



University of Wisconsin
Stevens Point

Workshop for GEP Assessment August 25, 2020

By the time we are done this morning, you will be able to:

- ✓ Become familiar with the current changes to UWSP GEP assessment schedule and some changes to UWSP GEP
- ✓ Revisit the updated learning outcomes for Arts, Historical Perspectives, and Humanities
- ✓ Familiarize yourself with the 2020-2021 Course Portfolio Template
- ✓ Know how to get assistance and find resources to help with GEP Assessment
- ✓ Learn how to use Canvas Outcomes and Rubrics for simultaneous data collection while grading student work



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Schedule of GEP Assessment Activities

Assessment Schedule of UWSP General Education Program:

Year 1 2018-2019	<p>GEP Assessment of Foundation Level [Foundational Skills and Dispositions Level]</p> <p><i>The following Foundation Level Categories were assessed in 2018-2019: Oral Communication [OC], Written Communication [WC], Quantitative Literacy [QL], and Wellness [WLN]. For more information, please refer to Year 1 Report (approved by GEC on 2/21/2020, pending the Common Council's approval).</i></p>
Year 2 2019-2020	<p>GEP Assessment of Investigation Level – Part I: Natural Sciences [NSC] and Social Sciences [SS] Categories [Human Cultures and Sciences Level]</p> <p><i>Year 2 Report in preparation.</i></p>
Year 3 2020-2021	<p>GEP Assessment of Investigation Level – Part II: Arts [ART], Historical Perspectives [HP], and Humanities [HU] Categories [Human Cultures and Sciences Level]</p> <p><i>Ongoing collection in Fall 2020 and Spring 2021. See 2020-2021 GEP Assessment Course Portfolio Template.docx for course portfolio requirements.</i></p>
Year 4 2021-2022	<p>GEP Assessment of Double-Category Courses [Human Cultures and Sciences Level]</p> <p>The list of Double-Category Courses in the Investigation Level.</p>
Year 5 2022-2023	<p>GEP Assessment of Cultural and Environmental Awareness Level: U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER] Categories [Social and Environmental Responsibility Level]</p>

*We
are
here
now!*

<https://www.uwsp.edu/acadaff/Pages/General-Education-Program-Assessment.aspx>



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Each Department's GEP Assessment Plan: When to assess, in Fall or Spring?

“Departments are responsible for developing a plan to assess all courses bearing the GEP designation at least once during the cycle year corresponding to the GEP Level. The GEC and AS are available to provide input on such a plan specifying in which semester and which section(s) will be assessed. The departments are granted latitude to determine a sufficient representative sample of sections in multi-section courses to adequately capture student achievement of the GEP learning outcomes. An assessment portfolio must be submitted for all GEP designated courses.” ([Common Council's resolution #060](#), approved on 12/11/2018)



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Changes in UWSP General Education Program

On 12/03/2019, the Common Council approved a revision of assessment practices to support the proposed structural changes in the current General Education Program by conducting assessment of double-category courses separately. For more details, please see pages 5-6 of the [Common Council's resolution #068](#).

A. Eliminate the 3 Credit FYS Requirement:

First Year Seminar has remained a requirement in the GEP since 2011; it has yet to be officially eliminated. The GEC offered a compromise over the last few years by voting to suspend the program and to allow for more credits to count in the Investigation Level. The current committee was charged with reconciling this structural issue in any updates to the GEP structure.

B. Eliminate Communication and Capstone in the Major from GEP:

The assessment process for Capstone in particular revealed that many programs do not link the capstone back to GEC learning outcomes and that they may prefer not having GEC oversight regarding their major courses. In order to reduce the assessment burden on majors, the GEC recommends that these two components become part of the Program Assessment process and potentially part of the newly designed Departmental Program Review process.

C. Eliminate Experiential Learning and Interdisciplinary Studies:

The Experiential Learning requirement was assessed via a survey, rather than a full portfolio. This process included very positive comments from both faculty and students. However, a non-credit bearing graduation requirement is harder to track and maintain consistency across the campus. Again, the committee would encourage individual majors to keep an experiential learning component for their own program assessment. Also, while some committee members lament the loss of the Interdisciplinary Studies category, the 2016-2017 assessment process showed that only 64% of faculty could explain their alignment to the GEP learning outcomes. In addition, this category has become increasingly difficult to find faculty qualified by HLC standards in two Investigation level categories.

