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**Workshop for 2022-2023 GEP Assessment of  
Social and Environmental Responsibility Level:  
U.S. Diversity [USD], Global Awareness [GA], and  
Environmental Responsibility [ER] Categories  
May 25, 2023**

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

- ✓ Become familiar with the Course Portfolio Requirements/ Template for 2022-2023 GEP Assessment of Social and Environmental Responsibility Level: U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories
- ✓ Know how to get assistance and find resources to help with GEP Assessment
- ✓ Become familiar with the Assessment Submission Platform in Microsoft Teams



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## Current GEP LOs

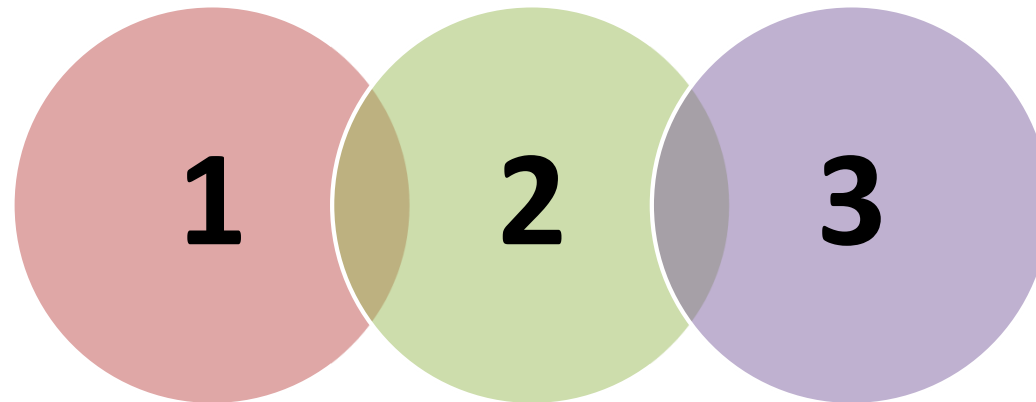
Make sure to  
update your  
syllabus, if  
necessary!

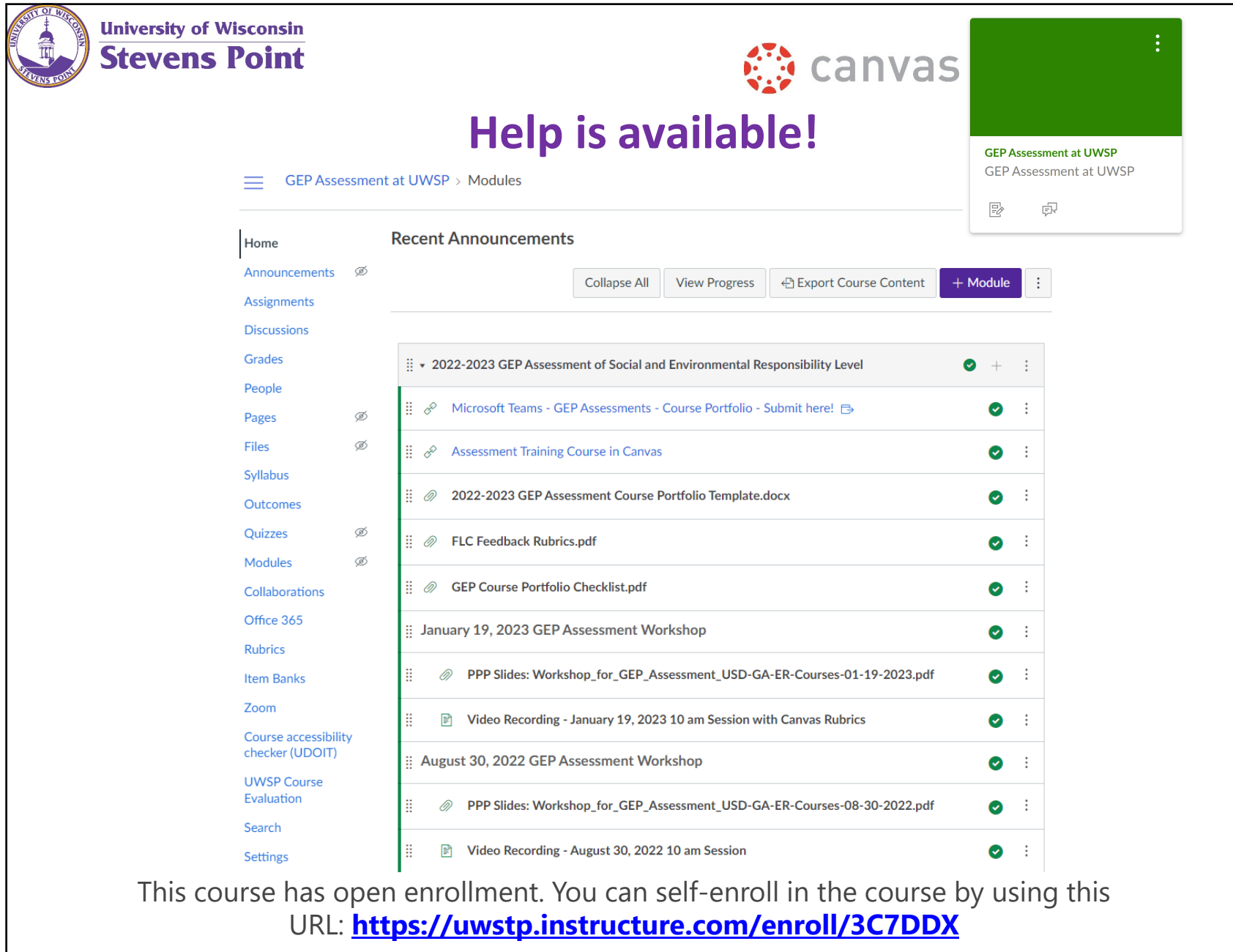
GEP Categories	<i>Upon completing this requirement, students will be able to:</i>
<b>Social and Environmental Responsibility:</b>	
<b>U.S. Diversity</b>	<ol style="list-style-type: none"> <li>1. Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.</li> <li>2. Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.</li> <li>3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.</li> </ol>
<b>Global Awareness</b>	<ol style="list-style-type: none"> <li>1. Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.</li> <li>2. Analyze key forces or processes that contribute to global interconnectedness, and their implications.</li> <li>3. Demonstrate curiosity and empathetic insight about diverse cultural perspectives.</li> </ol>
<b>Environmental Responsibility</b>	<ol style="list-style-type: none"> <li>1. Identify interactions between human society and the natural environment.</li> <li>2. Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability.</li> <li>3. Evaluate competing claims that inform environmental debates.</li> </ol>



