



Workshop for 2022-2023 GEP Assessment of Social and Environmental Responsibility Level: U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories August 30, 2022

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

1






Current GEP LOs

GEP Categories	Upon completing this requirement, students will be able to:
Social and Environmental Responsibility:	
U.S. Diversity	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.


2




How many GEP Category LOs to assess?



3





Help is available!

GEP Assessment at UWSP

Recent Announcements

- 2022-2023 GEP Assessment of Social and Environmental Responsibility Level
- 2022-2023 GEP Assessment Course Portfolio Template.docx
- FLC Feedback Rubrics.pdf
- GEP Course Portfolio Checklist.pdf
- August 30, 2022 GEP Assessment Workshop
- Assessment Training Course in Canvas
- May 24, 2022 Workshops
- CITL Workshop on Alignment for GEP Assessment-May24-2022.pdf
- Video Recording of CITL Workshop on Alignment (10 am session)
- GEP_Assessment_Workshop_USD-GA-ER-Courses-May24-2022.pdf
- Video Recording of GEP Assessment for Social and Environmental Responsibility (11 am session)

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

4

5

6

[GEP Assessments → General → Course Portfolio](#)

7

USD/ GA/ ER	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO1					

8

University of Wisconsin Stevens Point

2022-2023 Course Portfolio Template in Word

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

In the future!

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

9

University of Wisconsin Stevens Point

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 \(CDI and OCDI\)](#)

10

University of Wisconsin Stevens Point

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 \(uwsp.edu\)](#)

11

University of Wisconsin Stevens Point

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 \(uwsp.edu\)](#)

12

Thank you!



**University of Wisconsin
Stevens Point**

13