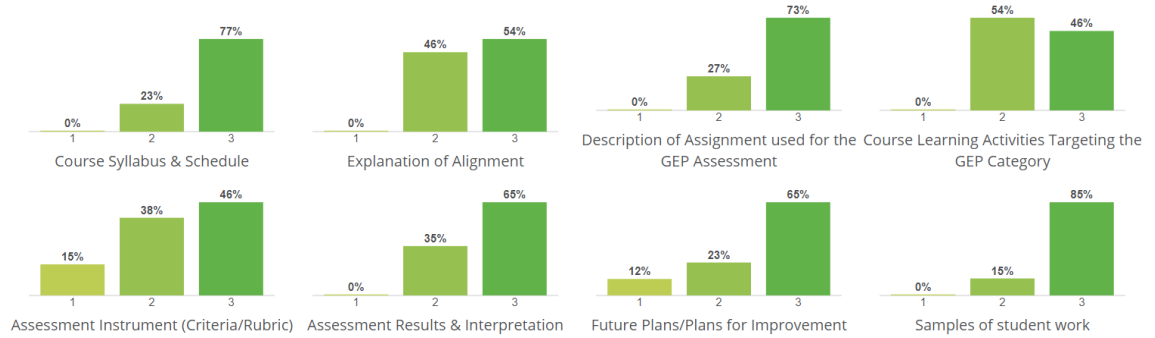
UWSP FLC Feedback Rubric for GEP Assessment: Round II, Year 1 – Foundation Level, Quantitative Literacy



UWSP FLC Feedback Rubric for GEP Assessment: Round II, Year 1 – Foundation Level, Wellness

Achievement Levels: **1** Not Meeting GEP Expectations **2** Partially Meeting GEP Expectations **3** Meeting GEP Expectations

Achievement Level Frequency by Dimension:



APPENDIX F:



2018-2019 Course Portfolio Assessment Form for GEP Foundation Level with Campus Labs

The second round of the assessment of the GEP Foundation Level Categories requires the assessment of all the learning outcomes per category. Our new assessment management system, Campus Labs, allows us to collect data with instantaneous data visualization and aggregation.

- I. Chose ONE learning outcome that will be your “featured” learning outcome. This will entail attaching the following documents to the assessment in Campus Labs:
 1. Course syllabus & course assignment schedule
 2. Explanation of alignment of course LOs to GEP LOs
 3. Description of Assessment/ Assignment
 4. Course Learning Activities Targeting the GEP Category
 5. Assessment Instrument (Criteria/Rubric)
 6. Assessment Results/ Graphs/ Tables
 7. Future Plans/Plans for Improvement (optional, if the bullet list is not sufficient, see II.C.)
 8. Samples of student work (at least two levels should be represented)
 - 8.a. Student Work Meeting Expectations
 - 8.b. Student Work Not Meeting Expectations
- II. Add results to your featured LO
 - A. **Analysis:** If applicable, please describe any analysis you performed on the data or information from your input.
 - B. **Summary:** In addition to entering your numeric results, please summarize your results/findings.
 - C. **Use of Results:** Based on your results/findings, list what could be done to improve student achievement or your assessment process in the future.
 - Note: This option creates a bulleted list
- III. Repeat I. (without attachments) and II. to provide assessments, results, analysis, summary and use of results for the remaining LOs of the corresponding GEP Category.

For instance, there are two LOs for Wellness and three for Quantitative Literacy. The QL instructors will need to assess two additional LOs.

Last updated on 5/22/2018



University of Wisconsin
Stevens Point

1 of 3

To view all the pages of this document, follow the link:

<https://www.uwsp.edu/acadaff/Assessment%20Files/2018-2019%20GEP%20Course%20Portfolio%20Form%20for%20Foundation%20Level%20with%20Campus%20Labs%205-22-18.pdf>

APPENDIX G:

3/27/2019

Rubrics - Campus Labs

Name: _____ **Date:** _____ **Score:** _____

Rubric: UWSP FLC Feedback Rubric for GEP Assessment (20 points)	0% Not Meeting GEP Expectations <i>The course/ program portfolios need re-submission.</i>	70% Partially Meeting GEP Expectations <i>Some elements will need re- submission.</i>	100% Meeting GEP Expectations <i>The course/ program portfolios meet the requirements.</i>
3pts Course Syllabus & Schedule <i>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.</i>	0pts Course syllabus & calendar/schedule of course activities and assignments are not included.	2pts Only the course syllabus is included. The lack of, or a minimal schedule of course activities and assignments, makes it unclear to what degree the GEP Category LOs are addressed in the course.	3pts Both the course syllabus and a calendar/schedule of course activities and assignments are included. From these materials, it is clear to what degree the GEP Category LOs are addressed in the course.
3pts Explanation of Alignment <i>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 students learn in the course.</i>	0pts There is no alignment between the course learning outcomes and ALL of the GEP Category LOs.	2pts The alignment between the course learning outcomes and ALL of the GEP Category LOs is partially present or imprecise.	3pts The alignment between the course learning outcomes and ALL of the GEP Category LOs is clear from the syllabus and/or the provided explanation.
3pts Description of Assignment used for the GEP Assessment <i>The discipline-appropriate evaluation used to assess student attainment of the targeted GEP Category LOs. Typical assessments include papers, projects, performances, presentations, or exams.</i>	0pts No description is provided for the discipline-appropriate evaluation/activity or little connection is made to the targeted GEP Category LOs.	2pts Some description is provided of the discipline-appropriate evaluation/activity used to assess the targeted GEP Category LOs, but more detail is needed to explain the assessment and/or the connection to the GEP Category LOs.	3pts Clear description is provided of the discipline appropriate evaluation/activity used to assess the targeted GEP Category LOs.
2pts Course Learning Activities Targeting the GEP Category <i>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.</i>	0pts Some learning activities may be listed, but no evidence is provided of how the course activities scaffold learning and provide preparation to meet the GEP Category LOs.	1pts Partial explanation is provided of the course learning activities, designed to scaffold learning and support achievement of the targeted GEP Category LOs, or the activities provide insufficient preparation to meet the GEP Category LOs.	2pts Clear explanation is provided of the course learning activities, designed to scaffold learning and support achievement of the targeted GEP Category LOs and the activities provide sufficient preparation to meet the GEP Category LOs.

To view all the pages of this document, follow the link:

<https://www.uwsp.edu/acadaff/Assessment%20Files/UWSP%20FLC%20Feedback%20Rubric%20for%20GEP%20Assessment.pdf>

APPENDIX H:

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



- 2) Log in with your UWSP username and password



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

Click on **Outcomes**

1 | Visual Guide for Campus Labs-Outcomes Module for GEP Assessment

To view all the pages of this document, follow the link:

<https://www.uwsp.edu/acadaff/Assessment%20Files/Visual%20Guide%20for%20Campus%20Labs%20Outcomes%20Module%20for%20GEP%20Assessment.pdf>