YEAR 5: General Education Program Assessment Report

2017-2018 Reflection Year
General Education Committee

Prepared by Assessment Coordinator, October 1, 2018

INTRODUCTION

This report seeks to provide a comprehensive review of the General Education Program (GEP) assessment plan, document the actions taken related to GEP assessment during the 2017-18 academic year as well as summer of 2018, and finally, list recommendations for the 2018-2019 academic year, which is the beginning of the second complete cycle of assessment in the GEP assessment process focusing on the Foundation Level. Due to the suspension of the First-Year Seminar Category, only four GEP categories – Oral Communication, Written Communication, Quantitative Literacy, and Wellness – will be assessed for the 2018-2019 Foundation Level. Finally, following the plan of our campus Quality Initiative, instructors participating in the Critical Thinking (CT) Pilot will assess their courses with CT designation.

In reflecting on all that our campus has accomplished in the first complete cycle of GEP Assessment, it is evident that our faculty and the General Education Committee (GEC) have shown serious work and sustained progress in our assessment efforts. UWSP experienced its last comprehensive accreditation visit by the Higher Learning Commission (HLC) in 2008. While the overall evaluation by HLC deemed UWSP fulfilling its mission, a focused visit was recommended to address specific concerns, related to GEP and assessment of student learning. The Abbreviated Self-Study 2012 provided information about our updated assessment efforts and a revision of our GEP to the HLC focused visit team. The focused visit team then communicated its observations in the Focused Visit Report 2012. The team noted our "rapid progress" in establishing a new General Education Program but expressed concern that our assessment plan for the GEP had not yet been implemented. The first complete cycle of GEP Assessment (2013-2017) demonstrates that UWSP has effectively addressed the HLC concerns and implemented a robust process of assessment in the GEP.

Since 2012, the General Education Program Assessment process has followed the procedures described in Step 6 of the University Handbook (Chapter 7, Section 2-Assessment), which states:

> Evidence of student achievement will be collected along three dimensions: (a) course-based measurements for each GEP level utilizing course portfolios compiled by instructors, (b) institutional-level measurements conducted through periodic standardized tests and surveys administered by the Office of Institutional Research and Effectiveness and (c) course-based measurements for each of the four GE Program Outcomes, potentially utilizing course portfolios and departmental assessment. Each year, this information will be reviewed and evaluated by faculty learning communities under the direction of the GEC, the Director of General Education, and the Assessment Coordinator. In turn, the GEC will annually report these results and its recommendations for improving the General Education Program to the Common Council, the Provost, the Deans, and others.

The first complete cycle of GEP Assessment (2013-2017) abundantly fulfilled the first of the three dimensions of the UWSP assessment plan, as delineated above. 364 portfolios and surveys were submitted and assessed by 84 faculty members, who served on the Faculty Learning Communities (FLC). 20,627 students were assessed between Fall 2013 and Spring 2017. (See Tables 1 and 2 for detailed information per GEP level.) The first complete cycle of GEP Assessment demonstrated high levels of faculty participation, which allowed our campus to collect and analyze data from course-based measurements for each GEP level utilizing surveys and course or program portfolios compiled by instructors.

TABLE 1: SUMMARY OF INSTRUCTORS' COURSE AND ROGRAM PORTFOLIOS AND SUREVEYS SUBMITTED IN 2013-2017

2013-2014 Foundation Level	Oral and Written Communication		First Year Seminar	Quantitative Literacy	Wellness	TOTAL
ePortfolios submitted:	12		20	18	4	54
Students enrolled:	854 (oral) & 529 (written)		495	968	671	3,517

2014-2015 Investigation Level	Arts	Historical Perspectives	Humanities	Natural Sciences	Social Sciences	TOTAL
ePortfolios submitted:	16	13	35	21	36	121
Students enrolled:	932	982	1,715	2,779	3,079	9,487

2015-2016 Cultural and Environmental Awareness Level	U.S. Diversity	Global Awareness	Environmental Responsibility	Wellness (Second round)	TOTAL
ePortfolios submitted:	17	22	17	11	67
Students assessed:	1,017	936	1,046	1,516	4,515

