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Workshop for 2021-2022 GEP Assessment
Investigation Level, Part III - Double-Category Courses
August 24, 2021

By the time we are done with this morning, you will be able to:

✓ Become familiar with the 2021-2022 GEP Assessment – Investigation Level, Part III - Double-Category Course Portfolio Requirements/ Template

✓ Know how to get assistance and find resources to help with GEP Assessment

✓ Become familiar with Canvas Outcomes and Rubrics for simultaneous data collection while grading student work

✓ Get a glimpse at the Assessment Dashboard

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Current GEP LOs – Category 1

> Make sure to update your syllabus, if necessary!

Human Cultures and the Sciences:	
Arts	1. Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms. *Do at least ONE of the following:* 2. Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts. 3. Demonstrate an understanding of creative expression by producing or performing a creative work.
Humanities	1. Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity). 2. Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.
Historical Perspectives	1. Use primary sources as evidence to answer questions about historical change. 2. Describe differences among interpretations of the past. 3. Analyze institutional and cultural changes in one or more human societies over time.
Natural Sciences (includes required lab component)	1. Explain major concepts, methods, or theories in the natural sciences to investigate the physical world. 2. Interpret information, solve problems, and make decisions by applying natural science concepts, methods, and quantitative techniques. 3. Describe the relevance of aspects of the natural sciences to their lives and society.
Social Sciences	1. Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior. 2. Examine and explain how social, cultural, or political institutions influence individuals or groups.

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Current GEP LOs – Category 2

> Make sure to update your syllabus, if necessary!

GEP Categories	Upon completing this requirement, students will be able to:
Social and Environmental Responsibility:	
U.S. Diversity	1. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc. 2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality. 3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.
Global Awareness	1. Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. 2. Analyze key forces or processes that contribute to global interconnectedness, and their implications. 3. Demonstrate curiosity and empathetic insight about diverse cultural perspectives.
Environmental Responsibility	1. Identify interactions between human society and the natural environment. 2. Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability. 3. Evaluate competing claims that inform environmental debates.

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How many LOs to assess?

1   2   3   4   5   6*

<u>This round: ALL LOs MUST BE ASSESSED!</u> Your portfolio may have 5 or 6 learning outcomes depending on the combinations.

Arts & USD (5 or 6 LOs)	Arts & GA (5 or 6 LOs)	*Arts & ER (5 or 6 LOs)*
HU & USD (5 LOs)	HU & GA (5 LOs)	HU & ER (5 LOs)
HP & USD (6 LOs)	HP & GA (6 LOs)	HP & ER (6 LOs)
NS & USD (6 LOs)	*NS & GA (6 LOs)*	NS & ER (6 LOs)
SS & USD (5 LOs)	SS & GA (5 LOs)	SS & ER (5 LOs)

Sample of student work must be provided for only two featured LOs:

Featured LOs – one for each category:
Category 1 featured LO: Choose an item.   Category 2 featured LO: Choose an item.

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CITL Workshop - "Course Alignment to Ease Assessment" - video recording from 5/24/21

Collaboration with CITL!

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Assessment Training Canvas Course

Friendly Conversations about Assessment

Collaboration with CITL!

Home - Center for Inclusive Teaching and Learning (CITL) | UWSP

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YOU HAVE TO DREAM BEFORE YOUR DREAMS CAN COME TRUE

Kansas State University Interactive Assessment Dashboard

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Assessment Dashboard!

GEP Portfolio

Hello Vera Klekovkina

Klekovkina - FLNG - 381 Sec. 01C - Culture and Civilization (80307)
Course Participants: 31
Course Location: MAIN

Progress
✓ Started
✓ Counts recorded

Edit

Klekovkina - FREN - 470 Sec. 01C - 20th Century French Literature (80339)
Course Participants: 10
Course Location: MAIN

Progress
✓ Started
✓ Course syllabus and course assignment schedule uploaded
✗ Learning Outcomes Filled Out

Continue

Under construction
active

We will be implementing it as we go.

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2021-2022 Course Portfolio Template in Word

General Education Program
» expand » empower » enlighten »

2021-2022 GEP Assessment – Investigation Level, Part III
Double-Category
Course Portfolio Requirements

Initial Info
GEP Categories:

Course title and number:

Semester and year (ex. Fall 2021, Spring 2022):

Featured LOs – one for each category:
Category 1 featured LO: Choose an item.   Category 2 featured LO: Choose an item.

Please prepare the following attachments for your final course portfolio submission:
1) Course syllabus
2) Course assignment schedule, if in a separate file
3) Samples of student work for Category 1 and Category 2 featured LOs

Current list of the UWSP GEP Learning Outcomes:
https://www.uwsp.edu/gep/Documents/gep-category-learning-outcomes.pdf

Submission deadlines:
The Fall submissions of the course portfolios will be due on Friday February 4th, 2022 and course portfolios from Spring 2022 will be due on Friday June 3rd, 2022.

