

ROUND II, YEAR 2: General Education Program Assessment Report

2019-2020, Investigation Level – Part I, Natural and Social Sciences Categories General Education Committee (GEC)

Prepared by Assessment Coordinator, 03/29/2021

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 2019-2020 academic year as well as the summer of 2020, and finally, list the general recommendations for continuous improvement of the GEP assessment process. It is noteworthy that in 2019-2020, the COVID-19 pandemic greatly affected the regular operations. Despite these complications, faculty were still able to carry out the assessment practices and collect student learning assessment data at UWSP.

By comparing the assessment results and processes of two rounds of assessment of the GEP Investigation Level, conducted in 2014-2015 and 2019-2020, 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 Category 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?

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 ([GEP Course Portfolio Form for Investigation Level with Campus Labs 8-20-19.pdf](#)) and all the learning outcomes (LOs) were required to be assessed. If in the first round of assessment, 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 LOs and an assessment activity chosen to evaluate student attainment of the GEP Category LOs. All this documentation was provided for one featured LO.

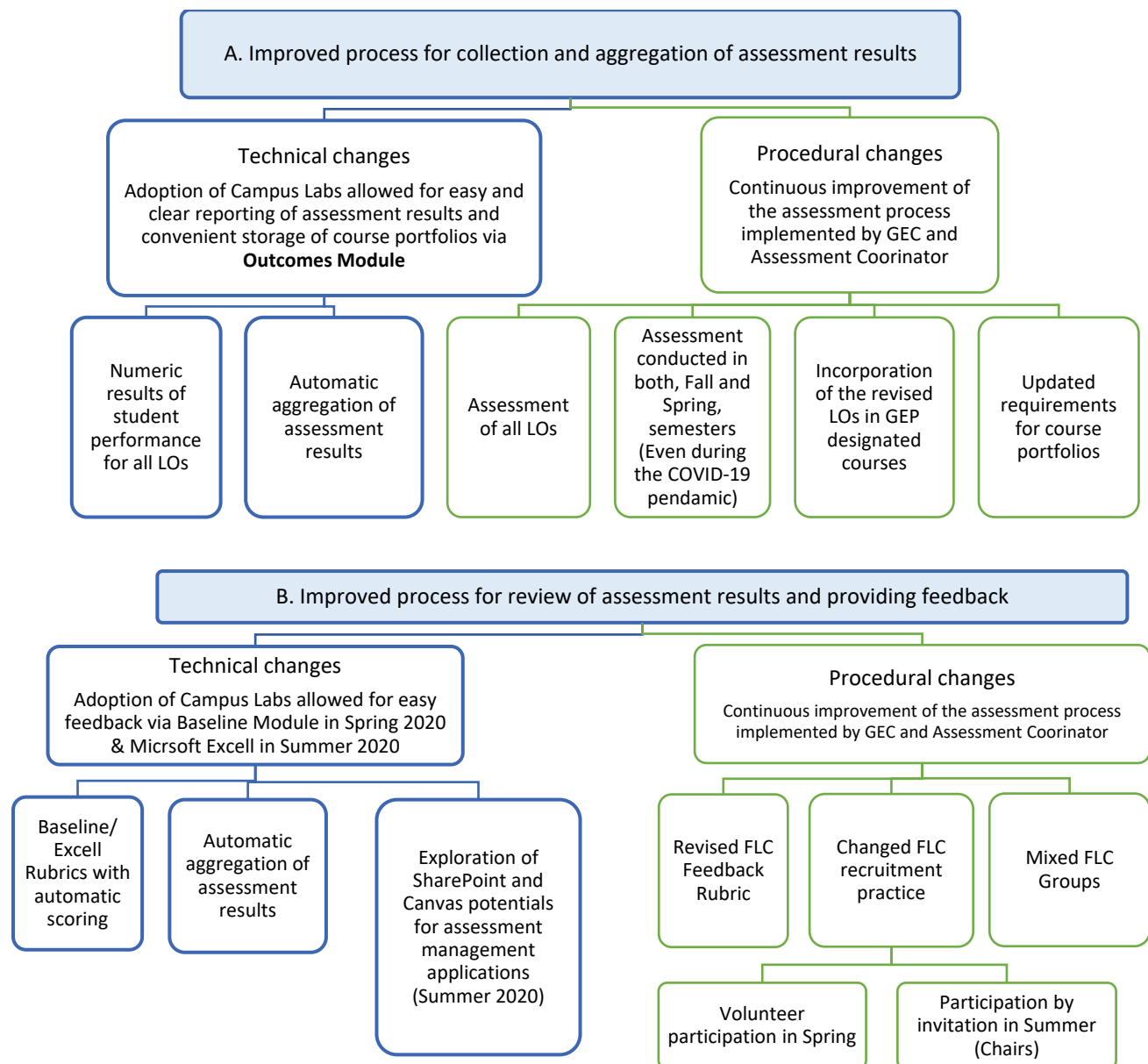
In response to the General Recommendation #3 - Assessment of Fall and Spring GEP courses (p. 11) of [the 2017-2018 Year 5 GEP Assessment Report - Reflection Year](#) and in concert with the HLC's expectations of continuous improvement of assessment process as well as our campus' commitment to student 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). On 4/26/2019, the Common Council and the Chancellor approved a revision of the General Education Program Investigation level assessment to split the Investigation level into two parts/years ([Common Council's resolution #173](#)). The revised policies were implemented in 2019-2020 for the assessment of the GEP Investigation Level, Part I in two categories: Natural Sciences (NS) and Social Sciences (SS). The NS and SS instructors submitted their course portfolios either in Fall or Spring semesters of 2019-2020, in accordance with the assessment plan their departments had devised based on the revised policy. The Faculty Learning Communities (FLC) were comprised of the Investigation Level instructors who volunteered to review their peers' course portfolios in Spring 2020. In

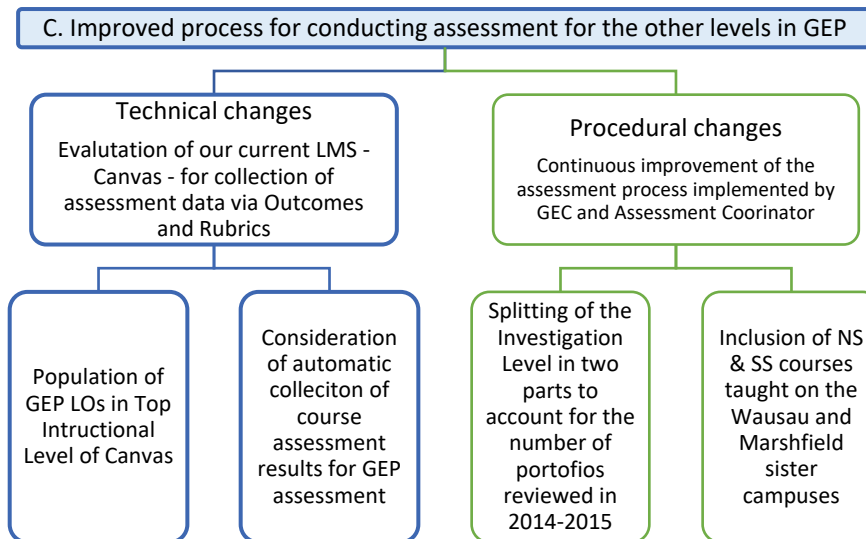
Summer 2020, FLC members were recruited differently because in Round I, there was no necessity to have summer FLC members because course portfolios were submitted only in one semester – Fall 2014.

Comparison Question 1 for two rounds of the GEP Assessment the Investigation Level in NS and SS Categories:

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 stages of the GEP Investigation Level, Year 3 - Part II in Arts, Historical Perspectives, and Humanities Categories and Year 4 - the assessment of double-category courses in the Investigation Level. For more details, please refer to the Assessment Schedule on the [General Education Program Assessment - Academic Affairs | UWSP](#) website.





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 Investigation 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 (especially of mixed modalities due to the COVID-19 pandemic situation), were also included; and finally, courses offered on all three campuses of the University of Wisconsin—Stevens Point were encouraged to and did submit their portfolios.

Comparison Question 2 for two rounds of the GEP Assessment of the Investigation Level in NS and SS Categories:

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 since 2015 is that numeric results for student performance have been collected. This means that it will be possible to see if student performance will change in Round III, since this is our first quantitative measurement of student performance in the Investigation Level.

