

ROUND II, YEAR 3: General Education Program Assessment Report

2020-2021, Investigation Level – Part II, Arts, Historical Perspectives, and Humanities Categories General Education Committee (GEC)

Prepared by Assessment Coordinator, 09/23/2022

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 2020-2021 academic year (submissions of portfolios) as well as the summer of 2021 and the 2021-2022 academic year (review of portfolios and analysis of meta-assessment), and finally, list the general recommendations for continuous improvement of the GEP assessment process. It is noteworthy that in 2020-2021, the COVID-19 pandemic continued to affect the regular operations. Despite these complications, faculty were still able to conduct 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 2020-2021, 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 ([2021-2022 GEP Assessment Course Portfolio Template.docx](#)) 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 the second round, the instructors were required to report numeric assessment results for all GEP Category learning outcomes and provide 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 learning activities/ assignments chosen to evaluate student attainment of the GEP Category LOs, and samples of student work 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 2020-2021 for the assessment of the GEP Investigation Level, Part II in three categories: Arts (ART), Historical Perspectives (HP), and Humanities (HU). The ART, HP, and HU instructors submitted their course portfolios either in Fall or Spring semesters of 2020-2021, in accordance with the assessment plan

their departments had devised based on the revised policy. In 2020-2021, only single category courses were assessed. The assessment of double-category courses takes place 2021-2022 academic year.

UPDATES TO THE REVIEWING PROCESS:

The biggest change to the previous assessment practices took place during the reviewing phase. As the ongoing pandemic challenged the collection of the course portfolios, on the one hand, and, on the other, the ART, HP, and HU instructors were offered additional flexibility to submit their portfolios in the Spring semester even if they taught the courses in the Fall. All of this led to the accumulation of the course portfolios at the end of the academic year of 2020-2021.

As the chairs of the involved departments saw their summer appointments modified due to the restructuring needs, they were no longer free to function as portfolio reviewers as they did in the summer of 2020. The review process, thus, was postponed until the fall of 2021. The call for volunteers to serve on the ART, HP, and HU Faculty Learning Communities (FLC) yielded only four reviewers.

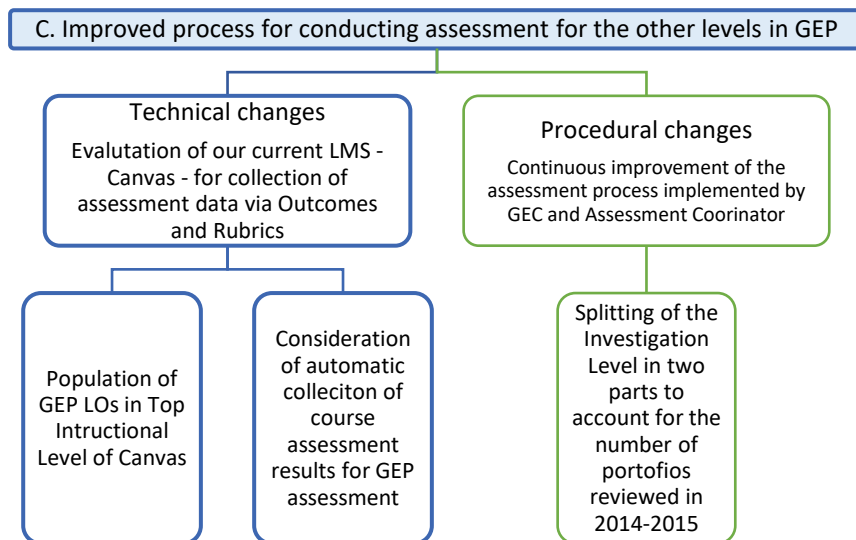
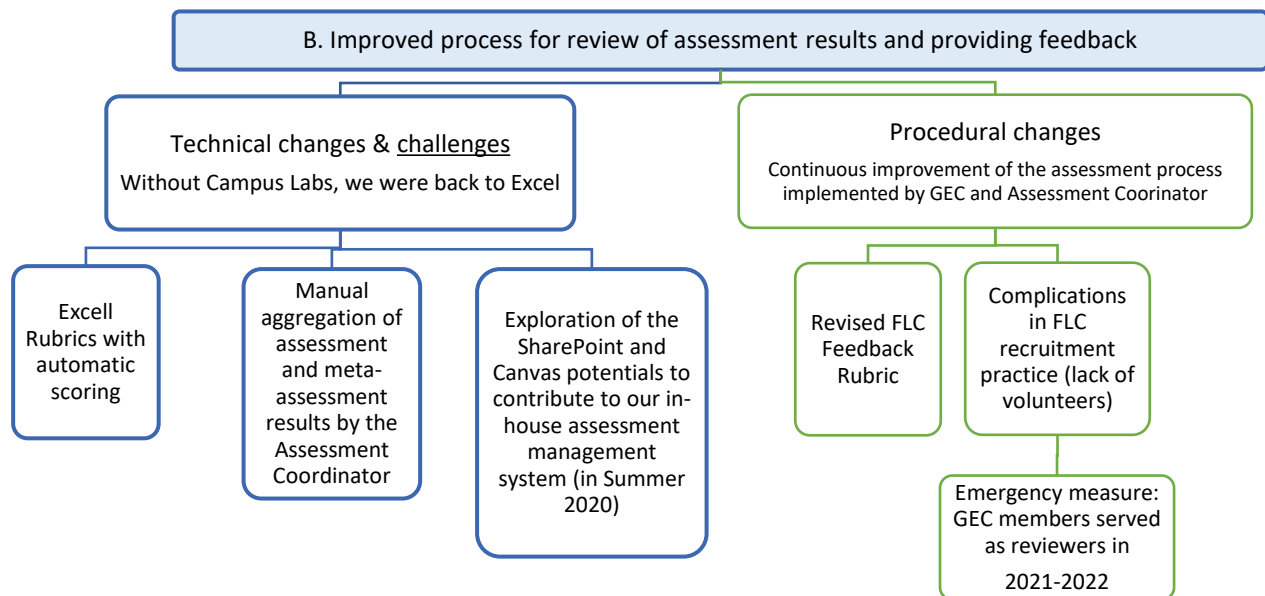
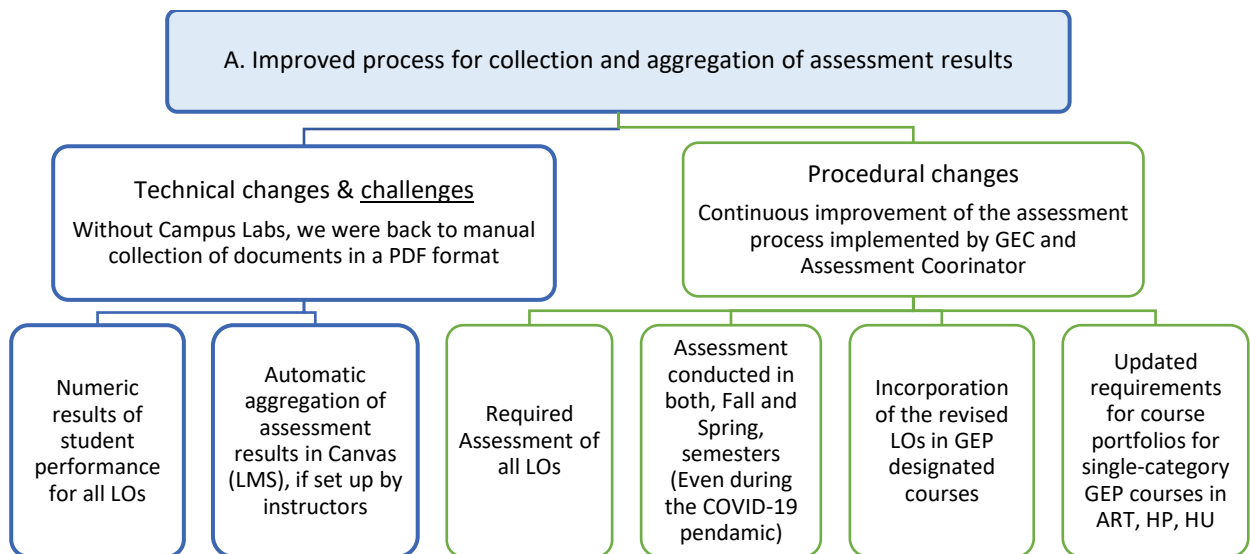
As an emergency measure, the General Education Committee (GEC) members agreed to replace FLCs this year and serve as the reviewers themselves with the help of the Assessment Coordinator and the Director of the General Education. Meanwhile, the GEC discussed ways to ensure that the review process no longer relies on volunteering but becomes a standard service practice. As several ART, HP, and HU instructors required still additional time to finalize their portfolios even in the fall of 2021, the review process continued into the spring of 2022. This occurrence has tangibly shown that reviewing practice needs additional institutional attention and support.

