

**2024-2025 GEP Assessment of Foundation Level – Round III:**

**Critical Thinking (CT), Written Communication (WC), Qualitative Literary (QL), and Wellness (WL)**

**Course Portfolio Requirements**

# Initial Info

GEP Category:

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Course title and number:

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Semester and year (ex. Fall 2024, Spring 2025):

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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 7, 2025, and course portfolios from Spring 2025 will be due on Friday June 6, 2025.**

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

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|[ ]  CT LO1:  | Recognize critical thinking as a process of identifying, analyzing, evaluating, andconstructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving) |
|[ ]  WC LO1: | Compose an articulate, thoughtful, grammatically correct, and logically organized piece ofwriting with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience. |
|[ ]  QL LO1: | Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format. |
|[ ]  WL LO1: | Assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being. |

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

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

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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.)

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1. Assessment results

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| --- | --- | --- | --- | --- | --- |
| CT/WC/QL/WL  | 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

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1. Summary

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

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1. **How will you make this assessment repeatable each semester you teach this course?** Example – Use Canvas Rubrics and Outcomes to collect numeric data of student performance.

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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

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|[ ]  CT LO2:  | Identify, analyze, evaluate, and construct reasoning as it is applied to general or disciplinespecific questions or issues |
|[ ]  WC LO2: | Apply your understanding of elements that shape successful writing to critique and improve your own and others’ writing through effective and useful feedback. |
|[ ]  QL LO2: | Identify and apply appropriate strategies of quantitative problem solving in theoretical andpractical applications. |
|[ ]  WL LO2: | Develop an individual plan for healthy living that demonstrates an understanding of theprinciples of wellness. |

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

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

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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.)

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1. Assessment results

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| --- | --- | --- | --- | --- | --- |
| CT/WC/QL/WL  | 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

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1. Summary

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

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1. **How will you make this assessment repeatable each semester you teach this course?** Example – Use Canvas Rubrics and Outcomes to collect numeric data of student performance.

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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
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# Third LO

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|[ ]  CT LO3:  | Communicate the analysis, evaluation, or construction of reasoning orally, visually, or inwriting. |
|[ ]  QL LO3: | Construct a conclusion using quantitative justification. |

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

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

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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.)

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1. Assessment results

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| --- | --- | --- | --- | --- | --- |
| CT/QL | 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

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1. Summary

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

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1. **How will you make this assessment repeatable each semester you teach this course?** Example – Use Canvas Rubrics and Outcomes to collect numeric data of student performance.

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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
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