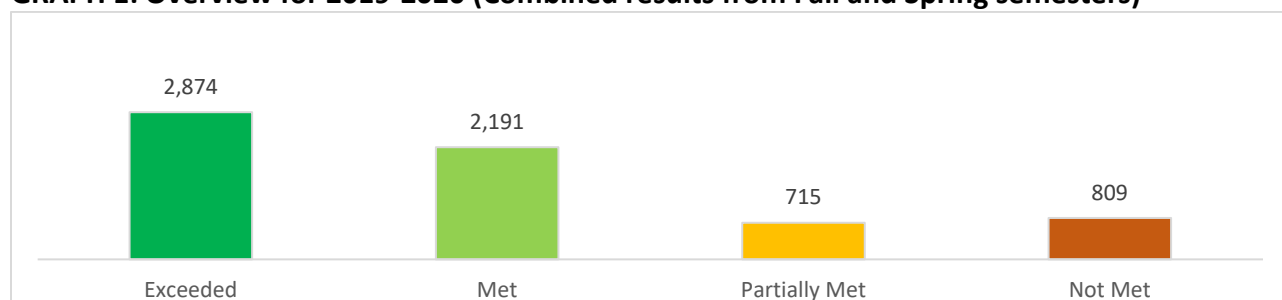
As reported by the instructors, based on the embedded assessment in the submitted course portfolios in 2019-2020, the overall student performance in Natural and Social Sciences is highly satisfactory: 76% of student artifacts (5,065 out of 6,589) have met or exceeded the instructors' expectations in both categories.

The number of student artifacts assessed in the second round also demonstrates the improved attention to the embedded assessment of student learning. If in 2014-2015, the data indicated how many students were enrolled in the courses (5,858), in 2019-2020, we have records of student performance via their artifacts (6,589). These artifacts, such as scientific research or project papers or exam questions, etc., were produced by students for their course assignments, which specifically targeted the GEP learning outcomes in the NS and SS Categories.

TABLE 1: GEP OVERARCHING LEARNING OUTCOME 2, ROUND I & ROUND II

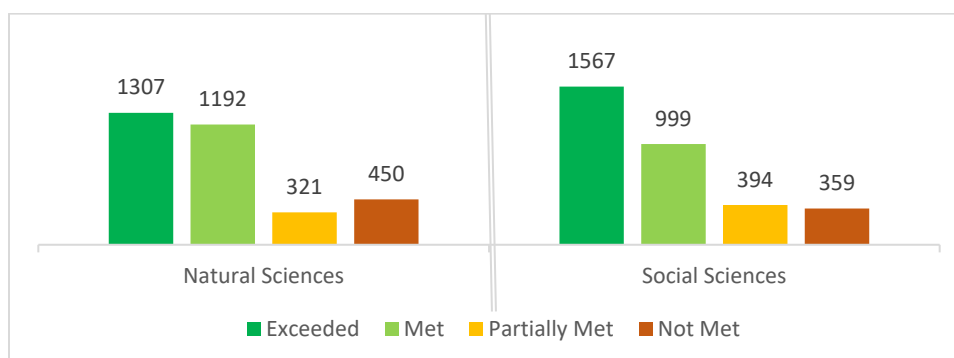
Second Overarching General Education Program Learning Outcome <i>Upon completion of the GEP curriculum, students will be able to:</i> 2. Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.	
Round I, Year 2 – 2014-2015 Investigation Level	Quantitative assessment results of student learning are unavailable for Year 2. Qualitative assessment results show that the majority of UWSP students met this overarching LO. (See Round I, Year 2 report for details)
Round II, Year 2 – 2019-2020 Investigation Level, Part I	Quantitative assessment results in Round II, Year 2 showed that the majority of UWSP students met the second overarching learning outcome regarding broad knowledge of the physical and social worlds: - 46% exceeded and 33% met the instructors' expectations as seen in the data below for the Natural and Social Sciences Categories only

GRAPH 1: Overview for 2019-2020 (Combined results from Fall and Spring semesters)



	# Student Artifacts	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations
2019-2020 Overall GEP LO2	6,589	2,874	2,191	715	809
		44%	33%	11%	12%

GRAPH 2: Round II, Year 2 - Percentages of student artifacts meeting & not meeting the GEP expectations per GEP Category in the Investigation Level, Part I for 2019-2020



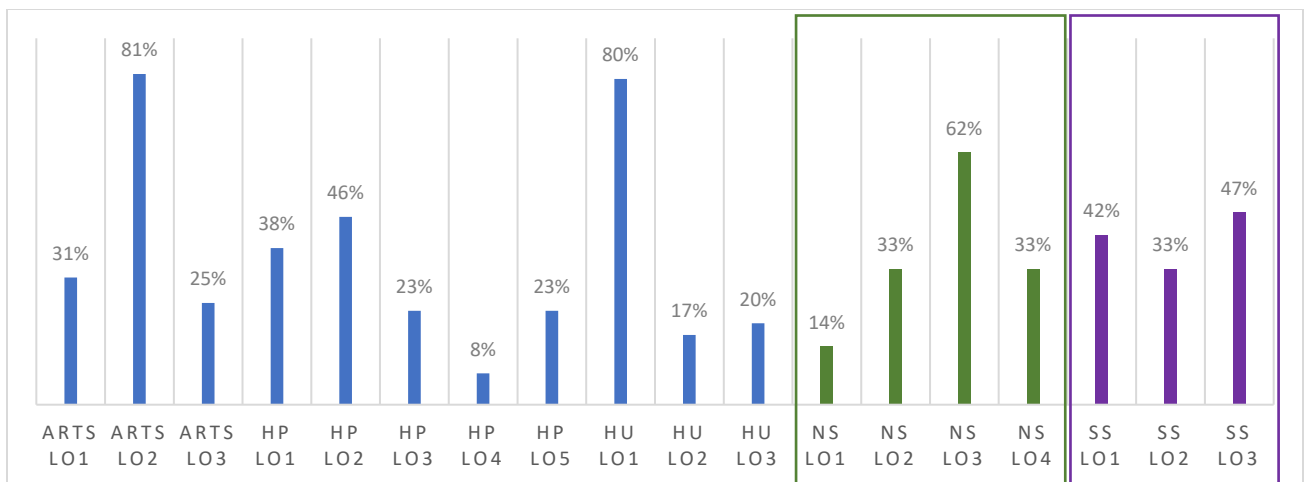
	Exceeded		Met		MET	Partially Met		Not Met		NOT MET
Natural Sciences	1307	40%	1192	36%	76%	321	10%	450	14%	24%
Social Sciences	1567	47%	999	30%	77%	394	12%	359	11%	23%

Comparison Question 3 for two rounds of the GEP Assessment of the Investigation Level in NS and SS Categories:

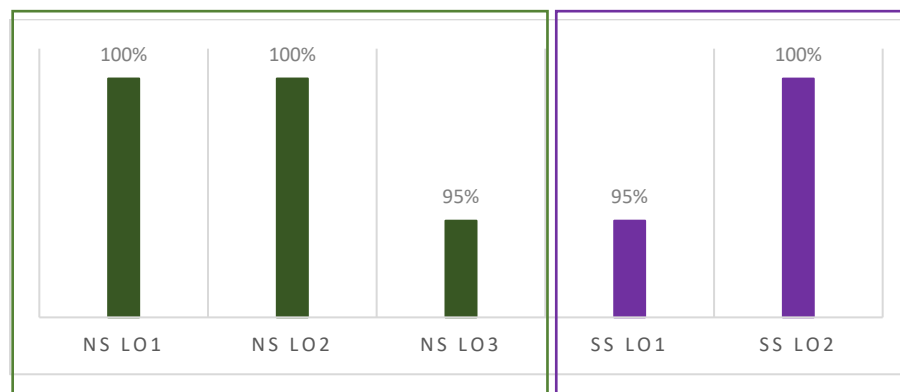
3. Were all the GEP Category learning outcomes measured?