Comparison Question 1 for two rounds of the GEP Assessment of the Investigation Level in the ART, HP, and HU 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 stage of the GEP Investigation Level, 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.

Another big challenge in 2020-2021 was the absence of an assessment management system (AMS). Our contract with Campus Labs terminated in summer of 2020. Although the Assessment Coordinator continued to design a home-implemented AMS with the help of UWSP Information Technology (IT) Department, the AMS was not ready to be implemented during the 2020-2021 academic year to serve the ART, HP, and HU instructors. They had to submit their portfolios as PDFs and the reviewers of these portfolios had to use an Excel rubric to provide their feedback. The Assessment Coordinator collected the data, made sure it was in the right format, created a Microsoft Teams site to store portfolios and feedback rubrics, and manually recorded the assessment and meta-assessment results for this report.



These challenges 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. In 2020-2021, the ART, HP, and HU courses taught on Wausau and Marshfield sister campuses were part of the Associate Degree assessment and were not included in the GEP Assessment.

Comparison Question 2 for two rounds of the GEP Assessment of the Investigation Level in the ART, HP, and HU Categories:

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

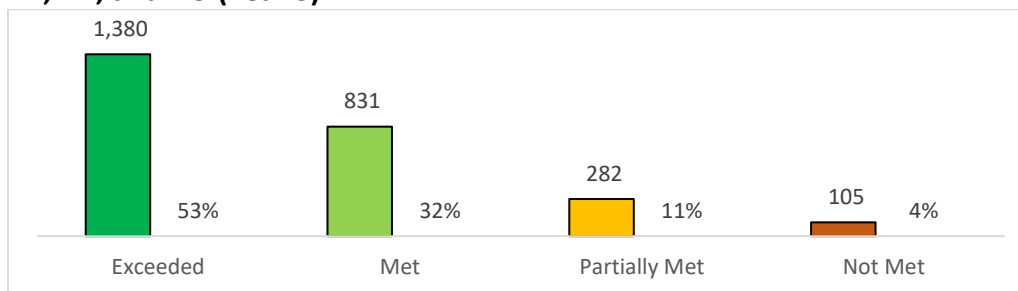
The major indication of the improved process of collection and aggregation of GEP assessment data, despite the technical challenges, is that numeric results for student performance have been collected since 2015. This means that it will be possible to see if student performance will change in Round III, 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 forty-five submitted single-category course portfolios in 2020-2021, the overall student performance in Arts, Historical Perspectives, and Humanities is highly satisfactory: 85% of student artifacts assessed (2,211 out of 2,598) have met or exceeded the instructors' expectations in the three categories.

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

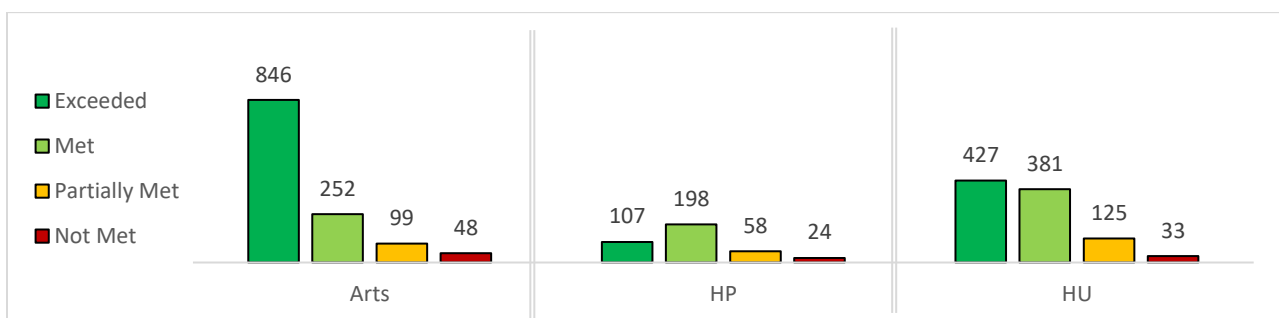
Second Overarching General Education Program Learning Outcome <i>Upon completion of the GEP curriculum, students will be able to:</i> 2. Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.	
Round I, Year 2 – 2014-2015 Investigation Level	<i>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)</i>
Round II, Year 3 – 2022-2021 Investigation Level, Part II	<i>Quantitative assessment results in Round II, Year 3 showed that the majority of UWSP students met the second overarching learning outcome regarding broad knowledge of the cultural worlds:</i> - 53% exceeded and 32% met the instructors' expectations as seen in the data below for the Arts, Historical Perspectives, and Humanities Categories

GRAPH 1: Combined results from Fall and Spring semesters for Round II, Investigation Level, Part II – ART, HP, and HU (Year 3)



	# Student Artifacts Assessed	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations	Students Not Assessed
2020-2021 Overall GEP LO2	2,598	1,380	831	282	105	316
		53%	32%	11%	4%	

GRAPH 2 & TABLE 2: Round II, Year 3 - Percentages of student artifacts meeting & not meeting the GEP expectations per GEP Category in the Investigation Level, Part II for 2020-2021.



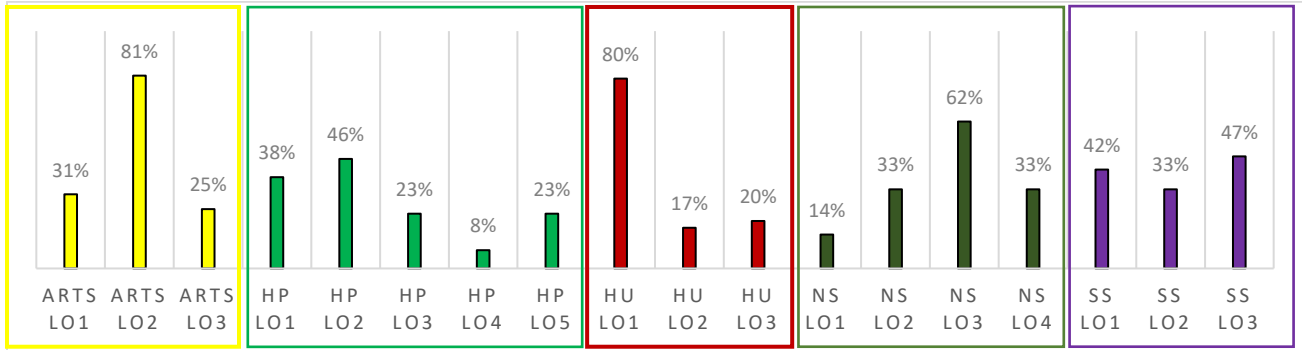
	Exceeded		Met		MET	Partially Met		Not Met		NOT MET	Not Assessed
Arts	846	68%	252	20%	88%	99	8%	48	4%	12%	178
Historical Perspectives	107	28%	198	51%	79%	58	15%	24	6%	21%	33
Humanities	427	44%	381	39%	84%	125	13%	33	3%	16%	105