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## How many GEP Category LOs to assess?





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canvas

# Help is available!

GEP Assessment at UWSP > Modules

Home

Recent Announcements

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Syllabus

Outcomes

Quizzes

Modules

Collaborations

Office 365

Rubrics

Item Banks

Zoom

Course accessibility checker (UDOIT)

UWSP Course Evaluation

Search

Settings

Collapse All View Progress Export Course Content + Module

2022-2023 GEP Assessment of Social and Environmental Responsibility Level

- Microsoft Teams - GEP Assessments - Course Portfolio - Submit here!
- Assessment Training Course in Canvas
- 2022-2023 GEP Assessment Course Portfolio Template.docx
- FLC Feedback Rubrics.pdf
- GEP Course Portfolio Checklist.pdf
- January 19, 2023 GEP Assessment Workshop
- PPP Slides: Workshop\_for\_GEP\_Assessment\_USD-GA-ER-Courses-01-19-2023.pdf
- Video Recording - January 19, 2023 10 am Session with Canvas Rubrics
- August 30, 2022 GEP Assessment Workshop
- PPP Slides: Workshop\_for\_GEP\_Assessment\_USD-GA-ER-Courses-08-30-2022.pdf
- Video Recording - August 30, 2022 10 am Session

GEP Assessment at UWSP  
GEP Assessment at UWSP

This course has open enrollment. You can self-enroll in the course by using this URL: <https://uwstp.instructure.com/enroll/3C7DDX>



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Training &  
Assessment

Assessment Training Course (2-4 ...  
Assessment Training



## 01. Welcome to Assessment Training Course

### Introduction

The Assessment Training Course, "Friendly Conversations about Assessment," comprises seven modules and can take from two to four hours to complete, depending on how deeply you want to explore the topics covered in the course. Each module includes a short video (less than 10 minutes) with a list of key terms. The list of additional materials is not exhaustive, by any means, but gives you a good start for further inquiry. We have included peer-reviewed articles, university webpages, or instructional videos relevant to each module's topic. If you want to contribute to the additional materials, please feel free to include your references in the discussion posts or email them directly to the campus Assessment Coordinator. At the end of each module, there is a quick quiz to check your understanding of the covered material, as well as a discussion prompt. **A certificate of the successful completion of the Assessment Training Course will be granted to those who receive 80% or above on all the quizzes and discussion posts.**

*The first module explains why every instructor should embrace Assessment and assessment.*

### Module Learning Outcomes:

- Identify the goals of this training course.