Clear improvement is visible in this area (See the graphs below). In 2019-2020, all the learning outcomes were measured. The third Natural Sciences learning outcome was measured at 95% (i.e. only one portfolio out of 21 submitted in this category did not measure NS LO3) and the first Social Sciences Learning outcome was measured at 95% (i.e. only one portfolio out of 21 submitted in this category did not measure SS LO1 due to the COVID-19 pandemic complications), which still represents a great improvement since 2014-2015 when the learning outcomes in all the GEP Categories of the Investigation Level were measured from 8%, the lowest, to 81%, the highest percent of portfolios measuring the targeted LO, since the instructors could choose which LO(s) to assess in the first round of the assessment.

GRAPH 3: Round I, Year 2 (2014-2015): Percentages of Learning Outcomes Assessed in GEP Investigation Level for Each Category (the Natural and Social Sciences Categories are highlighted)



GRAPH 4: Round II, Year 2 (2019-2020): Percentages of Learning Outcomes Assessed for Each Category in GEP Investigation Level, Part I – NS and SS Categories



Comparison Question 4 for two rounds of the GEP Assessment of the Investigation Level in NS and SS Categories:

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

As TABLE 2 indicates, there were less course portfolios assessed in two semesters of 2019-2020 than just in one semester of 2013-2014 – 57 versus 44 portfolios. However, the assessment was better spread out in the second round: thirty portfolios were submitted in Fall '19 and fourteen portfolios in Spring '20 versus 121 portfolios in Fall '14 in all the categories of the Investigation Level, out of which 57 portfolios were submitted for the NS and SS. Although the Investigation Level courses remain similar in both rounds, the second round of the Investigation Level assessment evaluated for the first time nine courses: ASTR 206, CHEM 101, and PHYS 240 for the Natural Sciences and HLED 140, POLI 242, 306, 338, 361, and SOC 327 for the Social Sciences. This leaves 13 (37%) out of 35 GEP approved courses in the Social Sciences and only 2 (10%) out of 20 GEP approved courses in the Natural Sciences that have not yet been assessed. See Appendix A: GEP Approved Courses in NS and SS.

TABLE 2: SUMMARY OF COURSE PORTFOLIOS SUBMITTED IN 2014-2015 (Round I) and in 2019-2020 (Round II) for the Natural and Social Sciences Categories

Year	Components	Natural Sciences	Social Sciences	TOTAL
2014-2015	ePortfolios	21	36	57
Fall 2019	Campus Labs Portfolios	19	8	27
Spring 2020	Campus Labs Portfolios	2	13	15
2019-2020	Total for both semesters	21	21	42
2014-2015	Students enrolled:	2,779	3,079	5,858
2019-2020	Student artifacts assessed	3,270	3,319	6,589
2014-2015	GEP courses assessed	ASTR 100, 205; BIOL 100, 101, 130, 160; CHEM 100, 105, 106, 117; GEOG 100, 101, 105; GEOL 104; PHYS 101, 150, 203, 204, 250.	ANTH 101, 110; COMM 240, 280; ECON 110, 111; GEOG 113, 120, 373/573; HD 166, 367; IA 120; NRES 150; POLI 101, 160, 180, 202; PSYC 110, 260, 320; SOC 101, 102, 230, 240, 270, 308, 366, 368, 370.	19 courses (NS) + 29 courses (SS) = 48
2019-2020	GEP courses assessed	ASTR 100, 205, 206* ; BIOL 100, 101, 130, 160; CHEM 101 , 105, 106, 117; GEOG 105; GEOL 104; PHYS 101, 203, 204, 240 , 250.	COMM 280; ECON 110, 111; GEOG 115; HD 367; HLED 140 , IA 120; POLI 101, 160, 180, 242, 306, 338, 361 ; PSYC 110, 260, 320; SOC 230, 240, 308, 327 .	18 courses (NS) + 21 courses (SS) = 39

* Courses in blue were assessed for the first time in Round II, 2019-2020

TABLE 3: NUMBER OF FLC MEMBERS SERVED in 2014-2015 (Round I) and in 2019-2020 (Round II)

2014-2015: NS (8) & SS (7)	TOTAL: 15
Spring 2020: 8 FLC members, mixed categories	TOTAL: 14
Summer 2020: 6 FLC members, mixed categories	

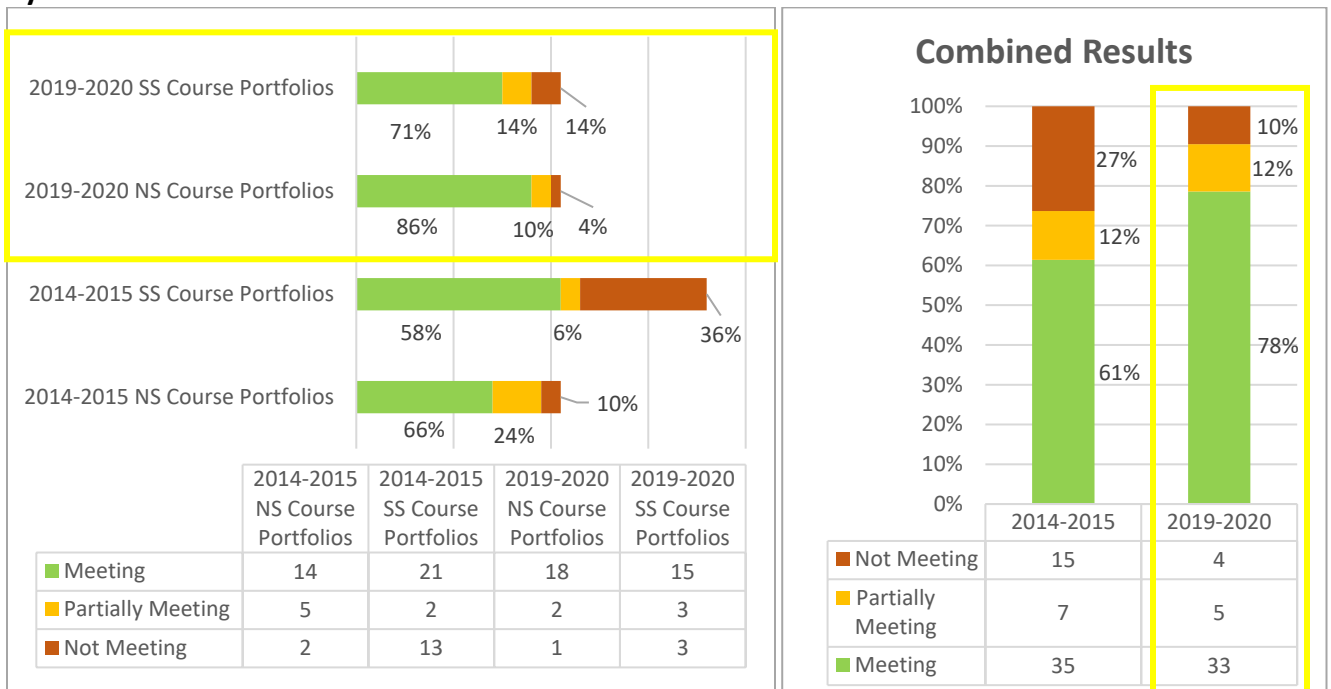
As TABLE 3 indicates, approximately the same number of FLC members served in the second round as in the first. However, fewer faculty volunteered to serve on the FLC per each category in Spring 2020 and this required mixing the instructors submitting for one category (e.g. NS) and reviewing another category (e.g. SS). The mixing of instructors allowed for more flexibility and created an increased understanding of the GEP expectations for the Investigation Level, Part I. In Summer 2020, six departmental chairs served on the FLC to review the course portfolios submitted in Spring 2020.