Comparison Question 3 for two rounds of the GEP Assessment of the Investigation Level in the ART, HP, and HU Categories:

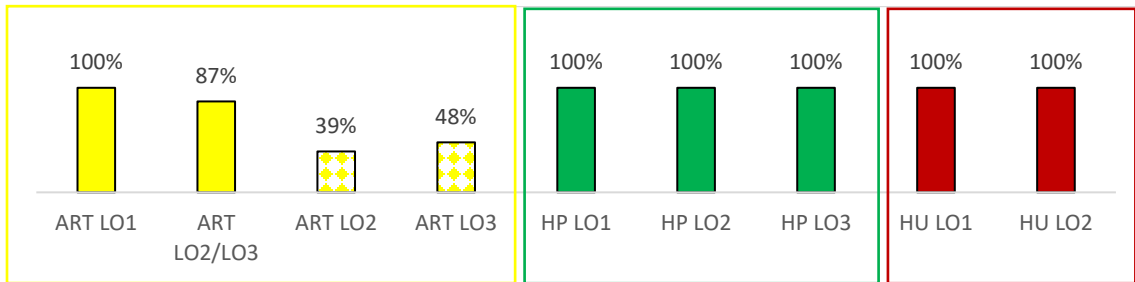
3. Were all the GEP Category learning outcomes measured?

A clear improvement is visible in this area (See the graphs below). In 2020-2021, all the learning outcomes were measured. The HP and HU Categories assessed all the LOs in 2020-2021. It is noteworthy that the number of LOs was reduced. From five HP LOs, we now have three HP LOs, and from three HU LOs, there are only two HU LOs. There are still possible three ART LOs and instructors have a choice between LO2 or LO3. Only three portfolios out of the twenty-three submitted (13%) did not assess ART LO2 or LO3, and all the submitted portfolios assessed ART LO1. This demonstrates a considerable improvement for assessment of the ART LOs in comparison to 2014-2015.

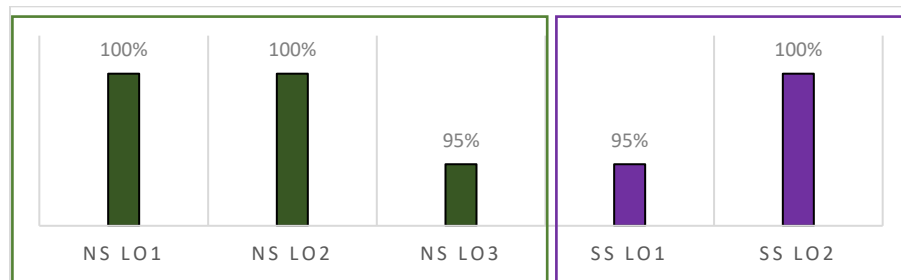
GRAPH 3: Round I, Year 2 (2014-2015): Percentages of Learning Outcomes Assessed in GEP Investigation Level for Each Category (the Arts, Historical Perspectives, and Humanities Categories are highlighted)



GRAPH 4: Round II, Year 3 (2020-2021): Percentages of Learning Outcomes Assessed for Each Category in GEP Investigation Level, Part II – ART, HP, and HU Categories



GRAPH 5 (copied from Round II, Year 2 Report, p. 5): Percentages of Learning Outcomes Assessed for Each Category in GEP Investigation Level, Part I – NS and SS Categories



The graphs 4 and 5 show that most of the portfolios for the single-category courses in the Investigation Level measured all the GEP Category Learning Outcomes in the second round of the GEP assessment for all five categories that comprise this level: Arts, Historical Perspectives, Humanities, Natural Sciences, and Social Sciences.

Comparison Question 4 for two rounds of the GEP Assessment of the Investigation Level in the ART, HP, and HU Categories:

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

TABLE 3: SUMMARY OF COURSE PORTFOLIOS SUBMITTED IN 2014-2015 (Round I) and in 2020-2021 (Round II) for the ART, HP, and HU Categories

Year	Components	Arts	Historical Perspectives	Humanities	TOTAL
2014-2015	ePortfolios	17*	13	36*	66
Fall 2020	PDF Portfolios	4	0	7	11
Spring 2021	PDF Portfolios	19	5	10	34
2020-2021	Total - both semesters	23	5	17	45
2014-2015	Students enrolled:	932	982	1,715	3,629
2020-2021	Student assessed	1,245	387	966	2,598
2014-2015	GEP courses assessed	ART 103, 181; COMM 160, 190, 253; ENGL 253; IA 210, 309; MUS 142, 144, 146, 147, 246, 341/541, 343/543, 345; THEA 105.	ART 282; HIST 101, 102, 176, 177, 233, 256, 284.	ART 270; ENGL 200, 211, 212, 213, 214, 280, 310, 313/513, 314/514; FREN 340; GERM 340; IA 150, 160; MUS 103, 105, 220, 221, 305/505, 320/520, 329/529.	46 courses
2020-2021	GEP courses assessed	DNCE 352; DSN 102; EDUC 135, 322; ENGL 253; IA 160, 310; MSTU 105, 160, 254; MUS 100, 103, 109, 142, 341, 342, 343, 345; MUED 381; THEA 105, 352, 362, 452. <i>(16 new courses)**</i>	HIST 100, 207, 257, 282, 296. <i>(5 new courses)</i>	ENGL 106, 108, 211, 212, 214, 289, 313; MUS 220 (renumbered as 208), 320, 323; PHIL 100, 316, 360; REL 101, 202, 330; SPAN 481. <i>(11 new courses)</i>	45 courses

*See Appendix A for the updated data for the 2014-2015 portfolios in Arts and Humanities

** Courses in blue were assessed for the first time in Round II, 2020-2021

As TABLE 3 indicates, there were fewer course portfolios assessed in two semesters of 2020-2021 than just in one semester of 2014-2015 – 66 versus 45 portfolios, combined from Fall 2020 and Spring 2021. However, the assessment was better spread out in the second round: eleven portfolios were submitted in Fall 2020 and 34 portfolios in Spring 2021 versus 121 portfolios in Fall 2014 in all the categories of the Investigation

Level, out of which 66 portfolios were submitted for the ART, HP, and HU. Although the Investigation Level courses remain somewhat similar in both rounds, the second round of the Investigation Level assessment evaluated for the first time 32 new courses (See Table 2). **This means that 32 courses out of 45 (72%) were assessed for the first time in 2020-2021.**

Furthermore, some of the courses that were not assessed in 2020-2021 will be assessed in 2021-2022 as part of the Year 4 - GEP Assessment of Double-Category Courses. For instance, HIST 101, 102, 176, 177, 233 carry double designation in Historical Perspectives and U.S. Diversity or Global Awareness, ART 170 in Art and Global Awareness, REL 100 in Humanities and Global Awareness or PHIL 380 in Humanities and Environmental Responsibility.

See Appendix B for the list of all the GEP approved courses in Arts, Historical Perspectives, and Humanities in 2020-2021, as well as the double-category courses in each category.

TABLE 4: NUMBER OF FLC MEMBERS SERVED in 2014-2015 (Round I) and in 2020-2021 (Round II)

2014-2015: ART (4), HP (5), & HU (6)	TOTAL: 15
2021-2022: GEC Members (14) and volunteers (4), mixed categories	TOTAL: 18

As TABLE 3 indicates, approximately the same number of reviewers served in the second round as in the first. However, fewer faculty volunteered to serve on the FLC in Fall of 2021 and this required soliciting help from the GEC members, as well as mixing the categories for the sake of reviewing all the submitted portfolios. The mixing of categories, just like in Round II, Years 1 & 2, allowed for more flexibility and created an increased understanding of the GEP expectations for the GEP Assessment. However, it became increasingly evident that soliciting volunteer help for the FLC membership has become more problematic. Through thoughtful discussions during the GEC meetings and the working group on assessment in 2021-2022, the GEC is currently resolving this dilemma in Spring 2022.