2016-2017 Integration Level	Communication in the Major Program Portfolios	Capstone Experience Program Portfolios	Interdisciplinary Studies Course Portfolios	Experiential Learning Surveys (Courses & Activities)	TOTAL
Portfolios / surveys submitted:	32	29	11	50	122
Students assessed:	1220	801	448	639	3,108
Course/ Program Portfolios and Surveys Submitted in 2013-2017:					**364**
Students Enrolled or Assessed in 2013-2017:					**20,627**

TABLE 2: NUMBER OF FLC MEMBERS SERVED IN 2013-2017

Year 1 – Foundation Level	20	**TOTAL**
Year 2 – Investigation Level	30	
Year 3 – Cultural and Environmental Awareness Level & Wellness (second round)	18	**84**
Year 4 – Integration Level	16	

The second dimension of the UWSP assessment plan, which deals with the institutional-level measurements conducted through periodic standardized tests and surveys administered by the Office of Institutional Research and Effectiveness, needs further attention. As part of the UW-System, UWSP participates every three years in the National Survey of Student Engagement (NSSE), most recently in the spring semester of 2017. First-year and senior students are invited to participate in the NSSE. These surveys were conducted in 2008, 2011, 2014, 2017. See **Appendix I** of this report for the 2017 NSEE Reports - Pocket Guide, Snapshot, High-Impact Practices, and Administration Summary. For more reports, contact the Office of Office of Institutional Research and Effectiveness. UWSP results are compared to other UW-System schools and can be found on the accountability dashboard of the Board of Regents and the Legislature. UWSP and most UW

campuses used to participate in the Voluntary System of Accountability (VSA). The latest administration was done in Fall 2014 for first-year students and in Spring 2015 for graduating seniors and the results were shared with the Director of General Education and the Provost, who shared it with campus deans. See **Appendix J** of this report for the 2014-2015 ETS Proficiency Reports. The VSA was discontinued system-wide in 2015. However, the assessment data provided by the NSSE and VSA reports have not been utilized in a systematic way in the GEP assessment process.

The third dimension of the UWSP assessment plan, which deals with the course-based measurements for each of the four GEP overarching outcomes, was not directly assessed in 2013-2017 and needs further attention as well. The adoption in 2017 of an assessment management system – Campus Labs – should provide our campus and the General Education Committee (GEC) with needed assistance, first, to better align GEP category learning outcomes (LOs) with the GEP overarching LOs and, second, to facilitate automatic data collection from individual GEP categories into four GEP overarching LOs. Another suggestion, which was explored in Year 5, is the adoption of these overarching LOs as the institutional LOs. Please see further discussion of this issue in the "Overview of Ongoing Assessment Efforts" and "General Recommendations."

It is important to note that the assessment efforts conducted for each GEP level in the first complete cycle of GEP Assessment contain the evidence of student learning (qualitative or quantitative) for the overarching LOs but the campus is still considering how to aggregate and report these assessment results. For instance, combining the numerical assessment results of student learning demonstrated in each GEP category for that GEP Level may be an effective way to aggregate the assessment results.

TABLE 3: GEP OVERARCHING LEARNING OUTCOMES & GEP ASSESSMENT CYCLE, 2013-2017

First complete cycle of GEP Assessment	Four Overarching General Education Program Learning Outcomes *Upon completion of the GEP curriculum, students will be able to:*
Year 1 – 2013-2014 Foundation Level	1. Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
	Quantitative assessment results of student learning are unavailable for Year 1. Qualitative assessment results show that the majority of UWSP students met this overarching LO. (See Year 1 report for details)
Year 2 – 2014-2015 Investigation Level	2. Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
	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 Year 2 report for details)
Year 3 – 2015-2016 Cultural & Environmental Awareness Level	3. Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
	*Quantitative assessment results of student learning in Year 3 are available for each category and combining the category results shows that **87%** of UWSP students met this overarching LO. (See **Appendix B** of this report)*
Year 4 – 2016-2017 Integration Level	4. Apply their knowledge and skills, working in interdisciplinary ways to solve problems.
	*Quantitative assessment results of student learning in Year 4 are available for each category and combining the category results shows that **91%** of UWSP students met this overarching LO. (See **Appendix B** of this report)*