Comparison Question 5 for two rounds of the GEP Assessment of the Investigation Level in NS and SS Categories:

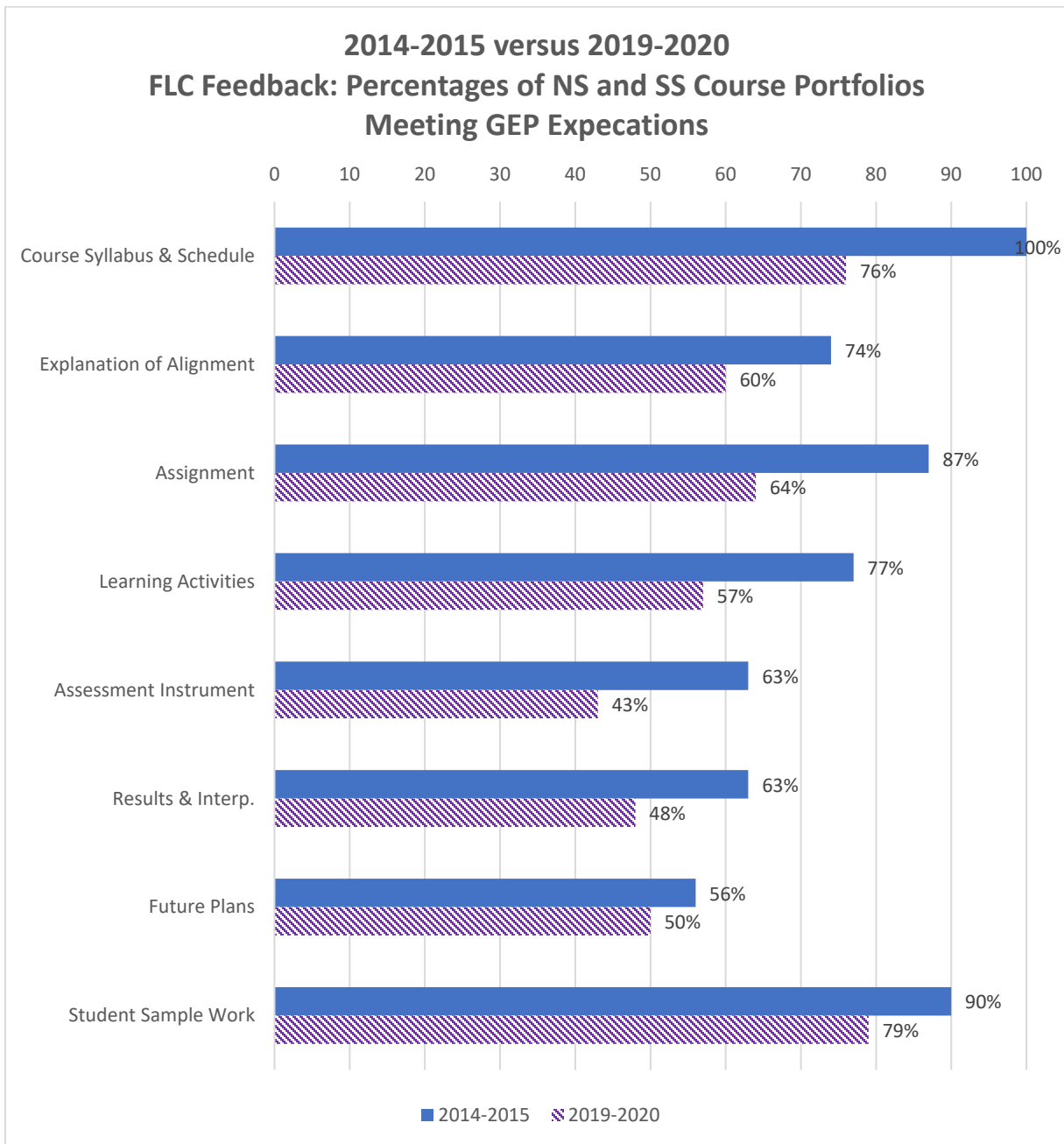
5. How did the meta-assessment results differ in Round II?

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 of separate criteria seem lower in the second round of assessment (See Graph 5). However, **more portfolios met the GEP expectations overall in the second round: in Round I, 35 out of 57 portfolios (61%) and, in Round II, 33 out of 42 portfolios (78%) met the GEP expectations.**

GRAPH 5: Overall Numbers & Percentages of Course Portfolios Meeting, Partially Meeting & Not Meeting GEP Expectations versus Combined Results (in the NS and SS Categories) per Assessment Cycle



GRAPH 6: Percentage of Course Portfolios Meeting GEP Expectations in Rounds I & II, based on the FLC Feedback per FLC Feedback Rubric Criteria



Graph 6 shows decrease in all criteria in the second round of the GEP Assessment of the Natural Sciences and Social Sciences Categories. Many reasons account for the differences in the FLC scores per evaluation of each criterion such as Course Syllabus & Schedule; Explanation of Alignment; Assignment Description; Course Learning Activities; Assessment Instrument; Results & Interpretation; Future Plans; and Student Sample Work. The graph shows that we raised our expectations of what portfolios needed to include and how thorough the instructors needed to be when describing their courses and how they fit into the General Education Program.

As we closed the loop in Round I, GEC and FLC made several important improvements to the GEP Assessment process. 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 2. The course portfolio components were also updated. With each year in the assessment cycle, there was more emphasis on alignment and scaffolding and the weight of each category was revised. For instance, the score of alignment increased from 2 to 3 to show the importance of this criterion per FLC evaluations. Furthermore, a new criterion – Course Learning Activities – demonstrates similarly pointed attention to how instructors maintain student exposure to various materials and activities targeting the GEP Category LOs.

Moreover, 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: this year, all the learning outcomes needed to be assessed and numeric results of student achievements were required for each LO; the wording of the LOs were updated as well as the descriptions of criteria and GEP expectations have been continually revised since the implementation of the first round of assessment. The involvement of chairs to conduct summer assessments have also affected the level of expectations.

Since 2019-2020 is the 7th year of implementation of the GEP Assessment it is not surprising that the FLCs had more training and more exposure to the assessment process. As the revised FLC Feedback Rubric with the updated scoring weight has put more attention to the areas of weakness detected in the first assessment cycle such as the alignment of the GEP LOs with the course LOs, collection of numeric results of student learning and interpretation of these results for future refinement of instruction, assessment or curricula, Graph 6 indicates that our efforts in these areas need to continue and more professional development will be required in the future. For instance, as campus, we have not raised the question of acceptable benchmarks for the GEP Assessment. See “General Recommendations” portion of this report for further discussion of this topic.

Five years separate the assessment of the GEP Investigation Level in the Natural Sciences and Social Sciences Categories. 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.

See Appendix B for more details about the FLC Feedback Rubrics.

QUALITATIVE FEEDBACK BY FACULTY LEARNING COMMUNITIES

The rich process of meta-assessment, assured by FLC members, continued in Round II, Year 2 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 2020, they provided important qualitative feedback in their Summary Reports. In 2019-2020, more attention was cast on a collection of “Best Practices” in assessment. The website [General Education Program Assessment](#) 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 Investigation Level, Part I Categories - the Natural Sciences and Social Sciences. Department Chairs were recruited to serve as the summer FLC members to complete the evaluation of course portfolios submitted in Spring 2020. The chairs found this task 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.

Natural Sciences

The 2019-2020 FLC members made the following comments in the Natural Sciences Summary Reports in Spring and Summer of 2020:

- **Number of LOs:** All GEP categories (or at least categories at the same level) should have the same number of LO's. The NS portfolios clearly involved more work for the instructors than the SS portfolios because there are three LOs in NS and only two for SS.
- **Main and branch campuses' submissions:** Portfolios from branch campuses needed to be submitted by email rather than through Campus Labs.
- **Attainment of NS LOs:** While instructors may have had the most difficulty assessing LO#3, those who did found that students were attaining the outcome. NS instructors will need to work hardest in refining pedagogy to assure students are meeting LO#1.
- **Course syllabus and schedule of activities:** There should be a more explicit suggestion/ requirement of listing and explaining the GEP Learning Outcomes on the syllabus. This requirement would help create clarity and transparency for students and instructors preparing assignments and assessments for the course(s). It will also help FLC reviewers accurately assess the alignment of the course with GEP LOs.
- **Assessment Description:** Since it was difficult to determine the extent to which "scaffolding" of assignments to target the GEP category LOs takes place in some of the portfolios, it would be recommended to have a special training or demonstration on how scaffolded assignments can be implemented. Some of the portfolios demonstrated very thoughtful assignments that took several steps and weeks for students to accomplish, thus providing them with many learning opportunities to acquire and demonstrate their skills and learning, but the amount or level of scaffolded learning in other courses was less obvious. We would recommend to the committee that portfolio instructions indicate to faculty teaching in this Category that the GEC would prefer they include scaffolded assignments. We also suggest that if the GEC is looking to include scaffolded assignments as a requirement (or suggestion) that faculty be informed of this prior to developing or modifying their courses (and not during portfolio creation and submission).
- **Learning Activities:** A clearer definition of expectations for this section would be helpful.
- **Future plans for improvement:** Since this information is crucial for the HLC and our campus efforts of continuous improvement, we recommend making it clear to instructors that there should always be discussion of future plans for their courses, even when assessment results are strong.
- **FLC voluntary involvement:** We recommend developing a clear plan for how service on FLCs will be required and distributed among faculty teaching GEP courses.
- **Overall Comments:** We would like to thank the GEC for their work and for making the course portfolios (and portfolio review) as streamlined as possible.