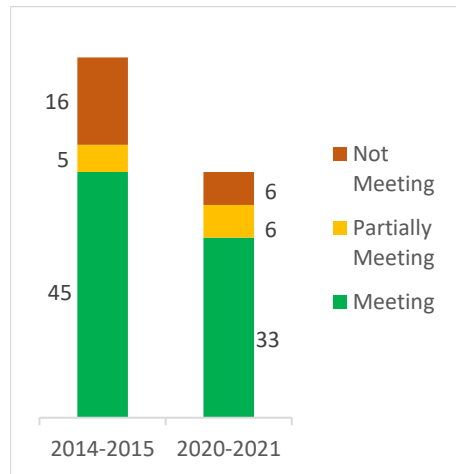
[Comparison Question 5 for two rounds of the GEP Assessment of the Investigation Level in the ART, HP, and HU Categories:](#)

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

The 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 reviewers per the evaluation of separate criteria seem lower in the second round of assessment (See Graph 6). However, **more portfolios met the GEP expectations overall in the second round:** in Round I, 45 out of 66 portfolios (68%) and, in Round II, 33 out of 45 portfolios (74%) met the GEP expectations (See Table 5 or Appendix C for more details).

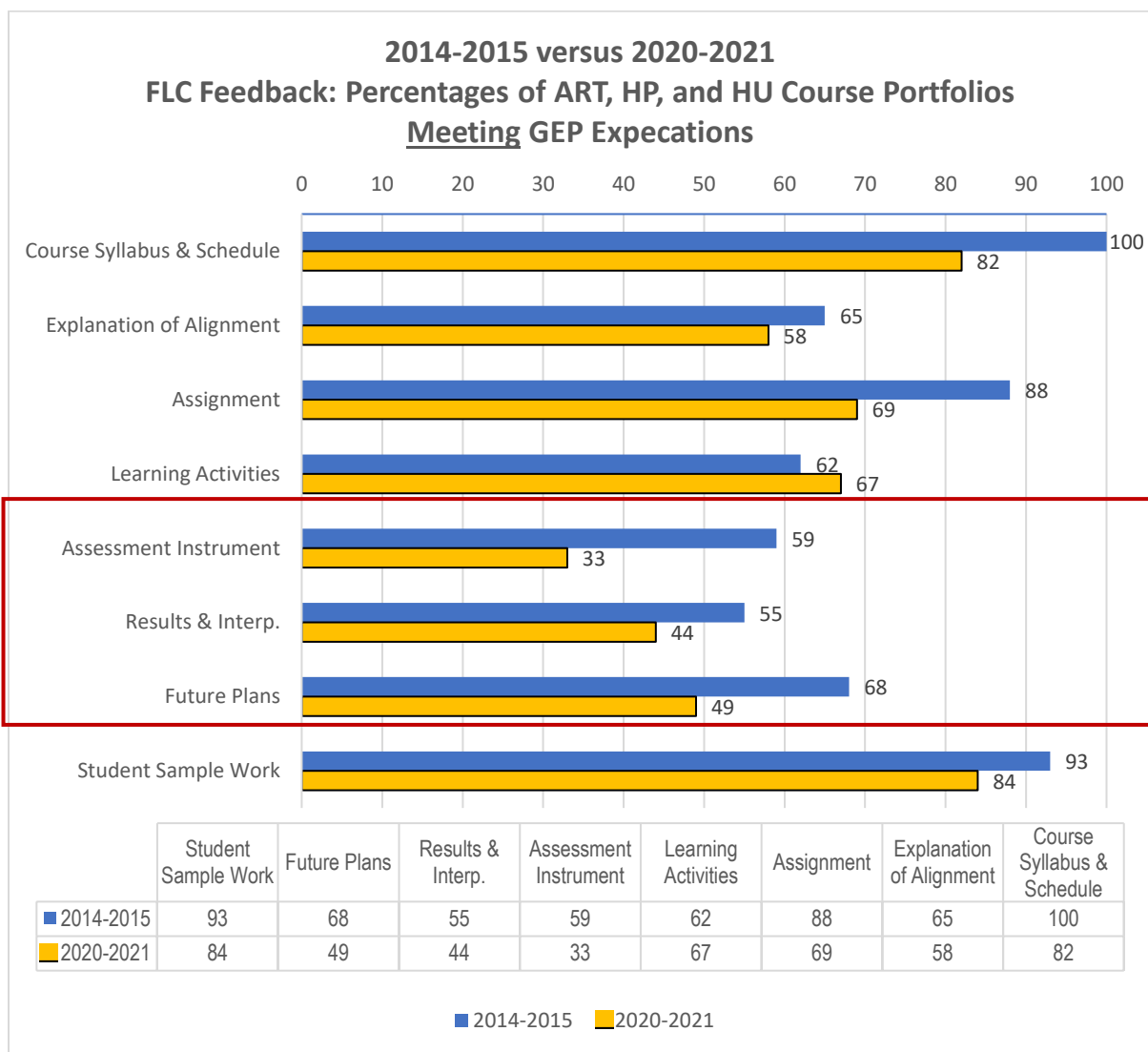
TABLE 5 & GRAPH 6: Overall Numbers & Percentages of Course Portfolios Meeting, Partially Meeting & Not Meeting GEP Expectations versus Combined Results (in the ART, HP, and HU Categories) per Assessment Cycle

GEP Category	Meeting GEP Expectations	Partially Meeting GEP Expectations	Not Meeting GEP Expectations
2014-2015			
ART	10	0	7
HP	12	1	0
HU	23	4	9
Total	45 (68%)	5 (8%)	16 (24%)
2020-2021			
ART	16	2	5
HP	4	1	0
HU	13	3	1
Total	33 (74%)	6 (13%)	6 (13%)



When each criterion from the FLC Feedback Rubrics is compared between two rounds, it is evident that more professional development is needed in assessment because as Graph 7 shows, there is a decrease in all criteria in the second round of the GEP Assessment of the Arts, Historical Perspectives, and Humanities Categories. The Feedback Rubrics (See Appendix D) include the following evaluation criteria: Course Syllabus & Schedule; Explanation of Alignment; Assignment Description; Course Learning Activities; Assessment Instrument; Results & Interpretation; Future Plans; and Student Sample Work. Three areas in particular require future attention: **Assessment Instrument; Results & Interpretation; and Future Plans.**

GRAPH 7: Percentage of Course Portfolios Meeting GEP Expectations in Rounds I & II, based on the FLC Feedback per FLC Feedback Rubric Criteria



Many reasons may account for the differences in the reviewers’ scores per evaluation of each criterion. During the second round of assessment, 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 PDF portfolios with attachments submitted via email in Round II, Year 3. 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, on the reviewing rubric of the FLC Feedback, 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.

As mentioned above, the FLC feedback rubrics have been revised and reviewers are now more familiar with the meta-assessment evaluation process; their expectations might have strengthened due to the repeated process of assessment. Moreover, in the second round, all the learning outcomes must be assessed, and numeric results of student achievements are 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 the GEC members to conduct 2020-2021 assessment have also affected the level of expectations, since the GEC members are the campus representatives of the GEP Categories and are thoroughly familiar with the expectations for each category.

Since 2020-2021 is the eighth year of implementation of the GEP Assessment, it is not surprising that the reviewers 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, which can be offered by the GEC members, the Assessment Coordinator, and/or our Center for Inclusive Teaching and Learning (CITL). UWSP can benefit from CITL-GEC collaboration as CITL course designers can help GEP instructors to better develop assessment tools such as rubrics or list of criteria that are intricately connected to the GEP LOs.