Submission mode (tentative, we may have Assessment Dashboard in September 2021):
Email your portfolio to vklekovk@uwsp.edu with all the attachments. If the attached files are too big, please share them with me as OneDrive folder or documents. Thank you!

2021-2022 GEP Assessment Course Portfolio Template

can be found in Canvas
(GEP Assessment at UWSP)
or
on the GEP Assessment Website

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2021-2022 Course Portfolio Template in Word

Category 1 First LO

☐	ART LO1:	Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.
☐	HU LO1:	Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
☐	HP LO1:	Use primary sources as evidence to answer questions about historical change.
☐	NS LO1:	Explain major concepts, methods, or theories in the natural sciences to investigate the physical world.
☐	SS LO1:	Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

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2021-2022 Course Portfolio Template in Word

The beauty of the Assessment Dashboard: The numbers should be calculated for you!

4. Assessment results

Category 1	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO1					

N (number of students assessed for this LO) =

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

5. Interpretations of Assessment Results
   A. Analysis

   B. Summary

   C. Use of Results

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

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2021-2022 Course Portfolio Template in Word

Category 2 First LO

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

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

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2021-2022 Course Portfolio Template in Word

The beauty of the Assessment Dashboard: The numbers should be calculated for you!

4. Assessment results

Category 1	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO1					

N (number of students assessed for this LO) = [   ]

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

5. Interpretations of Assessment Results
   A. Analysis

   B. Summary

   C. Use of Results

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

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How can you assess all the LOs?

Alignment

Alignment

Alignment

CITL Workshop - "Course Alignment to Ease Assessment" – May 24 (26), 2021
CITL to the rescue! Course Design Institute (CDI and OCDI)

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How can you collect data for all the LOs?

Assignment Rubrics [in Canvas]

Canvas Outcomes for course assignments selected for GEP Assessment

Watch out for Fall Workshops for Canvas Data Collection for GEP Assessment

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Using Canvas Outcomes to Collect Course Assessment Data for GEP Program Assessment

❑ **CRUCIAL**: Our IT team is working on automatizing this process. To make sure that we can aggregate assessment results in the future (from **UW Stevens Point - Instructional Top Level**) from your course(s) to the GEP Assessment . This will allow our IT to bring in the data automatically in a dashboard format (coming hopefully in Fall 2021).

❑ When instructors evaluate their students' work in Canvas courses and bring in the GEP LO(s) into the Canvas grading rubrics, they will collect assessment data **while** evaluating student work, thus saving themselves time and effort to collect assessment data at the end of the semester.

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The right and only path:
UW Stevens Point - Instructional Top Level →
General Education Program Learning Outcomes

https://uwstp.instructure.com/accounts/78/outcomes

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Example

FLNG 381 – Bad Chicks in Foreign Flicks:
Women's Empowerment through Time and in Media
(former IS course)

FLG 381

Bad Chicks in Foreign Flicks: Women's Empowerment through Time and in Media

Prof. Vera Klekovkina
Fall 2020, UWSP

Arts (ART)	o	Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.
		Do at least ONE of the following:
	o	Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.
	o	Demonstrate an understanding of creative expression by producing or performing a creative work.
Humanities (HU)	o	Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
	o	Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.

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Step 2: **FIND** your GEP LOs → Account Standards → **UW Stevens Point - Instructional Top Level** → (My example) General Education Program Learning Outcomes → Arts LOs

Step 1: Click on "Outcomes"

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FLNG 381-01 > Outcomes

Course LOs that I created myself for the course

STP 2020 Fall

Home
Announcements
Assignments
Discussions
Grades
People
Pages
Files
Syllabus
Outcomes
Quizzes
Modules
Collaborations
Attendance
Office 365
Rubrics
Zoom

Account
Admin
Dashboard
Courses
Calendar
Inbox
Commons
Help

+ Outcome   + Group   ⬆ Import   🔍 Find

📁 Critical Thinking Pilot
  CLO1 Narrative Ana...
  CLO2 Cinematic An...
  CLO3 Cultural Analy...
  CLO4 Curiosity
  CLO5 Artifact Produ...

  GEP ARTS LO1
  GEP ARTS LO2
  GEP ARTS LO3

  GEP HU LO1
  GEP HU LO2

Setting up Outcomes

Outcomes are created here to track mastery in a course. To get started, menu bar along the top. Click on the New Outcome button to create a n or the New Group button to create a new group to organize your outcom Find button will allow you to use outcomes that have been created by yo institution. As you create and use outcomes you will be able to use the p to navigate through your outcomes. You can drag and drop outcomes be different levels to create structure.

In order to import a large quantity of Outcomes at once, or to update yo outcomes, please follow the CSV format.

More importantly, Canvas allows you to add outcomes to your grading r you can evaluate mastery as you grade assignments. Once you've set up click Manage Rubrics to start using your outcomes for grading.