Social Sciences

The 2019-2020 FLC members made the following comments in the Social Sciences Summary Reports in Spring and Summer of 2020:

- **Course syllabus and schedule of activities:** There should be an explicit requirement that instructors list and explain the GEP Learning Outcomes on the syllabus. For some students, this may be the only course in the Social Sciences that some students take and so it is important that it is clear to students how a specific discipline relates to the general field of Social Sciences and how the learning process will help them develop the skills and knowledge associated with this area. Consistent expectations of **rigor** and skill-building implied in the shared learning outcomes for each GEP category aim not to curtail the instructors' academic freedom but to provide the basis for quality instruction.
- **Assessment Description:** Since it was difficult in some portfolios to determine the extent to which "scaffolding" of assignments that target the GEP category LOs takes place, it might make sense to develop a training or demonstration for instructors teaching in this GEP category about how scaffolded assignments can be implemented. Some of the portfolios demonstrated very thoughtful assignments that took several steps and weeks for students to accomplish, thus providing them with many learning opportunities to acquire, build, and demonstrate their skills and learning, but others did not provide this.
- **Assessment Instrument/ Assignment:** While there is nothing in the GEP assessment instructions that dictates a selection of multiple-choice questions cannot be used to complete the course assessment, it begs the question of whether this is sufficiently robust to address student attainment of the GEP LOs.
- **Assessment Criteria:** It is very important to provide clarity for FLCs and especially for students about how assignments are aligned with the targeted GEP LOs. The numerical assessment results should reflect student performance in relation to the GEP LOs, not generic criteria such as word count requirement, grammar, or whether a bibliography was included. If exams are used for the assessment, it is important to that the FLCs be provided with the questions and an explanation about how these questions adequately measure the GEP LOs. Having clear rubrics that refer directly to the targeted GEP Los seems to be the best practice for measuring student achievement of the GEP LOs and for creating confidence that this is indeed what is reflected in the numerical data provided.
- **Learning Activities:** A clearer definition of expectations for this section would be helpful and perhaps some examples.
- **Future plans for improvement:** Since this portion is crucial for HLC and our campus efforts at continuous improvement, we recommend that it be made clear to instructors that an essential part of the portfolio, even when their results are strong, provides some discussion of how they plan to use the results of assessment to adapt or make adjustments to the course in the future with the aim of improving it further.

- **FLC voluntary involvement:** We recommend developing a clearer plan of how service on FLCs will be distributed among faculty teaching the GEP courses in the appropriate categories. Having this fall completely on department chairs is not ideal. This year especially, putting this responsibility on the department chairs created an undue burden, as their workload was already overburdened due to the extraordinary circumstances caused by the pandemic.

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). To maintain our efforts in light of continuous improvement of the GEP Assessment Process, here are general recommendations for next steps in 2020-2023.

1) Enforce the inclusion of the GEP LOs on the syllabi and describe why the course carries a specific GEP designation.

If the GEP’s goal is to make sure that students understand the alignment between the GEP LOs and the course LOs, then we must 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 short 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](#)). Both NS and SS FLCs made similar recommendations as it also helps reviewers to understand the course alignment while adding transparency and clarity to students.

2) Propose a new policy to be passed by GEC for an updated recruitment process of Faculty Learning Communities.

FLC Timeframe: Since the collection of portfolios now takes place in Fall and Spring semesters, it is recommended to Fall of the following academic year for the assessment of the previous spring portfolios which are usually submitted at the beginning of summer. The Spring FLCs will continue to evaluate portfolios submitted in Spring. Furthermore, with the structural changes to our colleges and schools, it is no longer possible to call on the chairs to assess Spring portfolios.

Fall portfolios	Spring FLCs (same academic year)
Spring portfolios	Fall FLCs (next academic year)

FLC Membership: All faculty teaching GEP courses should participate in the FLC evaluation process and therefore the FLC members could be designated by the chairs to serve on the FLCs. It is recommended to create a GEC Working Group be discussed the implementation of this recommendation and refer 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.

- 3) **Call on CITL for further Professional Development in all categories of the GEP assessment process:** alignment, learning activities, assignments, assessment instruments, interpretation of the assessment results, and subsequent improvements.

The GEC is encouraged to call on our Center for Inclusive Teaching and Learning (CITL) to run regular workshops throughout the year to focus on the instruction of the GEP courses. For instance, the Quality Matters Standards for Higher Education can demonstrate to our faculty how effectively align a course, be it an online, hybrid or F2F course. As the instructors become required to include the GEP Category LOs on their syllabi, it is imperative to provide further professional development in instruction so that all the GEP courses can demonstrate how they align their course learning outcomes with the GEP Category LOs and how their course activities assure student learning and attainment of these LOs. As both NS and SS FLCs recommended, further professional development for ‘scaffolded assignments’ is needed, as this particular quote summarizes their common sentiment: “Some of the portfolios demonstrated very thoughtful assignments that took several steps and weeks for students to accomplish, thus providing them with many learning opportunities to acquire, build, and demonstrate their skills and learning, but others did not provide this.”

It is of high importance to establish these workshops starting as early as Spring 2021 to help prepare instructors of double-category courses to meet the GEP expectations as they will need to assess 5-6 LOs in **Year 4 (2021-2022) - GEP Assessment of Double-Category Courses**.

Potential Workshop Themes:

- **A. Alignment:** A general introduction to course alignment
- **B. Scaffolded Learning Activities:** How to create diversity/ breadth of learning activities to assure that students have multiple opportunities to learn and refine their knowledge or skills.
- **C. Assessment Instruments:** Rubrics or holistic evaluation criteria/ guidelines for the attainment of the course / GEP LOs and how instructors can collect assessment results while grading student work in Canvas.
- **D. Assessment Results, Interpretation, and Future Plans:** Evaluate differences between faculty’s expectations for the assignment and how that translates into meeting or not meeting the LOs, avoid disconnect between the artifacts and students, and help faculty “close the loop,” i.e. demonstrate what one can do with the assessment results or how to conduct meta-assessment of the course effectiveness to attain the GEP LOs and how use the results to make needed changes / improvements / future decisions with regard to instructional, curricular, or assessment practices.

- 4) **Establish and publicize clear 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? c processes could be an ideal place to discuss such concerns further.

5) Develop indirect measure assessment to explore student perspectives of their learning.

The GEP Assessment Plan does not envision indirect assessment of student learning. The time has come to consider how we can measure students' perceptions along with the instructors' evaluations of student performance. One idea is to develop a list of "I can do statements" based on the GEP Category Learning Outcomes and have students fill out a Canvas anonymous quiz at the end of the semester. For instance, for the NS and SS LOs, it would be something like this:

Natural Sciences: *After taking this Natural Sciences course,*

1. I can explain major concepts, methods, or theories in the natural sciences to investigate the physical world.

<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Neutral	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree
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2. I can interpret information, solve problems, and make decisions by applying natural science concepts, methods, and quantitative techniques.

<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Neutral	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree
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3. I can describe the relevance of aspects of the natural sciences to their lives and society.

<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Neutral	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree
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Social Sciences: *After taking this Social Sciences course,*

1. I can explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.

<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Neutral	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree
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2. I can examine and explain how social, cultural, or political institutions influence individuals or groups.

<input type="radio"/> Strongly Disagree	<input type="radio"/> Disagree	<input type="radio"/> Neutral	<input type="radio"/> Agree	<input type="radio"/> Strongly Agree
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Again, a GEC Working Group on assessment processes could be an ideal place to discuss this further.

6) Encourage an annual automatic collection of numeric assessment results.

It is recommended to encourage the instructors to use and update their Canvas rubrics to continue collect data to refine the process even after the designated year in the assessment cycle. CITL could help faculty as they set up their courses to conduct collection of data on a yearly basis.

Again, a GEC working group on assessment should examine the role/ effectiveness of using Canvas for the 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) **Continue the evaluation of the implications of different teaching modalities for assessment.**

Considering the COVID-19 pandemic and the fact that more instructors experimented with different teaching modalities, it is time to examine the implications of assessing courses taught as in-person, online, or hybrid courses.