Six years separate the assessment of the GEP Investigation Level in the Art, Historical Perspectives, and Humanities 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 six years, the UWSP restructuring efforts and budgetary constraints led to a major turnover in instructors teaching the GEP designated courses. One of the solutions to such a delay would be to collect numerical data more frequently and do not request full portfolios from the course which scored ninety and above on the FLC Feedback Rubric (See General Recommendations below).

PARTICIPATION OF CENTER FOR INCLUSIVE TEACHING AND LEARNING (CITL)

Based on the general recommendation #3 stated in the [2019-2020 Round II - Year 2 GEP Assessment Report - Investigation Level, Part I - Natural & Social Sciences](#) (p. 13), the CITL has become more involved in providing workshops and course design support for the GEP instructors. Their involvement can positively affect all the areas of the GEP assessment such as course alignment with the GEP Category Learning Outcomes, learning activities, design of assignments and assessment instruments, interpretation of the assessment results, and subsequent improvements. The collaboration between CITL and GEC is very instrumental for improving the assessment practices. Two important workshops were conducted by CITL in Summer and Fall of 2021 – 1) General Education Learning Outcome Alignment Workshop on 10/29/2021 presented by Nancy Shefferly (See [GEP ASSESSMENT - SPIRIT OF LOS-FALL 2021.PDF](#) & [WORKSHOP FOR GEP LO-ALIGNMENT-OCT-29-2021.PDF](#)) and 2) CITL Workshop, "Course Alignment to Ease Assessment" on 5/24/2021 and 5/26/2021 (rerun) presented by Lindsay Bernhagen. The recordings of these workshops and other workshops conducted by the Assessment Coordinator are made available on our Canvas website: [GEP ASSESSMENT AT UWSP](#).

QUALITATIVE FEEDBACK BY FACULTY LEARNING COMMUNITIES

The rich process of meta-assessment, usually assured by FLC members, was modified in Round II, Year 3. As the GEC members assured the portfolio review process in 2021-2022, they discussed trends and challenges during the regular GEC meetings. As a result of these changes, there is no extensive qualitative feedback to report here. The GEC members could act on their findings directly during the committee's operation. The

main takeaway from the reviewing efforts was the necessity to create an alternative recruitment process for Faculty Learning Communities for reviewing of the course portfolios. The GEC also actively followed through on the general recommendation #4 from the previous year report ([2019-2020 Report](#), pp. 13-14) to 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.

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 considering continuous improvement of the GEP Assessment Process, here are general recommendations for next steps in 2022-2023.

1. Follow through on the general recommendations 1 and 5-7 from the previous year (Round II, Year 2). They are as follows (copied from the [2019-2020 Report](#), pp. 12-15, for more details, please see the report)

- # 1. Enforce the inclusion of the GEP LOs on the syllabi and briefly describe why the course carries a specific GEP designation.
- # 5. Develop indirect measure assessment to explore student perspectives of their learning.
- # 6. Encourage an annual automatic collection of numeric assessment results for the GEP LOs in Canvas.
- # 7. Continue the evaluation of the implications of different teaching modalities for assessment.

2. Provide a checklist to the GEP instructors as they prepare their course portfolio(s):

It would be beneficial for GEP instructors to check their course portfolios before they submit them by answering the following questions:

Alignment
<input type="checkbox"/> Does your syllabus include the GEP Category Learning Outcomes (LOs)? <input type="checkbox"/> Are these outcomes current? <input type="checkbox"/> Does your syllabus include a short statement indicating that this is a general education course (<i>for the sake of transparency for students</i>)? <input type="checkbox"/> Does your syllabus include a brief explanation of the alignment of the course content & skills with the GEP Category LOs/ expectations for students (<i>for the sake of transparency for students</i>)? <input type="checkbox"/> Do your assignments, used for the GEP Category LOs' assessment align with these LOs? <i>Meaning, are you using similar assessment verbs/actions?</i> <input type="checkbox"/> Have you listed, or indicated where to find in your syllabus, all the learning activities related to the GEP Category LOs?
Assessment
<input type="checkbox"/> Are you using an assessment instrument such as a rubric or a list of criteria? <input type="checkbox"/> Is this assessment instrument aligned with the GEP Category LO(s)? <i>Meaning, are you using similar assessment verbs/actions?</i> <input type="checkbox"/> Have you provided the numeric assessment results for ALL GEP Category LOs? <input type="checkbox"/> Have you reflected on what the assessment results tell you about student learning and effectiveness of the assignment(s) to assess this learning?

- | |
|--|
| <input type="checkbox"/> Have you included a short statement (or a filled-out rubric) in the student work samples explaining why these samples merited their performance levels? |
|--|

3. Consider proposing an incentive for course portfolios that exceed GEP expectations to submit a simplified portfolio in Round III.

As we are nearing the third round of assessment, it would be advisable for the GEC members to propose a policy permitting the GEP instructors whose course portfolios received 18-20 (90%-100%) as a combined score on their FLC Feedback Rubrics to submit in the next round a simplified version of the course portfolio that would:

- 1) report numeric results for all the GEP LOs and
- 2) provide a reflection stating what the assessment results indicate to them regarding student learning on the GEP Category LOs and how they expect to close the assessment loop, i.e., what changes/improvements they expect to do in the future.

It would be highly advisable to invite CITL to collaborate on the shaping of this policy so that this simplified assessment process maintains our primary assessment goal of continuous improvement of student learning.

Concluding Remarks

The third 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 II – Arts, Historical Perspectives, and Humanities. The third 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:

Updated data for the 2014-2015 portfolios in Arts and Humanities

The [Round I, Year 2 report from 2014-2015](#) presented data for 16 course portfolios in Arts and 35 portfolios in Humanities Categories. Two portfolios were reviewed after the publication of this report and here are the retabulated results based on the most up-to-date information.

Table 2: Summary of Course Portfolio Rubric Data from the Arts Faculty Learning Community (p. 4)

Investigation Level: Arts Category (<u>17</u> Course Portfolios Reviewed – Updated Data)				
	Meets (%)	Developing (%)	Does Not Meet (%)	Optional Element-Not Included (%)
Syllabus	100	0	0	0
Alignment	59	41	0	0
Learning Experiences	47	53	0	0
Activity Assessed	82	18	0	0
Rubric	82	0	0	18
Description of Criteria	53	29	18	0
Assessment Results	47	35	18	0
Charts/Graphs/Tables	47	0	0	53
Results from Other Mechanisms	29	0	0	71
Samples of Student Work	94	6	0	0
Future Plans	82	6	12	0

Table 4: Summary of Course Portfolio Rubric Data from the Humanities Faculty Learning Community (p. 8)

Investigation Level: Humanities Category (<u>36</u> Course Portfolios Reviewed – Updated Data)				
	Meets (%)	Developing (%)	Does Not Meet (%)	Optional Element-Not Included (%)
Syllabus	100	0	0	0
Alignment	67	28	6	0
Learning Experiences	78	22	0	0
Activity Assessed	81	19	0	0
Rubric	83	0	0	17
Description of Criteria	56	33	11	0
Assessment Results	42	53	6	0
Charts/Graphs/Tables	69	0	0	31
Results from Other Mechanisms	14	0	0	86
Samples of Student Work	94	6	0	0
Future Plans	53	42	6	0

APPENDIX B:

Courses in Arts, Humanities, and Historical Perspectives

listed in [2020-2021 Course Catalogue](#)

Highlighted in yellow are the courses assessed in 2020-2021. Colored in green are double-category courses. Double-category courses are scheduled for assessment in Year 4 (2021-2022).