Considering the UWSP restructuring with two branch campuses from the UW-Colleges and the revisions to the GEP, GEC will need to continue its revision of the GEP Overarching LOs and determine

if and/or how they serve their original purpose, as well as how results should be aggregated or collected. Please see "General Recommendations" for further discussion.

OVERVIEW OF ONGOING ASSESSMENT EFFORTS

Similar to Years 1-4, Year 5 continued the revision of the GEP learning outcomes and considered carefully the assessment results of the previous year. Also, in Year 5 final revisions were made on the learning outcomes for Year 3, the Cultural and Environmental Awareness Level Categories: U.S. Diversity, Global Awareness and Environmental Responsibility. The Assessment Coordinator (Vera Klekovkina) worked closely with the Associate Vice Chancellor for Teaching, Learning, and Strategic Planning (Todd Huspeni), the Director of General Education (Nancy LoPatin-Lummis), the GEC and FLC members, CITL, Campus Labs' consultants, UWSP IT team, and AC's assistant (Dan Graf) to facilitate campus assessment efforts.

TABLE 4: ASSESSMENT ACTIVITIES 2017-2018

Summer 2017	- GEC Summer 2017 Working Group - The Summer 2017 Working Group concentrated on repackaging the General Education Program: The group discussed adding pathways to GEP, potentially eliminating Interdisciplinary Studies and Wellness categories and permanently eliminating the FYS category, revising LOs for the Communication in the Major and Capstone categories based on the assessment results and the FLC feedback, considering divorcing Communication in the Major from Capstone courses, divorcing Side-Bar courses from the Investigation Level, expanding UWSP Critical Thinking Initiative and integrating CT courses throughout Foundation and Investigation levels. - GEC Summer working group on instructors' credentials based on the HLC revised "expectations regarding the qualification of faculty and the importance of faculty members having appropriate expertise in the subjects they teach" (https://www.hlcommission.org/Publications/determining-qualified-faculty.html) - The group created a list of proposed alternative credentials for the Cultural & Environmental Awareness Level to recognize graduate courses, professional development, and scholarship as qualifying factors. - Assessment of Interdisciplinary Majors/ Minors/ Certificates - AC drafted a simplified portfolio submission for assessment of IS Majors/ Minors/ Certificates.
Fall 2017	- Year 4 Integration Level Assessment Report to GEC - AC compiled and analyzed the assessment results from the course and program portfolios as well as the feedback provided by the FLC in three GEP categories: Communication in the Major, Capstone Experience in the Major, Interdisciplinary Studies - AC conducted quantitative and qualitative analyses of the Qualtrics surveys submitted for assessment of the fourth category in the Integration Level: Experiential Learning (Courses & Activities) - AC submitted several drafts of the Year 4 report to GEC during the Fall semester. The GEC members had time to vet the report and ask for additional information or clarifications.
Fall 2017 (continued)	Campus Labs implementation – Phase One – Discovery