Again, a 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?

Concluding Remarks

The second year of the second round of the GEP Assessment was successful in revealing satisfactory student learning in the GEP categories of the Investigation Level, Part I – Natural Sciences and Social Sciences. As the Summer FLC members summarized their sentiment about the GEP Assessment process: **“Overall comment on the GEP Assessment:** The process is working well. The GEC’s efforts to create a process that is streamlined enough so as not to be overly burdensome on faculty and at the same time substantive enough to ensure that all UWSP students on all three branch campuses receive quality General Education Program courses is recognized and appreciated.” The second year of Round II also identified areas in General Education assessment and instruction that need to be addressed in the spirit of continual improvement.

APPENDIX A:

GEP APPROVED COURSES FOR THE NATURAL AND SOCIAL SCIENCES

Natural Sciences

1. ASTR 100 - Unveiling the Universe 3 cr.
2. ASTR 205 - The Solar System 4 cr.
3. ASTR 206 - Stars and Stellar Systems 4 cr.
4. BIOL 100 - Biological Principles and the Human Environment 3 cr.
5. BIOL 101 - General Biology 5 cr.
6. BIOL 130 - Introduction to Plant Biology 5 cr.
7. BIOL 160 - Introduction to Animal Biology 5 cr.
8. CHEM 100 - Chemistry for the Citizen 3 cr. [Double category]
9. CHEM 101 - Basic Chemistry 5 cr.
10. CHEM 105 - Fundamental Chemistry 5 cr.
11. CHEM 106 - Fundamental Chemistry 5 cr.
12. CHEM 117 - General Chemistry Principles 5 cr.
13. GEOG 100 - Human Impacts on the Physical Environment 3 cr. [Double category]
14. GEOG 105 - The Dynamic Earth 3 cr.
15. GEOG 208 - Weather and Climate 3 cr. [Have not been assessed]
16. GEOL 100 - Geology and Science 3 cr. [Have not been assessed]
17. GEOL 104 - Physical Geology 4 cr.
18. PHYS 101 - General Physics 5 cr.
19. PHYS 203 - College Physics I 5 cr.
20. PHYS 204 - College Physics II 5 cr.
21. PHYS 240 - University Physics I 5 cr.
22. PHYS 250 - University Physics II 5 cr.
23. UWX BL101 - Concepts of Biology 4 cr. [Collaborative Programs]
24. UWX CH140 - General Chemistry Laboratory 1 cr. [Collaborative Programs]
25. UWX CH144 - General Chemistry I Lecture 4 cr. [Collaborative Programs]

Two NS courses have not yet been assessed in Round I or Round II: GEOG 208 and GEOL 100.

Social Sciences

1. ANTH 101 - General Anthropology 3 cr. [Double category]
2. ANTH 102 - Introduction to Archaeology 3 cr. [Have not been assessed in Round I or Round II]
3. ANTH 105 - Biological Anthropology 3 cr. [Have not been assessed]
4. ANTH 110 - Cultural Anthropology 3 cr. [Double category]
5. ANTH 320 - Anthropology of Religion 3 cr. [Double category]
6. ANTH 325 - Culture and Language 3 cr. [Have not been assessed]
7. ANTH 380 - Medical Anthropology 3 cr. [Double category]
8. COMM 180 - Foundations of Workplace Communication 3 cr. [Double category]
9. ECON 110 - Principles of Macroeconomics 3 cr.
10. ECON 111 - Principles of Microeconomics 3 cr.
11. EDUC 381 - Educational Psychology 2 cr.
12. EDUC 382 - Managing Learning Environments 1 cr.
13. ENGL 343 - Sociolinguistics: Language and Dialects of the U.S. 3 cr. [Double category]
14. GEOG 115 - World Regional Geography 3 cr. [Double category]
15. GEOG 120 - Human Geography 3 cr. [Double category]
16. GEOG 141 - The Geospatial Revolution 3 cr. [Double category]
17. GEOG 317 - Africa 3 cr. [Double category]
18. GEOG 320 - Urban Geography 3 cr. [Have not been assessed]
19. FCS 166 - The Family: Continuing Concerns 3 cr. [Have not been assessed]
20. HD 261 - Development and Guidance of Children 3 cr. [Have not been assessed]

12. HD 367 - Intentional Intimacy and Family Systems 3 cr.
13. HLED 140 - Responsible Sexuality 3 cr.
14. IA 120 - Human Behavior and Built Environments 3 cr.
INTL 150 - Humanity and the Global Environment 3 cr. [Double category]
NRES 150 - People, Resources and the Biosphere 3 cr. [Double category]
15. POLI 101 - American Politics 3 cr.
POLI 160 - Comparative Politics 3 cr. [Double category]
16. POLI 180 - Introduction to Global Affairs 3 cr.
POLI 202 - Introduction to Policy Analysis 3 cr. [Double category]
17. POLI 242 - State and Local Government 3 cr.
18. POLI 250 - Public Administration 3 cr. [Have not been assessed]
POLI 304 - Environmental Politics and Policy 3 cr. [Double category]
19. POLI 306 - Health Politics and Policies 3 cr.
POLI 315 - Minority Group Politics 3 cr. [Double category]
20. POLI 338 - Environmental Law and Regulation 3 cr.
POLI 341 - Urban Politics 3 cr. [Double category]
21. POLI 361 - European Politics 3 cr.
POLI 362 - East European Politics 3 cr. [Double category]
POLI 371 - Chinese Politics 3 cr. [Double category]
22. PSYC 110 - Introduction to Psychology 3 cr.
23. PSYC 240 - Psychology of Gender 3 cr. [Have not been assessed]
24. PSYC 260 - Introduction to Developmental Psychology 3 cr.
25. PSYC 320 - Social Psychology 3 cr.
SOC 101 - Introduction to Sociology 3 cr. [Double category]
SOC 102 - Social Problems 3 cr. [Double category]
26. SOC 225 - Sociology of Childhood and Adolescence 3 cr. [Have not been assessed]
27. SOC 230 - Criminology 3 cr.
28. SOC 240 - Marriage and the Family 3 cr.
SOC 270 - Race and Ethnicity 3 cr. [Double category]
29. SOC 300 - The American Community 2 or 3 cr. [Have not been assessed]
30. SOC 308 - Sociology of Medicine 3 cr.
31. SOC 310 - Social Psychology 3 cr. [Have not been assessed]
32. SOC 327 - Social Inequality 3 cr.
SOC 355 - Environmental Sociology 3 cr. [Double category]
SOC 360 - Population Problems 3 cr. [Double category]
33. SOC 366 - Sociology of Aging 3 cr.
34. SOC 368 - Sociology of Mental Health 3 cr.
SOC 370 - Sociology of Globalization 3 cr. [Double category]
35. SOC 380 - Sociology of Immigration 3 cr. [Have not been assessed]
UWX SC101 - Introduction to Sociology 3 cr. [Collaborative Programs]
UWX SC231 - Crime and Criminal Justice 3 cr. [Collaborative Programs]
UWX PL104 - Introduction to American Government and Politics 3 cr. [Collaborative Programs]
UWX PS101 - General Psychology 3 cr. [Collaborative Programs]
UWX PS250 - Lifespan Psychology 3 cr. [Collaborative Programs]
UWX EC203 - Macroeconomics 3 cr. [Collaborative Programs]
UWX AN100 - Introduction to Anthropology 3 cr. [Collaborative Programs]
36. WGS 301 - Women and Feminism in the Modern World 3 cr. [Have not been assessed]
WLDL 150 - Living with Wildlife 3 cr. [Double category]

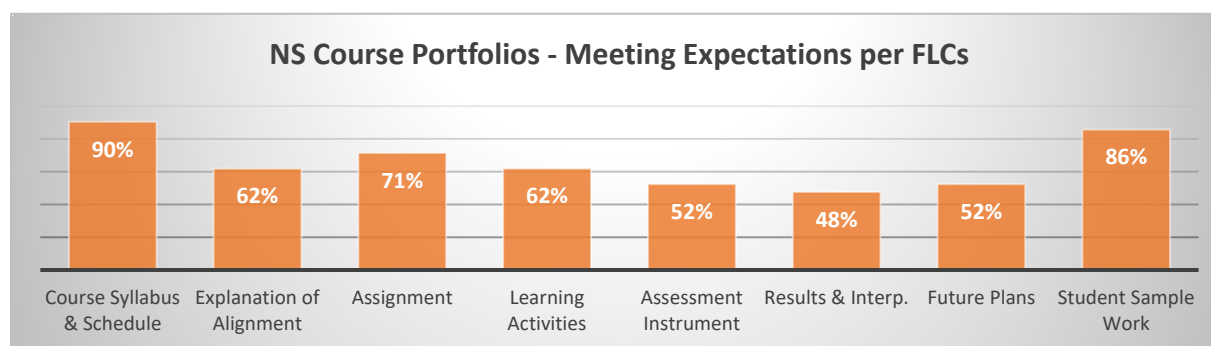
Thirteen SS courses have not yet been assessed in Round I or Round II: ANTH 102, ANTH 105, ANTH 325, GEOG 320, FCS 166, HD 261, POLI 250, PSYC 240, SOC 225, SOC 300, SOC 310, SOC 380, and WGS 301.