Arts

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- | | |
|--|--|
| <ol style="list-style-type: none">1. ART 100 - Introduction to the Visual Arts 3 cr.2. ART 201 - Drawing II 3 cr.3. DNCE 352 - Dance History 3 cr.4. DSN 101 - Foundation Studio: Drawing and Visualization 3 cr.5. DSN 102 - Foundation Studio: Surface and Concept 3 cr.6. DSN 103 - Foundation Studio: Space, Form, and Function 3 cr.7. EDUC 135 - Thinking and Feeling in Modern Media 3 cr.8. EDUC 322 - Techniques in Elementary School-Art 2 cr.9. EDUC 335 - Advanced Analysis of Modern Media 3 cr.10. ENGL 253 - Introduction to Creative Writing 1-3 cr.11. ENGL 286 - Literature and Film 3 cr.12. ENGL 396 - Workshop in Drama: On-site Study of Contemporary Theatre 3 cr.13. IA 160 - Survey of Creative Expression: U.S. Diversity, Identity and Material Culture 3 cr.14. IA 310 - History of Architecture and Design: Non-European Influences 3 cr.15. MSTU 105 - Foundations of Media Practice: Time, Motion, and Video 3 cr.16. MSTU 160 - Introduction to the Art of Film 3 cr.17. MSTU 254 - Audio Production I 3 cr.18. MSTU 360 - Film History: Beginning to 1945 3 cr.19. MSTU 361 - Film History: 1945 to Present 3 cr.20. MSTU 363 - Media Genres 3 cr.21. MUED 381 - Music in the Elementary School 2 cr.22. MUS 100 - Appreciation and History of Music 3 cr.23. MUS 102 - Popular Music in America 1-3 cr.24. MUS 103 - Music in Film 3 cr.25. MUS 105 - Survey of Jazz History 3 cr.26. MUS 109 - Songwriting 3 cr.27. MUS 142 - Campus Orchestra 1 cr.28. MUS 143 - Campus Choir 1 cr.29. MUS 144 - Campus Band 1 cr.30. MUS 146 - Group Piano I 2 cr.31. MUS 147 - Group Piano II 2 cr.32. MUS 246 - Group Piano III 2 cr.33. MUS 308 - Survey of Film Music 3 cr.34. MUS 341 - Large Ensemble: Choir 1 or 2 cr.35. MUS 342 - Large Ensemble: Orchestra 1 or 2 cr.36. MUS 343 - Large Ensemble: Band 1 or 2 cr. | <ol style="list-style-type: none">37. MUS 344 - Large Ensemble: Vocal Jazz 1-2 cr.38. MUS 345 - Jazz Ensemble 1 or 2 cr.39. PHIL 303 - Philosophy of Art 3 cr.40. REL 350 - Religion and Film 3 cr.41. THEA 105 - Theatre Appreciation 3 cr.42. THEA 329 - Theatre and Dance as a Popular Art 3 cr.43. THEA 351 - Classical and Medieval Theatre History 3 cr.44. THEA 352 - Theatre History from the Renaissance to Romanticism 3 cr.45. THEA 361 - Survey of Musical Theatre I 3 cr.46. THEA 362 - Survey of Musical Theatre II 3 cr.47. THEA 452 - Modern and Contemporary Theatre History 3 cr.48. THEA 490 - Seminar in Theatre 3 cr. <p>UWX AR175 - Worlds of Art 3 cr. [Collaborative programs]
UWX EN203 - Creative Writing 3 cr. [Collaborative programs]
UWX MU278 - Rock and Roll Roots 3 cr. [Collaborative programs]</p> |
|--|--|
- Double-Category Courses in Arts:
- ART 111 - Introduction to Global Art History I 3 cr.
 - ART 112 - Introduction to Global Art History II 3 cr.
 - ART 170 - Survey of Asian Art I 3 cr.
 - ART 171 - Survey of Asian Art II 3 cr.
 - ART 397 - Art History in International Programs 3 cr.
 - FLNG 252 - Media Arts in World Cultures 3 cr.
 - IA 150 - Cross Cultural Survey of Applied Design 3 cr.
 - MUS 305 - Jazz History for Musicians 3 cr.
 - MUS 307 - Survey of World Music 3 cr.
- ARTS courses assessed in 2014-2015:
- ART 103, 181; COMM 160, 190, 253; ENGL 253; IA 210, 309; MUS 142, 144, 146, 147, 246, 341/541, 343/543, 345; THEA 105.

Highlighted in yellow are the courses assessed in 2020-2021. Colored in green are double-category courses. Double-category courses are scheduled for assessment in Year 4 (2021-2022).

Humanities

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. CMLT 102 - Masterpieces of the Western World 3 cr. 2. CMLT 350 - Special Problems 3 cr. 3. CNMT 376 - Visual Expression in New Media 2-3 cr. 4. ENGL 106 - Reading Fiction 3 cr. 5. ENGL 108 - Reading Drama 3 cr. 6. ENGL 200 - Introduction to the Study of Literature 3 cr. 7. ENGL 211 - English Literature I 3 cr. 8. ENGL 212 - English Literature II 3 cr. 9. ENGL 213 - American Literature I 3 cr. 10. ENGL 214 - American Literature II 3 cr. 11. ENGL 283 - Mythology in Literature 3 cr. 12. ENGL 288 - Literature of Human Love and Sexuality 3 cr. 13. ENGL 289 - Popular Literature 3 cr. 14. ENGL 308 - Reading Drama 3 cr. 15. ENGL 309 - Forms and Modes in Literature 1-3 cr. 16. ENGL 310 - Modern Short Story 3 cr. 17. ENGL 311 - English Novel (British) 3 cr. 18. ENGL 312 - Modern Drama 3 cr. 19. ENGL 313 - American Novel 3 cr. 20. ENGL 314 - Modern Poetry 3 cr. 21. ENGL 319 - The Novel since 1850 3 cr. 22. ENGL 320 - American Realism and Naturalism 3 cr. 23. ENGL 329 - The American Renaissance 3 cr. 24. ENGL 361 - World Literature 3 cr. 25. ENGL 363 - Nature Literature 3 cr. 26. ENGL 366 - English Drama to Shaw (British) 3 cr. 27. ENGL 378 - Contemporary Fiction 3 cr. 28. ENGL 383 - Themes in Literature 3 cr. 29. ENGL 395 - Workshop in English 1-3 cr. 30. FREN 340 - Introduction to French Literature 3 cr. 31. FREN 481 - French Culture and Civilization 3 cr. 32. GERM 340 - Introduction to German Literature 3 cr. 33. GERM 481 - German Culture and Civilization 3 cr. 34. HIST 396 - Regional History through Study Abroad 3 cr. 35. INTL 381 - Culture and Civilization 2-3 cr. 36. MUS 208 - Musicology I 3 cr. 37. MUS 301 - History of Women in Music 3 cr. 38. MUS 320 - Musicology II 3 cr. 39. MUS 323 - Opera History 3 cr. 40. MUS 326 - Music Before 1600 3 cr. 41. MUS 329 - American Music 3 cr. 42. MUS 427 - Symphonic Music 3 cr. 43. PHIL 100 - Introduction to Philosophy 3 cr. 44. PHIL 101 - Introduction to Ethics in Society 3 cr. 45. PHIL 270 - Liberalism, Conservatism and Democracy 3 cr. 46. PHIL 301 - Philosophy in a Popular Mode 3 cr. 47. PHIL 302 - Ethics and Medicine 3 cr. 48. PHIL 305 - Ethics 3 cr. 49. PHIL 306 - Philosophy of Science 3 cr. 50. PHIL 307 - Science and Value 3 cr. 51. PHIL 316 - Philosophy of Death 3 cr. 52. PHIL 320 - Philosophy of Religion 3 cr. 53. PHIL 335 - Ethics of War 3 cr. | <ol style="list-style-type: none"> 54. PHIL 360 - Animal Ethics 3 cr. 55. POLI 170 - Political Ideas 3 cr. 56. POLI 391 - American Political Thought 3 cr. 57. POLI 393 - Ancient and Medieval Western Political Theory 3 cr. 58. REL 101 - Judaism, Christianity, Islam 3 cr. 59. REL 202 - Introduction to the Study of Religion 3 cr. 60. REL 302 - Religion and Cultural Conflict 3 cr. 61. REL 303 - Jewish Scriptures 3 cr. 62. REL 304 - New Testament and Early Christianity 3 cr. 63. REL 321 - Studies in Religion 3 cr. 64. REL 330 - Women and Religion 3 cr. 65. REL 342 - Islam 3 cr. 66. REL 344 - Christianity 3 cr. 67. SPAN 340 - Introduction to Literature 3 cr. 68. SPAN 481 - Spanish Culture and Civilization 3 cr. 69. WGS 300 - Topics in Women's and Gender Studies 3 cr. <p>UWX PH121 - Critical Thinking 3 cr. [Collaborative programs]
UWX RE101 - Introduction to Religion 3 cr. [Collaborative programs]
UWX EN250 - Introduction to Literature 3 cr. [Collaborative programs]</p> |
|--|---|
- Double-Category Courses in Humanities:
- ENGL 280 - American Indian Literature 3 cr.
 - ENGL 282 - Black Literature 3 cr.
 - ENGL 285 - Women in Literature 3 cr.
 - ENGL 287 - Gay and Lesbian Literature 3 cr.
 - ENGL 374 - Postcolonial Literature in English 3 cr.
 - ENGL 382 - Ethnic Literature of the United States 3 cr.
 - HIST 348 - History of the Modern Caribbean 3 cr.
 - PHIL 105 - Philosophy and Religion of India and China 3 cr.
 - PHIL 321 - Food Ethics 3 cr.
 - PHIL 380 - Environmental Ethics 3 cr.
 - PHIL 381 - American Indian Environmental Philosophies 3 cr.
 - REL 100 - Religions of Asia 3 cr.
 - REL 107 - Religious Autobiographies 3 cr.
 - REL 333 - Women and Goddesses in India 3 cr.
 - REL 340 - Buddhism 3 cr.
 - REL 341 - Religions of India 3 cr.
 - REL 345 - Religion and Ecology 3 cr.
 - SPAN 482 - Hispanic Culture and Civilization in the U.S. 3 cr.
 - SPAN 483 - Spanish American Culture and Civilization 3 cr.
- HU courses assessed in 2014-2015:
- ART 270; ENGL 200, 211, 212, 213, 214, 280, 310, 313/513, 314/514; FREN 340; GERM 340; IA 150, 160; MUS 103, 105, 220, 221, 305/505, 320/520, 329/529.