GEP ART LOs that I brought from UW Stevens Point - Instructional Top Level

GEP Humanities LOs that I brought from UW Stevens Point - Instructional Top Level

Note: For help on creating outcomes in Canvas, go to Canvas Knowledge Base > Instructor Guide > How do I create an outcome for a course?

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Canvas Rubrics → Find Outcome → Import

+ Criterion   🔍 Find Outcome

☐ I'll write free-form comments when asse
☐ Remove points from rubric
☐ Don't post Outcomes results to Learning
☑ Use this rubric for assignment grading

Cancel   Update Rubric

Find Outcomes

Critical Thinking Pilot
CLO1 Narrative Analysis
CLO2 Cinematic Analysis
CLO3 Cultural Analysis
CLO4 Curiosity
CLO5 Artifact Production
GEP ARTS LO1
GEP ARTS LO2
GEP ARTS LO3
GEP HU LO1
GEP HU LO2

GEP ARTS LO1
Students will be able to describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Total Points
3 Points	2 Points	1 Points	0 Points	3 Points

☐ Use this criterion for scoring
Calculation Method: Highest Score

Calculation Method: Highest Score
Example: Mastery score reflects the highest score of a graded assignment or quiz.
1- Item scores: 1, 4, 2, 3
2- Final score: 4

Cancel   Import

Note 1: Check "Use this rubric for assignment grading" so that the rubric scores are calculated and posted automatically for students' grades.
Note 2: Uncheck "Use this criterion for scoring" so that the points do not interfere with your grading scale.
Note 3: For help on creating rubrics in Canvas, go to Canvas Knowledge Base > Instructor Guide > How do I add a rubric to an assignment?

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8/24/2020   Scene Analysis Paper

Criteria	Ratings				Pts
Evidence and sources Uses textual evidence (or other sources) to develop ideas that are appropriate to the target audience and genre of the writing task.	5 to >4 pts **Exemplary** Bibliography complete and in proper format. Film is properly cited (MLA, 8th edition).	4 to >3.5 pts **Proficient** Bibliography is complete, may not be in proper format (MLA, 8th edition). Film is cited.	3.5 to >2.5 pts **Developing** Bibliography complete, not in proper format. Film is cited.	2.5 to >0 pts **Beginning** Bibliography incomplete or absent. Film not cited.	5 pts
GEP ARTS LO1 view longer description threshold: 2 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets Expectations	0 pts Does Not Meet Expectations	--
CLO2 Cinematic Analysis view longer description threshold: 2 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets Expectations	0 pts Does Not Meet Expectations	--
GEP CT LO2.D Construct Reasoning view longer description threshold: 2 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets Expectations	0 pts Does Not Meet Expectations	--
				Total Points: 100	

Grading Rubric in Canvas
Criteria:
1. Content: Title
2. Content: Introduction with thesis
3. Content: Development – Cinematic analysis
4. Content: Conclusion
5. Control of syntax and mechanics
6. Style (voice) and audience
7. Evidence and sources
- **FLNG 381 CLO2**
  - Apply the principles of cinematic analysis and use appropriate film terminology to analyze films studied in class.
- **GEP ARTS LO1**
  - Students will be able to describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.

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This step will not be needed if you use the Assessment Dashboard!

CANVAS
↓
Grades
↓
Learning Mastery

Future professional development workshops will show how to view & retrieve the assessment results.

Critical Thinking Pilot > GEP CT LO1 Recognize Reasoning

3%
27%
70%

■ Exceeds Expectations
■ Meets Expectations
■ Partially Meets Expectations
■ Does Not Meet Expectations

Mastery set at: 2

Recognize Reasoning:

Students will be able to recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.

Critical Thinking Pilot > GEP CT LO2.D Construct Reasoning

10%
50%
40%

■ Exceeds Expectations
■ Meets Expectations
■ Partially Meets Expectations
■ Does Not Meet Expectations

Mastery set at: 2

Construct Reasoning:

Students will be able to construct reasoning as they apply it to general or discipline-specific questions or issues.

Fall 2019, FLNG 381, n=30

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What do you need to do now?

Syllabus:

- **Step 1: Include the GEP LOs in your syllabus!**

Canvas:

- **Step 2: Import two categories LOs in your course(s)** [Outcomes → **Find**, see Slide # 20]
- **Step 3: Create a grading rubric for the selected assignment(s) and bring in the LO(s) into the rubric without using the scores for grading.** [Canvas Rubrics → **Find Outcome** → Import, see Slide #22]
- **Step 4: Attend one of the Professional Development workshops in Fall 2021 to learn how to view the assessment results and how to retrieve them from Canvas** [see Slide #24] **or use the Assessment Dashboard.**

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Questions? Comments?
Last words of wisdom…

UbD: Stages of Backward Design

Elegant course design with our CITL!

Measuring 5 or 6 learning outcomes (LO) can be **easier**, if you design activities that align well with the LOs. They can align with more than one LO ☺!

Image source

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Thank you!

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