II. Structural Simplification Compromise for GEP

In light of recommendations from the May 1, 2019 Common Council meeting, the GEC has continued discussions on how to create a simplified, manageable, and yet impactful GEP structure. The table below represents structural simplification and compromise on how to deliver an updated version of the GEP.

Last year, the GEC solicited feedback from the campus before a committee vote. This year, based on feedback we received in Spring 2019, we voted in the committee and decided to share the full feedback of the campus verbatim with Common Council, since ultimately this body will determine the campus decision. Here is the summary of the survey results and the full survey file will be included in our package to Common Council (see Excel File).

Foundational Skills and Dispositions (10-13 credits)	Written Communication	2018-2019 3-6 credits
	Oral Communication	3 credits
	Quant. Literacy	3 credits
	Wellness	1 credit

Human Cultures and the Sciences (24 credits)	Arts	2020-2021 Minimum of 3 credits in each category. Maximum of 9 credits in any category.
	Humanities	
	Historical Perspectives	
	Social Science	2019-2020
	Natural Science	

Social and Environmental Responsibility (0-9 credits)	US Diversity	2022-2023 Courses in the Social and Environmental Responsibility category can only be combined with courses in Human Cultures and the Sciences.
	Global Awareness	
	Environmental Responsibility	



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Prepare for the heavy lift – next year – 2021-2022 – Assessment of double-category courses in the Investigation Level!

# of LOs	ART	HP	HU	NS	SS	USD	GA	ER
	3/2	3	2	3	2	3	3	3

Some combinations of double-category course learning outcomes:

# of LOs	ART + GA	HP+ USD	HU+ USD	NS+ ER	SS+ USD
	6/5	6	5	6	5

The list of the [Double-Category Courses in the Investigation Level](#) (78 courses based on the current catalog)



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Revised LOs for ART, HP, and HU

Human Cultures and the Sciences:

Arts	<ol style="list-style-type: none">1. Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms. <p>Do at least ONE of the following:</p> <ol style="list-style-type: none">2. Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.3. Demonstrate an understanding of creative expression by producing or performing a creative work.
Humanities	<ol style="list-style-type: none">1. 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).2. Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.
Historical Perspectives	<ol style="list-style-type: none">1. Use primary sources as evidence to answer questions about historical change.2. Describe differences among interpretations of the past.3. Analyze institutional and cultural changes in one or more human societies over time.



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ALL GEP Category LOs must be assessed this round!

ART HU HP		Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
	LO1	?	?	?	?	?

ART HU HP		Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
	LO 2	?	?	?	?	?

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

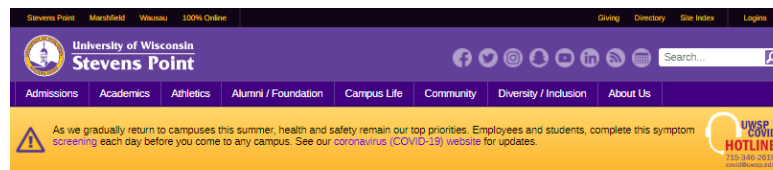
N (number of students assessed for each LO) = ?

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”*



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Help is available!



Academic Affairs

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General Education Program Assessment

Assessment Schedule of UNWSP General Education Program:

Year 1 2018-2019	<p>GEP Assessment of Foundation Level [Foundational Skills and Dispositions Level]</p> <p>The following Foundation Level Categories were assessed in 2018-2019: Oral Communication (OC), Written Communication (WC), Quantitative Literacy (QL), and Wellness (WLN). For more information, please refer to Year 1 Report (approved by GEC on 2/21/2020, pending the Common Council's approval).</p>
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Year 5 2022-2023	<p>GEP Assessment of Cultural and Environmental Awareness Level: U.S. Diversity (USD), Global Awareness (GA), and Environmental Responsibility (ER) Categories [Social and Environmental Responsibility Level]</p>

The general procedures and assessment plan for GEP are described in University Handbook, [Chapter 7, Section II - Assessment](#).