Highlighted in yellow are the courses assessed in 2020-2021. Colored in green are double-category courses. Double-category courses are scheduled for assessment in Year 4 (2021-2022).

Historical Perspectives

1. HIST 100 - Historical Thinking 3 cr.
2. HIST 203 - Peace and Nonviolence in the Twentieth Century 3 cr.
HIST 206 - Medicine in World History 3 cr.
3. HIST 207 - Global Natural Histories 3 cr.
4. HIST 209 - The World Wars 3 cr.
5. HIST 214 - United States and the World 3 cr.
6. HIST 216 - East Asia to 1600 3 cr.
7. HIST 256 - Europe to 1500 3 cr.
8. HIST 257 - Europe since 1500 3 cr.
9. HIST 277 - Designing the American Dream 3 cr.
10. HIST 282 - Food in Modern America 3 cr.
11. HIST 283 - US Business History 3 cr.
12. HIST 296 - History and the Public 3 cr.
UWX HS102 - U.S. History Since 1877 3 cr. [Collaborative programs]
UWX LB103 - Diversity in the U.S. 3 cr. [Collaborative programs]

Double-Category Courses in Historical Perspectives

ASTR 305 - The History of Astronomy 3 cr.
HIST 101 - World History to 1500 3 cr.
HIST 102 - World History Since 1500 3 cr.
HIST 176 - United States to 1877 3 cr.
HIST 177 - United States Since 1877 3 cr.
HIST 204 - Modern Global Environmental History 3 cr.
HIST 217 - East Asia Since 1600 3 cr.
HIST 220 - Southeast Asia 3 cr.
HIST 232 - Middle East to 1798 3 cr.
HIST 233 - Middle East Since 1798 3 cr.
HIST 248 - Colonial Latin America 2 or 3 cr.
HIST 249 - Modern Latin America 3 cr.
HIST 279 - Environmental Justice 3 cr.
HIST 280 - American Environmental History 3 cr.
HIST 285 - Women in American History 3 cr.
HIST 288 - Race and Ethnicity in American History 3 cr.
HIST 289 - African American History 3 cr.
HIST 291 - Latino American History 3 cr.
HIST 292 - Native American History 3 cr.
HIST 293 - Asian American History 3 cr.
HIST 305 - The History of Astronomy 3 cr.
HIST 372 - Russian History and Civilization 3 cr.

HP courses assessed in 2014-2015:

- ART 282; HIST 101, 102, 176, 177, 233, 256, 284.

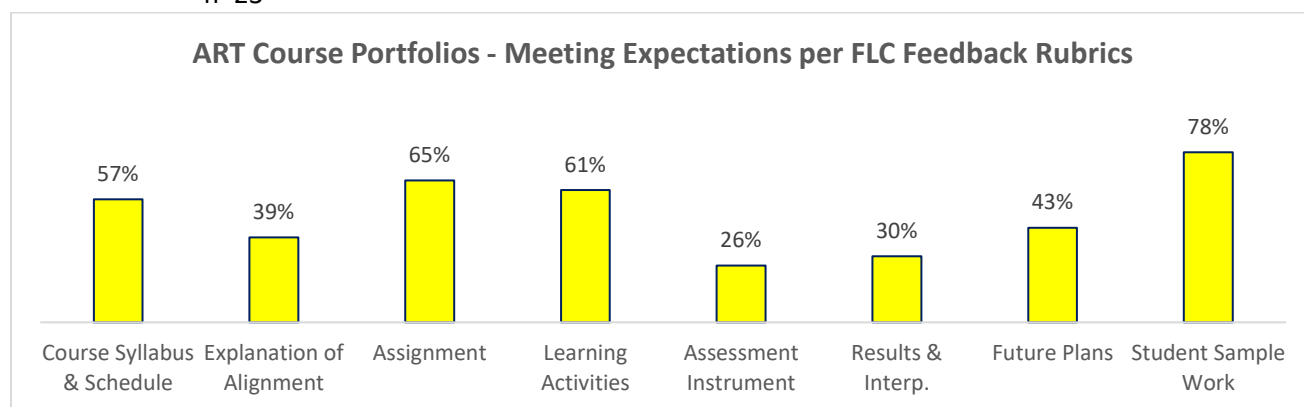
APPENDIX C:

2020-2021 Meta-Assessment Results - FLC Feedback Rubric Scores For Arts, Historical Perspectives, & Humanities

UWSP FLC Feedback Rubric Scores for GEP Assessment: Round II, Year 3 – Investigation Level, Part II

Arts	Meeting	Meeting %	Partially Meeting	Partially Meeting %	Not Meeting	Not Meeting %
Course Syllabus & Schedule	13	57%	10	43%	0	0%
Explanation of Alignment	9	39%	13	57%	1	4%
Assignment	15	65%	6	26%	2	9%
Learning Activities	14	61%	5	22%	4	17%
Assessment Instrument	6	26%	10	43%	7	30%
Results & Interp.	7	30%	15	65%	1	4%
Future Plans	10	43%	12	52%	1	4%
Student Sample Work	18	78%	5	22%	0	0%

