

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

Submission mode – [Electronic Portfolio in Microsoft Teams](https://teams.microsoft.com/l/entity/a6b63365-31a4-4f43-92ec-710b71557af9/_djb2_msteams_prefix_1362195194?context=%7B%22subEntityId%22%3Anull%2C%22channelId%22%3A%2219%3A560ddc1cc57841d0a52e0b69113ebcde%40thread.tacv2%22%7D&groupId=55fced45-2185-463e-b6e8-433d49d68603&tenantId=209c4bad-df14-4172-87df-060f84f01a11)

Helpful Tip: *Make a copy of your portfolio first in Word,*

*it will preserve the information and speed up your submission.*

# 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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

1. 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.)

|  |
| --- |
|  |

1. 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”*

1. Interpretations of Assessment Results
2. Analysis

|  |
| --- |
|  |

1. Summary

|  |
| --- |
|  |

1. Use of results for improving or maintaining student learning of this GEP LO

|  |
| --- |
|  |

1. 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
1. 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.

# Second LO

|  |  |
| --- | --- |
|[ ]  USD LO2:  | Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality. |
|[ ]  GA LO2: | Analyze key forces or processes that contribute to global interconnectedness, and their implications. |
|[ ]  ER LO2: | Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability. |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

1. 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.)

|  |
| --- |
|  |

1. Assessment results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| USD/ GA/ ER | 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”*

1. Interpretations of Assessment Results
2. Analysis

|  |
| --- |
|  |

1. Summary

|  |
| --- |
|  |

1. Use of results for improving or maintaining student learning of this GEP LO

|  |
| --- |
|  |

1. 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
1. 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.

# Third LO

|  |  |
| --- | --- |
|[ ]  USD LO3:  | Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States. |
|[ ]  GA LO3: | Demonstrate curiosity and empathetic insight about diverse cultural perspectives. |
|[ ]  ER LO3: | Evaluate competing claims that inform environmental debates. |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

1. 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.)

|  |
| --- |
|  |

1. Assessment results

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| USD/ GA/ ER | 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”*

1. Interpretations of Assessment Results
2. Analysis

|  |
| --- |
|  |

1. Summary

|  |
| --- |
|  |

1. Use of results for improving or maintaining student learning of this GEP LO

|  |
| --- |
|  |

1. 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
1. 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.