Recent changes to the GEP assessment process and the Common Council resolutions:

- On 12/11/2018, the Common Council and the Chancellor approved the revised assessment plan for the General Education Program to assess the GEP-designated courses in Fall as well as in Spring semesters, depending on the assessment plan the departments have devised. ([Common Council's resolution #060](#)).
- 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. The first year of investigation level assessment will focus on natural and social sciences; the second year of investigation level assessment will focus on arts, humanities, and historical perspectives. ([Common Council's resolution #173](#)).
- On 12/03/2019, the Common Council approved a further revision of assessment practices to support the proposed structural changes in the current General Education Program by conducting assessment of double-category courses separately. For more details, please see pages 5-6 of the [Common Council's resolution #068](#).

- ▶ [Best Practices in GEP Assessment](#)
- ▶ [2019-2020 Investigation Level, Part I](#)
- ▶ [2018-2019 Foundation Level and Lunch of Campus Labs](#)
- ▶ [Annual Assessment Reports](#)

<https://www.uwsp.edu/acadaff/Pages/General-Education-Program-Assessment.aspx>



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2020-2021 Course Portfolio Template in Word



**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/GEPCategoryLearningOutcomes.pdf>

Please see Zoom
Chat for the copy of
this file!



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Using Canvas Outcomes to Collect Course Assessment Data for GEP Assessment

- ❑ **CRUCIAL:** Our IT team is working on automatizing this process. To make sure that they can get to your assessment results, bring the **GEP ART/ HP/ HUM LOs** (from **UW Stevens Point - Instructional Top Level**) to your course(s). This will allow our IT to bring in the data to you automatically in a dashboard format (coming soon).
- ❑ When instructors evaluate their students' work in Canvas courses and bring in the PLO(s) into the Canvas grading rubrics, they will collect assessment data while evaluating student work, thus saving themselves time and effort to collect assessment data at the end of the semester.



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Example

FLG 381
**Bad Chicks in Foreign Flicks:
Women's Empowerment
through Time and in Media**
Prof. Vera Klekovkina
Fall 2020, UWSP

FLNG 381 – Bad Chicks in Foreign Flicks: Women's Empowerment through Time and in Media (former IS course)

Arts (ART)	<ul style="list-style-type: none">○ Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.○ Do at least ONE of the following:<ul style="list-style-type: none">○ Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.○ Demonstrate an understanding of creative expression by producing or performing a creative work.
Humanities	<ul style="list-style-type: none">○ 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).○ Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.

Step 1: Click on "Outcomes"

Step 2: FIND your GEP LOs → Account Standards → UW Stevens Point - Instructional Top Level → General Education Program Learning Outcomes → Arts LOs

Find Outcomes

Account Standards	World Languages	2020 CAATE Standards	Arts LOs
	College of Letters and S...	General Education Prog...	Critical Thinking Pil
	Instructional SIS Cours...	Program Assessment O...	Environmental Resp
	UW Stevens Point - Inst...		Global Awareness L
	UWSA Wisconsin		Historical Perspecti

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FLNG 381-01 > Outcomes

STP 2020 Fall

Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files, Syllabus, Outcomes, Quizzes, Modules, Collaborations, Attendance, Office 365, Rubrics, Zoom

+ Outcome + Group Import Find

Critical Thinking Pilot

- CLO1 Narrative Ana...
- CLO2 Cinematic An...
- CLO3 Cultural Analy...
- CLO4 Curiosity
- CLO5 Artifact Produ...
- GEP ARTS LO1
- GEP ARTS LO2
- GEP ARTS LO3
- GEP HU LO1
- GEP HU LO2

Setting up Outcomes

Outcomes are created here to track mastery in a course. To get started, menu bar along the top. Click on the New Outcome button to create a n or the New Group button to create a new group to organize your outcor Find button will allow you to use outcomes that have been created by yc institution. As you create and use outcomes you will be able to use the p to navigate through your outcomes. You can drag and drop outcomes be different levels to create structure.

In order to import a large quantity of Outcomes at once, or to update yo outcomes, please [follow the CSV format](#).

More importantly, Canvas allows you to add outcomes to your grading r you can evaluate mastery as you grade assignments. Once you've set up click Manage Rubrics to start using your outcomes for grading.