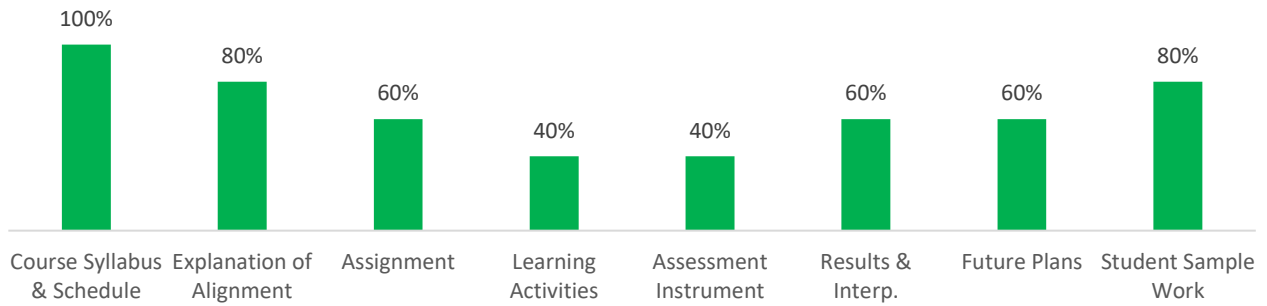
n=23



Historical Perspectives	Meeting	Meeting %	Partially Meeting	Partially Meeting %	Not Meeting	Not Meeting %
Course Syllabus & Schedule	5	100%	0	0%	0	0%
Explanation of Alignment	4	80%	1	20%	0	0%
Assignment	3	60%	2	40%	0	0%
Learning Activities	2	40%	3	60%	0	0%
Assessment Instrument	2	40%	2	40%	1	20%
Results & Interp.	3	60%	2	40%	0	0%
Future Plans	3	60%	2	40%	0	0%
Student Sample Work	4	80%	1	20%	0	0%

n=5

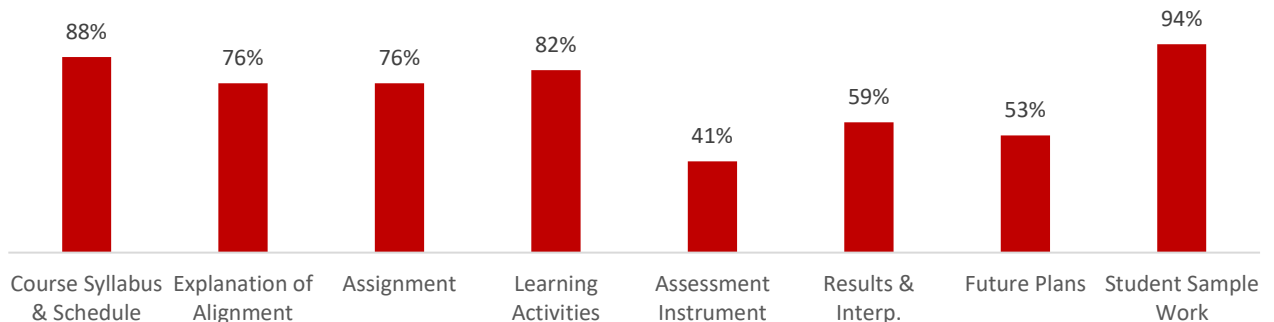
HP Course Portfolios - Meeting Expectations per FLC Feedback Rubrics



Humanities	Meeting	Meeting %	Partially Meeting	Partially Meeting %	Not Meeting	Not Meeting %
	Course Syllabus & Schedule	15	88%	2	12%	0
Explanation of Alignment	13	76%	4	24%	0	0%
Assignment	13	76%	4	24%	0	0%
Learning Activities	14	82%	2	12%	1	6%
Assessment Instrument	7	41%	8	47%	2	12%
Results & Interp.	10	59%	7	41%	0	0%
Future Plans	9	53%	8	47%	0	0%
Student Sample Work	16	94%	1	6%	0	0%

n=17

HU Course Portfolios - Meeting Expectations per FLC Feedback Rubrics



APPENDIX D:
EXCEL TEMPLATE FOR FLC FEEDBACK RUBRIC

Course Portfolio Course Name Evaluator's Name: Reviewer 1

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

(20 points)	0%	70%	100%
Rubric: UWSP FLC Feedback Rubric for GEP Assessment	Not Meeting GEP Expectations <i>The course/ program portfolios need re-submission.</i>	Partially Meeting GEP Expectation. <i>Some elements will need re-submission.</i>	Meeting GEP Expectations <i>The course/ program portfolios meet the requirements.</i>
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	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 ● Not Met	○ Partially Met	○ 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	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 ● Not Met	○ Partially Met	○ 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	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 ● Not Met	○ Partially Met	○ 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	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 ● Not Met	○ Partially Met	○ Met
	Comments		
Assessment Instrument (Criteria/Rubric)	0pts	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</p> <p><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</p> <p><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</p> <p><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> <p>General comments</p>			

GEP Assessment 2020-2021 Investigation Level, Part II: Arts, Historical Perspectives, and Humanities	Course Portfolio	Course Name		
	Date	5/3/2022		
	Evaluation 1	0	0%	
	Evaluation 2	0	0%	
	Average Score	0	0%	
	Not Meeting Expectations			
	Distribution of Achievements	Not Meeting GEP Expectations	Partially Meeting GEP Expectations	Meeting GEP Expectations
	Course Syllabus & Schedule	2	0	0
	Explanation of Alignment	2	0	0
	Description of Assignment used for the GEP Assessment	2	0	0
	Course Learning Activities Targeting the GEP Category	2	0	0
	Assessment Instrument (Criteria/Rubric)	2	0	0
	Assessment Results & Interpretation	2	0	0
Future Plans/Plans for Improvement	2	0	0	
Samples of student work	2	0	0	
Achievement Totals	16	0	0	

Comments from FLCs

Reviewer 1

Syllabus	Comments
Alignment	Comments
Assignment	Comments

Learning Activities	Comments
Instrument	Comments
Results	Comments
Future Plans	Comments
Student Work	Comments
General Comments	General comments

Reviewer 2

Syllabus	Comments
Alignment	Comments
Assignment	Comments
Learning Activities	Comments
Instrument	Comments
Results	Comments
Future Plans	Comments

Student Work	Comments
General Comments	General comments

APPENDIX E:
WORD TEMPLATE FOR COURSE PORTFOLIO SUBMISSION



**2020-2021 GEP Assessment – Investigation Level, Part II
Arts, Historical Perspectives, and Humanities Categories
Course Portfolio Requirements**

Initial Info

GEP Category:

Course title and number:

Semester and year (ex. Fall 2020, Spring 2021):

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

- 1) Course syllabus
- 2) Course assignment schedule, if in a separate file

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 5th, 2021 and course portfolios from Spring 2021 will be due on Friday June 4th, 2021.

Submission mode:

Email your portfolio to yklekovk@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!

First LO

ART LO1: Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.

HP LO1: Use primary sources as evidence to answer questions about historical change.

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).

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

4. Assessment results

	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)

- A. Work meeting or exceeding expectations (one file upload)

- B. Work partially meeting or not meeting expectations (one file upload)

7. Additional Information

If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students. Please make one PDF file.

Second LO

ART LO2: Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts. *(You can choose between ART LO 2 and LO3)*

HP LO2: Describe differences among interpretations of the past.

HU LO2: Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.

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

4. Assessment results

	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO2					

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

- D. Analysis

- E. Summary

- F. Use of Results

6. Sample of Student work (if this is your featured LO)

- C. Work meeting or exceeding expectations (one file upload)

- D. Work partially meeting or not meeting expectations (one file upload)

7. Additional Information (one file upload)

If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students. Please make one PDF file.

Third LO (if applicable)

ART LO3: Demonstrate an understanding of creative expression by producing or performing a creative work.
(You can choose between ART LO 2 and LO3)

HP LO3: Analyze institutional and cultural changes in one or more human societies over time.

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

4. Assessment results

	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO3					

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

G. Analysis

H. Summary

I. Use of Results

6. Sample of Student work (if this is your featured LO)

E. Work meeting or exceeding expectations (one file upload)

F. Work partially meeting or not meeting expectations (one file upload)

7. Additional Information (one file upload)

If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students. Please make one PDF file.