### Content:

Watch the video and review the important terminology below, and explore additional resources. To check your knowledge and participate in the discussion which can help you assess the achievement of this module's learning outcomes, take the quiz and contribute to the discussion thread.

### Video:



Presented by Vera Klekovkina (Assessment Coordinator) and Nancy Shefferly (Instructional Designer, CITL)

Collaboration  
with CITL!

[Assessment Training Course \(2-4 Hours\) \(instructure.com\)](https://instructure.com)  
[Home - Center for Inclusive Teaching and Learning \(CITL\) | UWSP](#)



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GA

GEP Assessments

# Assessment Submission Platform v.10

**General** Posts Files Course Portfolio +

**Class Portfolio**



Hello Vera Klekovkina

Semester  
Fall 2022

<p><b>FLNG 101: Intercultural Comm Global Ctzrn</b></p> <p>Course Participants: 42 GE: CT Class Number: 80917 Section: 01-LEC-Regular</p>	<p><u>Progress</u> X Started</p> <p><b>Start</b></p>
<p><b>FREN 315: Developing Reading Proficiency</b></p> <p>Course Participants: 9 GE: GA Class Number: 80981 Section: 01-LEC-Regular</p>	<p><u>Progress</u> ✓ Started ✓ Course Syllabus and Course Assignment Schedule Uploaded X Learning Outcomes Filled Out</p> <p><b>Continue</b></p>
<p><b>FREN 315: Developing Reading Proficiency</b></p> <p>Course Participants: 0 GE: GA Class Number: 80981</p>	<p><u>Progress</u> X Started</p>

GEP Assessments → General → Course Portfolio



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## 2022-2023 Course Portfolio Template in Word



**2022-2023 GEP Assessment of Social and Environmental Responsibility Level:**  
U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories  
**Course Portfolio Requirements**

### Initial Info

GEP Category:

Course title and number:

Semester and year (ex. Fall 2022, Spring 2023):

Please prepare the following attachments for your final course portfolio submission:

- 1) Course syllabus
- 2) Course assignment schedule, if in a separate file
- 3) Samples of student work for one featured LO

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 3<sup>rd</sup>, 2023, and course portfolios from Spring 2023 will be due on Friday June 2<sup>nd</sup>, 2023.**

Submission mode – [Electronic Portfolio in Microsoft Teams](#)

Helpful Tip: *Make a copy of your portfolio first in Word, it will preserve the information and speed up your submission.*

### 2022-2023 GEP Assessment Course Portfolio Template

can be found in Canvas  
(GEP Assessment at UWSP)

or

on the [GEP Assessment Website](#)



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## 2022-2023 Course Portfolio Template in Word

### 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. Precise and concise description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome, specifying the assessment method and instrument (Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances; Examples of instruments: rubrics, list of criteria, surveys, etc.)

4. Assessment results

USD/ GA/ ER	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"*

New  
wording!





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## 2022-2023 Course Portfolio Template in Word

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

### 4. Assessment results

USD/ GA/ ER	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 for improving or maintaining student learning of this GEP LO

### 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

GEP CT LO 1: Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).

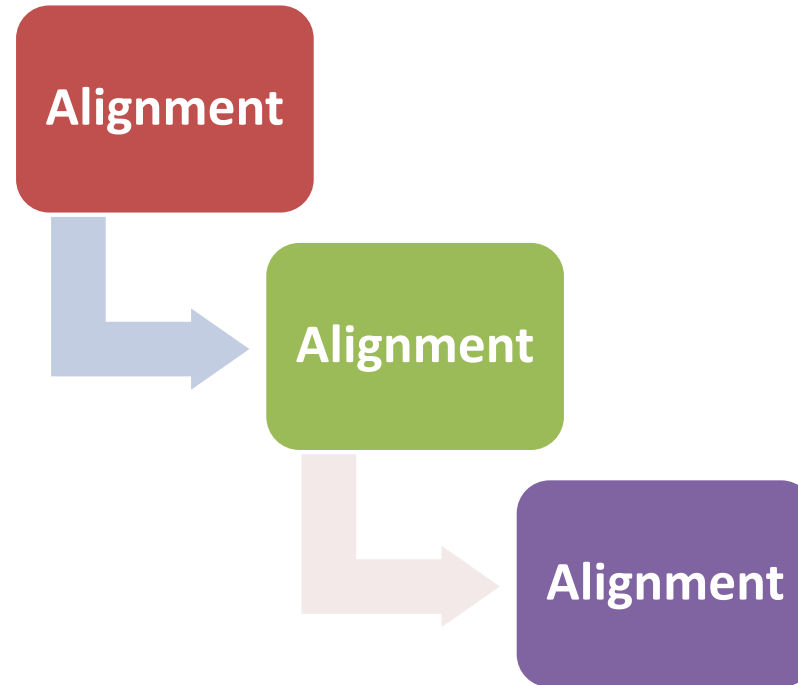
Students Enrolled	Exceeded Expectations	Met Expectations	Partially Meets Expectations	Does Not meet expectations	Not Assessed
44	25	9	5	3	2





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## How can you assess all the LOs?