Course LOs that I created for the course

GEP ART LOs that I brought from UW Stevens Point - Instructional Top Level

GEP Humanities LOs that I brought from UW Stevens Point - Instructional Top Level

Note: For help on creating outcomes in Canvas, go to [Canvas Knowledge Base > Instructor Guide > How do I create an outcome for a course?](#)

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Canvas Rubrics → Find Outcome → Import

+ Criterion
Find Outcome

I'll write free-form comments when assessed
 Remove points from rubric
 Don't post Outcomes results to Learning Management System
 Use this rubric for assignment grading

Cancel
Update Rubric

Find Outcomes

- Critical Thinking Pilot
- CLO1 Narrative Analysis
- CLO2 Cinematic Analysis
- CLO3 Cultural Analysis
- CLO4 Curiosity
- CLO5 Artifact Production
- GEP ARTS LO1
- GEP ARTS LO2
- GEP ARTS LO3
- GEP HU LO1
- GEP HU LO2

GEP ARTS LO1

Students will be able to describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.

Exceeds Expectations	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations	Total Points
3 Points	2 Points	1 Points	0 Points	3 Points

Use this criterion for scoring
 Calculation Method: Highest Score

Calculation Method: Highest Score

Example: Mastery score reflects the highest score of a graded assignment or quiz.

1- Item scores: 1, 4, 2, 3

2- Final score: 4

Cancel
Import

Please see Zoom Chat for the copy of the rubric!

8/24/2020

Scene Analysis Paper

Criteria	Ratings				Pts
Evidence and sources Uses textual evidence (or other sources) to develop ideas that are appropriate for the target audience and genre of the writing task.	5 to >4 pts Exemplary Bibliography complete and in proper format. Film is properly cited (MLA, 8th edition).	4 to >3.5 pts Proficient Bibliography is complete, may not be in proper format (MLA, 8th edition). Film is cited.	3.5 to >2.5 pts Developing Bibliography complete, not in proper format. Film is cited.	2.5 to >0 pts Beginning Bibliography incomplete or absent. Film not cited.	5 pts
GEP ARTS LO1 view longer description threshold: 2 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets Expectations	0 pts Does Not Meet Expectations	--
CLO2 Cinematic Analysis view longer description threshold: 2 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets Expectations	0 pts Does Not Meet Expectations	--
GEP CT LO2.D Construct Reasoning view longer description threshold: 2 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Partially Meets Expectations	0 pts Does Not Meet Expectations	--
Total Points: 100					

Grading Rubric in Canvas

Criteria:

1. Content: Title
 2. Content: Introduction with thesis
 3. Content: Development – Cinematic analysis
 4. Content: Conclusion
 5. Control of syntax and mechanics
 6. Style (voice) and audience
 7. Evidence and sources
- **FLNG 381 CLO2**
 - Apply the principles of cinematic analysis and use appropriate film terminology to analyze films studied in class.
 - **GEP ARTS LO1**
 - Students will be able to describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.

CANVAS



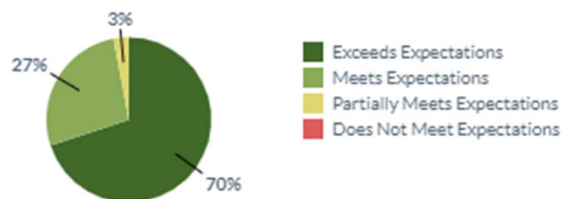
Grades



**Learning
Mastery**

Future professional development workshops will show how to view & retrieve the assessment results.

Critical Thinking Pilot > GEP CT LO1 Recognize Reasoning

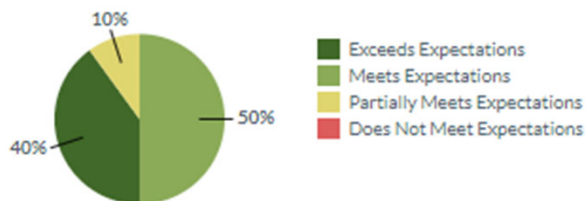


Mastery set at: 2

Recognize Reasoning:

Students will be able to recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take.

Critical Thinking Pilot > GEP CT LO2.D Construct Reasoning



Mastery set at: 2

Construct Reasoning:

Students will be able to construct reasoning as they apply it to general or discipline-specific questions or issues.