APPENDIX B:

2019-2020 FLC FEEDBACK RUBRIC SCORES

UWSP FLC Feedback Rubric for GEP Assessment: Round II, Year 2 – Investigation Level, Part I

Natural Sciences 2019-2020	Meeting	Meeting %	Partially Meeting	Partially Meeting %	Not Meeting	Not Meeting %
Course Syllabus & Schedule	19	90%	2	10%	0	0%
Explanation of Alignment	13	62%	6	29%	2	10%
Assignment	15	71%	6	29%	0	0%
Learning Activities	13	62%	6	29%	2	10%
Assessment Instrument	11	52%	8	38%	2	10%
Results & Interp.	10	48%	11	52%	0	0%
Future Plans	11	52%	8	38%	2	10%
Student Sample Work	18	86%	3	14%	0	0%



Social Sciences 2019-2020	Meeting	Meeting %	Partially Meeting	Partially Meeting %	Not Meeting	Not Meeting %
Course Syllabus & Schedule	13	62%	7	33%	1	5%
Explanation of Alignment	12	57%	8	38%	1	5%
Assignment	12	57%	7	33%	2	10%
Learning Activities	11	52%	7	33%	3	14%
Assessment Instrument	7	33%	7	33%	7	33%
Results & Interp.	10	48%	10	48%	1	5%
Future Plans	10	48%	10	48%	1	5%
Student Sample Work	15	71%	4	19%	2	10%

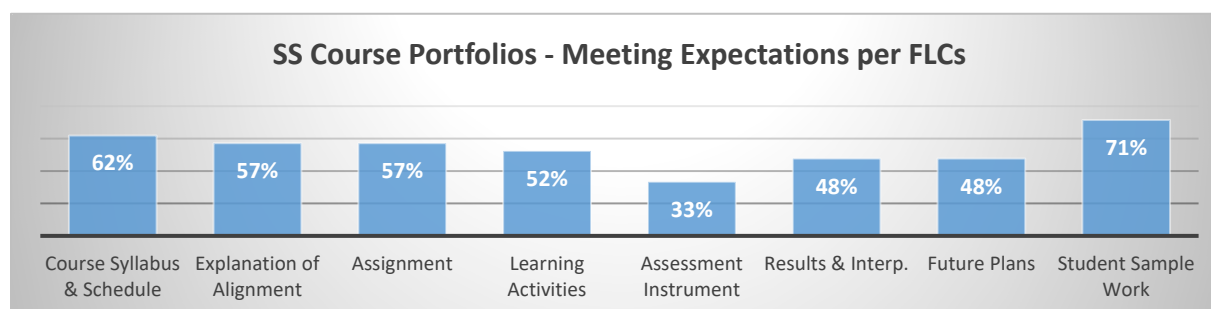


TABLE 4: 2019-2020 Overall results for NS & SS Categories in the Investigation Level, Round II

Percentages of Course Portfolios Meeting the GEP Requirements:	Natural Sciences	Social Sciences	Overall Results (Meeting)
Course syllabus & schedule	90%	62%	76%
Explanation of Alignment	62%	57%	60%
Description of Assignment used for the GEP Assessment	71%	57%	64%
Course Learning Activities Targeting the GEP Category	62%	52%	57%
Assessment Instrument (Criteria/ Rubric)	52%	33%	43%
Assessment Results & Interpretation	48%	48%	48%
Future Plans/ Plans for Improvement	52%	48%	50%
Samples of Student Work	86%	71%	79%
n=	21	21	

In Round II, Year 2, 21% (3-NS and 6-SS out of 42 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.

TABLE 5: 2014-2015 GEP Assessment of Investigation Level, Round I

Percentages of Course Portfolios Meeting the GEP Requirements:	Natural Sciences	Social Sciences	Overall Results - Meeting
Syllabus	100%	100%	100%
Alignment	76%	71%	74%
Learning Experiences	86%	68%	77%
Activity Assessed	95%	79%	87%
Rubric	57%	84%	71%
Description of Criteria	57%	53%	55%
Assessment Results	57%	45%	51%
Charts/Graphs/Tables	71%	79%	75%
Results from Other Mechanisms	5%	8%	7%
Samples of Student Work	90%	89%	90%
Future Plans	57%	55%	56%
n=	21	36	

In Round I, Year 2, 39% (7 – NS and 15-SS out of 57 portfolios) were evaluated as developing towards or not meeting the GEP expectations. Unfortunately, many instructors did not see the D2L Feedback Rubrics during the first round of assessment as the instructors changed or left UWSP while the D2L rubrics were not accessible by other instructors or department chairs.

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2019-2020 Course Portfolio Assessment Form for GEP Investigation Level, Part I – Natural Sciences and Social Sciences with Campus Labs

The second round of the assessment of the GEP Investigation 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. **The following attachments are required** in Campus Labs (attached only once, i.e. in one LO):
 1. Course syllabus & course assignment schedule
 2. Sample of student work **Meeting Expectations** for at least one GEP Category LO.
 3. Sample of student work **NOT Meeting Expectations** for at least one GEP Category LO.
 4. In a single file, entitled “Course Portfolio Comments for FLC,” provide the following:
 - a) Explanation of alignment of course LOs to GEP LOs
 - b) Description of Assessment/ Assignment
 - c) Course Learning Activities Targeting the GEP Category

- II. **Add results to all LOs and provide the following information:**
 - A. **Analysis:** Briefly describe which assessment instrument was used (such as rubric or assessment criteria) and explain any analysis you performed on the data or information from your input.
 - B. **Summary:** In addition to entering your numeric results, please briefly summarize your results/findings. How did the class perform overall?
 - C. **Use of Results:** Based on your results/findings, in a bulleted list, record what could be done to improve or maintain student achievement or your assessment process in the future.



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Attachments (preferably in PDF format)

1. **Course syllabus and course assignment schedule:** Please provide the most current copy of your course syllabus for your GEP designated course. Along with your syllabus, please also include a calendar/schedule of course activities and assignments that are addressed in the course to help a Faculty Learning Community understand when and to what degree GEP Learning Outcomes (LOs) are addressed in your course. It is strongly encouraged to include GEP LOs (and explanation of alignment with your course) on the syllabus, either listed just as they are written, or integrated with your course learning outcomes/goals to help students understand how your course aligns with the GEP and helps them to attain GEP LOs.

- 2.-3. **Samples of Student Work:** Please provide samples of student work that represents at least two levels of achievement, i.e. meeting GEP expectations and not meeting GEP expectations, with clear indication of evaluation process, for example, include rubric scores or explanations of why the samples were chosen. **It is very important for FLC members** to see how you evaluated the student work based on the assessment instrument (rubric or criteria) you chose.

4. **“Course Portfolio Comments for FLC”** should include the following explanations:
 - a) **Explanation of Alignment:** For each learning outcome included in this GEP Category, please provide an explanation of how the course is aligned and the degree to which each GEP LO is addressed. Please note that it is not sufficient to list course learning outcomes that are similar to or the same as GEP LOs. Rather, the explanation of alignment is expected to detail the relationship between the specific course outcomes and the GEP LOs.) “Alignment” here means the relationship between each of the GEP LOs and what students learn in the course. In your description of alignment, you are encouraged to include readings students complete, content and skills that are addressed during class sessions, activities/discussions in which students engage inside and outside of class, and assignments/assessments that students complete that specifically address the GEP LOs. The GEP LOs may be integrated with your course learning outcomes/goals and worded in a way that is more specific to your discipline and/or may include additional skills, knowledge, or dispositions beyond those included in the GEP LOs, but it is essential to explain how and the degree to which your course aligns with and helps students achieve each of the GEP LOs. (For a complete listing of current GEP Category Learning Outcomes please see [here](#).)