CITL Workshop - "Course Alignment to Ease Assessment" –  
May 24 (26), 2021 or today – May 24, 2022  
[CITL](#) to the rescue! [Course Design Institute \(CDI and OCDI\)](#)



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## GEP Course Portfolio Checklist

### ALIGNMENT

- Does your syllabus include the GEP Category Learning Outcomes (LOs)?
- Are these outcomes current?  
<https://www3.uwsp.edu/gep/Documents/gep-category-learning-outcomes.pdf>
- Does your syllabus include a short statement indicating that this is a general education course (*for the sake of transparency for students*)?
- Does your syllabus include a brief explanation of the alignment of the course content & skills with the GEP Category LOs/ expectations for students (*for the sake of transparency for students*)?
- Do your assignment(s), used for the GEP Category LOs' assessment align with these LOs?  
*Meaning, are you using similar assessment verbs/actions?*
- Have you listed, or indicated where to find in your syllabus, all the learning activities related to each GEP Category LOs?

[GEP Course Portfolio Checklist.pdf \(uwsp.edu\)](#)



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## GEP Course Portfolio Checklist

### ASSESSMENT

- What assessment method are you using to assess each LO?  
*Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances*
- What assessment instrument such as a rubric or a list of criteria are you using for each LO? Will you attach the assessment instrument or simply copy and paste it in #3?
- Is this assessment instrument aligned with the GEP Category LO(s)? *Meaning, are you using similar assessment verbs/actions?*
- Have you provided the numeric assessment results for **ALL** GEP Category LOs and the results represent students and not the percentages?
- Have you reflected on what the assessment results tell you about student learning of each LO?
- What about the effectiveness of the assignment(s) used to assess each LO?
- For the featured LO, have you included a short statement (or a filled-out rubric) in the student work samples explaining why these samples merit their performance levels?

[GEP Course Portfolio Checklist.pdf \(uwsp.edu\)](https://www.uwsp.edu/gep/course-portfolio-checklist.pdf)



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# What if you cannot see the right data? How can you see it in Canvas? Learning Mastery View

REN 315-01H > Grades

	All Sections										Learning Mastery Grade Book	
	29 / 2	2 / 2	2 / 2	2.43 / 2	1.6 / 2		2.33 / 2	1.71 / 2	2.33 / 2	2.14 / 2	2.43 / 2	>
	315 CL...	FREN315 CL...	FREN315 CL...	WLL PLO3 In...	WLL PLO2 W...	WLL PLO5 C...	WLL PLO4 In...	WLL PLO1 Or...	GEP GA LO2	GEP GA LO1	GEP GA LO3	<input checked="" type="checkbox"/> Exceeds Mastery <input checked="" type="checkbox"/> Meets Mastery <input type="checkbox"/> Near Mastery <input type="checkbox"/> Well Below Mastery <input type="checkbox"/> Hide outcomes with no results <a href="#">Export report</a>
ng Pr...	1 / 2			1 / 2				1 / 2		0 / 2	2 / 2	
ng Pr...	2 / 2	2 / 2	1 / 2	3 / 2	1 / 2		2 / 2	1 / 2	2 / 2	2 / 2	2 / 2	
ng Pr...	1 / 2	2 / 2	2 / 2	1 / 2	2 / 2		2 / 2	1 / 2	2 / 2	2 / 2	1 / 2	
ng Pr...	3 / 2	3 / 2	2 / 2	3 / 2	1 / 2		3 / 2	3 / 2	3 / 2	3 / 2	3 / 2	
ng Pr...	3 / 2	1 / 2	3 / 2	3 / 2	1 / 2		2 / 2	1 / 2	2 / 2	2 / 2	3 / 2	
n ng Pr...	3 / 2	3 / 2	2 / 2	3 / 2	3 / 2		3 / 2	3 / 2	3 / 2	3 / 2	3 / 2	
ng Pr...	3 / 2	1 / 2	2 / 2	3 / 2			2 / 2	2 / 2	2 / 2	3 / 2	3 / 2	

Let's do it another way...

# Thank you!



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