Fall 2019, FLNG 381, n=30



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What do you need to do now?

Syllabus:

- **Step 1: Include the GEP Category LOs in your syllabus!**
- **Step 2: Include a short statement why your course is part of this GEP Category. This is your alignment statement – make it short and sweet to increase transparency for students, the instructor, and the reviewers (future FLC members).**

(These steps might have been already done by you. If yes, thank you!)

Canvas:

- **Step 3: Import GEP Category LOs in your course(s) [Outcomes → Find, see Slide # 12]**
- **Step 4: Create a grading rubric for the selected assignment(s) and bring in the GEP Category LO(s) into the rubric without using the scores for grading. [Canvas Rubrics → Find Outcome → Import, see Slide #15]**
- **Step 5: Attend one of the Professional Development workshops in November & December to learn how to view the assessment results and how to retrieve them from Canvas [see Slide #16]**



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Final remarks on the alignment between your course and the GEP Category LOs

UWSP GEP Learning Outcomes: INTERDISCIPLINARY STUDIES: Humanities and Arts

Interdisciplinary Studies	<ul style="list-style-type: none"> Identify an issue or question related to the interdisciplinary course(s) and describe what each discipline contributes to an understanding of that issue. Explain the benefits of being able to combine these contributions.
Humanities	<ul style="list-style-type: none"> 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). Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.
Arts	<ul style="list-style-type: none"> Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms. <p>Do at least ONE of the following:</p> <ul style="list-style-type: none"> Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts. Demonstrate an understanding of creative expression by producing or performing a creative work.
Critical Thinking (Pilot)	<ul style="list-style-type: none"> Explain critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take. Identify (a.), analyze (b.), evaluate (c.), or construct (d.) reasoning as they apply it to general or discipline-specific questions or issues.

List the GEP LOs on your syllabus!

FLNG 381 Course Learning Outcomes:

With diligent effort on their part, students will be able to:

CLO1: Explain the memorable heroines' stories, the process of critical thinking, and the benefits of the interdisciplinary approach to examine complex issues [Humanities LO1, Critical Thinking LO1, Interdisciplinary Studies LO1 & LO 2]

- Assignments: Course readings, in-class discussions and reflections, and Canvas quizzes

CLO2: Apply the principles of cinematic analysis and use appropriate film terminology to analyze a scene from one of the films studied in class [Arts LO1]


- Assignments: Test on film terminology & Scene Analysis Paper

Show the alignment to your students!



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Final remarks on the alignment between your course and the GEP Category LOs, continued.

	PSYC 300: STATISTICS FOR PSYCHOLOGISTS, FALL 2018 Lecture: MWF, 1:00 – 1:50, D216 Science Section 3 Lab: Tuesdays, 9:00 – 10:50, D326 Science Section 4 Lab: Tuesdays, 11:00 – 12:50, B238 Science
Contact Person Title Office Phone Email Office Hours	

Course Objectives and Teaching Philosophy

Course Description and Objectives

This course will introduce you to statistical reasoning and the application of basic statistical (descriptive and inferential) procedures. This course is intended to provide an understanding of why a particular statistic is appropriate for a given experimental design as well as the "inner workings" of each statistical test.

This is a basic statistics course that meets the requirements for the Psychology Major as well as several other majors on campus. This course also meets the Quantitative Literacy requirements for the General Education Program. Therefore, while completing this course, you will:

- Explain the logic and appropriate applications of statistical analyses for univariate or bivariate research designs, problems, or hypotheses.
- Calculate the statistics necessary to solve problems (both manually and via computer), including descriptive statistics, statistical significance tests, effect sizes, and confidence intervals.
- Communicate the meaning of statistical analyses in everyday language and professional formats (e.g., graphs, tables, and words).

It is expected that you have already accrued a basic understanding of the fields of mathematics and psychology. As such, it requires that you have completed PSYC 110 (Introduction to Psychology) or its equivalent and MATH 095 (College Algebra) or its equivalent. It is strongly recommended that you have also completed PSYC 200 (Research Methods in Psychology).

Or give a short
explanation!

Example from "Best
Practices in GEP
Assessment" on the
[GEP Assessment
website](#)



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Questions?