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- b) Description of Assessment/ Assignment:** Please describe the discipline-appropriate evaluation you will use to assess student attainment of the GEP Category LOs. Typical assessments include papers, projects, performances, presentations, and exams. If you are using an exam, you should identify the specific test items that correspond with the GEP Category LOs and explain how the test items assess student achievement of the GEP Category LOs. If you have a separate handout or section of your syllabus that explains the assessment/assignment to your students, please include all the necessary documents.
- c) Course Learning Activities Targeting the GEP Category:** You should provide a detailed narrative describing specific course activities, assignments, and/or experiences that will prepare students to successfully complete the discipline-appropriate evaluation you have chosen and meet expectations for the criteria you have identified as important for demonstrating achievement of the LOs of the corresponding GEP Category. This section should focus and deepen what you have included in the explanation of alignment by describing how you will build and scaffold student understanding, knowledge, skills, and dispositions related to the GEP LO(s) through a planned series of course readings, media viewings, discussions, activities, and assignments, to prepare them to successfully complete the discipline-appropriate evaluation. For example, if students are expected to demonstrate their achievement of the GEP LO(s) by writing a research paper, then describe how expectations for the research paper are explained to students and how essential knowledge, skills, and dispositions related to the GEP LO(s) and needed to successfully write the research paper are taught in the course through class readings, lectures, media viewings, activities, and discussions and applied/practiced by students through class activities and assignments.



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Brief narrations in Campus Labs

Supporting Information

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

Analysis

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

Summary

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

Scoring Method

Rubric

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.

Use of Results

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

Add Use of Results

Create

- A. Analysis and Scoring Method:** Please explain which specific criteria you will be using to assess student work and provide them with feedback/scores/grades. These criteria must have a demonstrable link to this GEP LO. For example, if the assessment you are using is a paper, the criteria should make clear what you will be looking for in the work that demonstrates student understanding, knowledge, skills, and dispositions related to this GEP LO. Make sure to use criteria specifically linked to this GEP LO. If you use an assessment rubric, please attach it.
- B. Summary:** Using your assessment criteria/rubric as your reporting format, please summarize the results of the discipline-appropriate evaluation used to assess your students for attainment of this GEP LO.
- C. Use of Results:** In many ways, this is the most important part of the portfolio because it closes the assessment loop as you think about **Future Plans/Plans for Improvement**. Please reflect on what the assessment evidence of student learning tells you about the success of your course(s) in helping students meet expectations for achievement of this GEP LO and what you plan to do to maintain and/or improve performance related to this outcome.



**APPENDIX D:
EXCEL TEMPLATE FOR FLC FEEDBACK RUBRIC**
used in the summer of 2020 after the contract with Campus Labs expired

Course Portfolio

Evaluator's Name: _____

Evaluation 1 **Score** **0** **0%**

	(20 points)	0%	70%	100%
Rubric: UWSP FLC Feedback Rubric for GEP Assessment		Not Meeting GEP Expectations The course/ program portfolios need re-submission.	Partially Meeting GEP Expectation. Some elements will need re-submission.	Meeting GEP Expectations The course/ program portfolios meet the requirements.
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. (3 pts)</i>	0pts	2.10pts	2.10pts	3pts
	Course syllabus & calendar/schedule of course activities and assignments are not included.	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.	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.	
	Syllabus <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met	
	Comments			
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. (3 pts)</i>	0pts	2.10pts	2.10pts	3pts
	There is no alignment between the course learning outcomes and ALL of the GEP Category LOs.	The alignment between the course learning outcomes and ALL of the GEP Category LOs is partially present or imprecise.	The alignment between the course learning outcomes and ALL of the GEP Category LOs is clear from the syllabus and/or the provided explanation.	
	Alignment <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met	
	Comments			
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. (3 pts)</i>	0pts	2.10pts	2.10pts	3pts
	No description is provided for the discipline-appropriate evaluation/activity or little connection is made to the targeted GEP Category LOs.	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.	Clear description is provided of the discipline appropriate evaluation/activity used to assess the targeted GEP Category LOs.	
	Assignment <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met	
	Comments			
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. (2 pts)</i>	0pts	1.40pts	1.40pts	2pts
	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.	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.	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.	
	Learning Activities <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met	
	Comments			
Assessment Instrument (Criteria/Rubric)	0pts	1.40pts	1.40pts	2pts

<p><i>Specific criteria, with a clear connection to the targeted GEP Category LOs, are used to assess student work and provide them with feedback. (2 pts)</i></p>	<p>No criteria are included, or the criteria used for assessing student work have little to no connection to the targeted GEP Category LOs.</p>	<p>The criteria, used for assessing student work, have some connection to the targeted GEP Category LOs, but the connection needs to be strengthened to make clear how student achievement of the targeted GEP Category LOs is being assessed.</p>	<p>The criteria used for assessing student work are clearly connected to the targeted GEP Category LOs.</p>
	<p>Instrument</p> <p><input checked="" type="radio"/> Not Met</p>	<p><input type="radio"/> Partially Met</p>	<p><input type="radio"/> Met</p>
	<p>Comments</p>		
<p>Assessment Results & Interpretation <i>To report the results, include both raw numbers and the percentage of students scoring at each level of attainment on each criterion assessed, as well as the interpretation of these results. (3 pts)</i></p>	<p>0pts</p> <p>Little to no summary or interpretation is included, or little to no connection is made between results and the achievement of GEP Category LOs.</p>	<p>2.10pts</p> <p>A summary of assessment results is provided, and some interpretation is included, but more detail and/or clarity is needed to explain what the results tell the instructor about student achievement of the targeted GEP Category LOs.</p>	<p>3pts</p> <p>A complete summary of assessment results is provided in a clear form (table, graph, etc.). It is accompanied by an explicit statement of what the results tell the instructor about student achievement of the targeted GEP Category LOs.</p>
	<p>Results</p> <p><input checked="" type="radio"/> Not Met</p>	<p><input type="radio"/> Partially Met</p>	<p><input type="radio"/> Met</p>
	<p>Comments</p>		
<p>Future Plans/Plans for Improvement <i>Reflection on success of your course(s) in helping students meet expectations for the targeted GEP Category LOs and discussion of plans to maintain and/or improve performance related to these outcomes. (3 pts)</i></p>	<p>0pts</p> <p>No explanation is included, or explanation makes little to no connection between future plans to support and/or improve student learning of the targeted GEP Category LOs, including students not meeting expectations.</p>	<p>2.10pts</p> <p>Some explanation shows how assessment results are driving plans to support and/ or improve student learning of the targeted GEP Category LOs, but further explanation is needed to make clear how the plans will support student learning of the targeted GEP Category LOs, including students not meeting expectations.</p>	<p>3pts</p> <p>Clear explanation shows how assessment results are driving plans to support and/ or improve student learning of the targeted GEP Category LOs, including students not meeting expectations. Action plans could affect instruction, assessment, or curricular changes.</p>
	<p>Future Plans</p> <p><input checked="" type="radio"/> Not Met</p>	<p><input type="radio"/> Partially Met</p>	<p><input type="radio"/> Met</p>
	<p>Comments</p>		
<p>Samples of student work <i>Samples of student work representing at least two levels of achievement (meeting and not meeting GEP expectations) with clear indication of evaluation process. (1 pts)</i></p>	<p>0pts</p> <p>No samples of student work is included, or the student work included does not represent achievement of the targeted GEP Category LOs.</p>	<p>0.7pts</p> <p>Student work provided represents one level of achievement of the targeted GEP Category LOs.</p>	<p>1pts</p> <p>Student work provided represents at least two levels of achievement of the targeted GEP Category LOs, i.e. meeting and not meeting expectations.</p>
	<p>Student Work</p> <p><input checked="" type="radio"/> Not Met</p>	<p><input type="radio"/> Partially Met</p>	<p><input type="radio"/> Met</p>
	<p>Comments</p>		
<p>General Comments:</p>			