- AC's bi-monthly meetings with Campus Labs' consultants and trainings in the use of Campus Labs
- AC's building organizational charts for Baseline, Compliance Assist, and Outcomes
- Consultations with UWSP IT to implement Campus Labs
- Revision of alternative credentials for instructor qualifications
  - Common Council approved on 10/4/2017 (Resolution 2017-2018-034) the instructor qualifications for teaching courses in Environmental Responsibility, U.S. Diversity, Global Awareness, and Wellness categories.
- Revision of the current structure of GEP
  - Initial reports from the GEC Summer Working Group on GEP 'Repackaging' were made to GEC but further discussions and actions were put on hold when the announcement of merging of 2-year and 4-year colleges was made on October 20, 2017.
- Assessment of Interdisciplinary Majors/ Minors/ Certificates
  - Assessment of Interdisciplinary Majors/ Minors/ Certificates was put on hold, preempted by higher priorities of restructuring.
- Final revisions of the learning outcomes for Year 3, the Cultural and Environmental Awareness Level Categories (See **Appendix D** of the revised LOs)
  - Open forums and GEC discussions about U.S. Diversity, Global Awareness and Environmental Responsibility LOs
  - Revisions accepted by the Common Council on:
    - 11/1/2017 for Global Awareness and Environmental Responsibility LOs (Common Council Resolution: 2017-2018-061)
    - 12/6/2017 for U.S. Diversity (Common Council Resolution: 2017-2018-083)
- Revisions of the learning outcomes for Year 4 – Integration Level and revision of GEP assessment process (GEC Minutes, November 3, 2017)
  - Formation of three GEC Working groups:
    A. Communication in the Major: a working group on revision of learning outcomes for Communication in the Major
    B. Reimagining Capstone/Interdisciplinary/Experiential: a working group on revision of learning outcomes for Capstone Experience and Interdisciplinary Studies as well as on reimagination of the role of these three GEP categories
    C. Assessment Process: a working group on revision of GEP assessment process
- Institutional Learning Outcomes
  - Assessment Subcommittee's (AS) proposal to adopt the four GEP Overarching LOs as our institutional LOs as was suggested by Campus Labs from their records of best practices from higher learning institutions, members of Campus Labs
  - Extensive revisions of the GEP overarching LOs by GEC and AS to make the wording representative of both GEP and program assessment processes.
  - Revisions proposed by the Academic Affairs Committee (AAC) and special working group (University Learning Outcomes Working Group; December 8, 2017 Meeting), comprising of the AAC Chair, Director of General Education, two ACC representatives, Assessment Coordinator, and AS's Co-Chair.
  - See **Appendix E** for the latest version of University LOs vetted by the AAC, GEC and AS for further considerations of their adoption.

| Spring 2018 | ▪ Year 4 Integration Level Assessment Report to GEC
| | - The report passed unanimously on February 2, 2018 which was accepted by Common Council on 2/21/2018 (Common Council Resolution: 2017-2018-107)
| | ▪ Continued revision of alternative credentials for instructor qualifications
| | - 2/21/2018, Common Council Resolution: 2017-2018-108, instructor qualifications for teaching courses in Quantitative Literacy category
| | ▪ Campus Labs implementation – Phase Two – Technical Tuning & Customization
| | - Assessment Coordinator's Assistant – Dan Graf – to assist the AC with technical transfer of data from People Soft to Campus Labs because our IT resources are limited at this point with adoption of People Soft and Canvas
| | ▪ Restructuring efforts – Creation of academic work groups related to the UW Colleges restructuring
| | - The Associate Degree / General Education Program Integration Team & Assessment Integration Team included several GEC and AS members as well as AC to make recommendations for future development and integration
| | ▪ Revisions of the learning outcomes for Year 4 – Integration Level and revision of GEP assessment process (See **Appendix D** for the revised LOs)
| | - <u>Working Group A. Communication in the Major</u>: Proposed the revised LOs for Communication in the Major
| | ▪ Revisions were accepted by the Common Council on 4/18/2018 (Common Council Resolution: 2017-2018-160)
| | - <u>Working Group B. Reimagining Capstone/Interdisciplinary/Experiential</u>: Revision of the LOs for Capstone Experience, Interdisciplinary Studies, and Experiential Learning was put on hold considering the restructuring efforts.
| | - <u>Working group C. Assessment Process</u>: The group considered multiple changes in the GEP assessment process. Among them, to assess ALL the LOs per GEP category, to assess both Fall and Spring semesters, to simplify portfolios required from GEP instructors, etc. No formal proposal was submitted due to the complexity of the changes required and other pending considerations such as the restructuring of the university and revision of the current GEP structure.
| | ▪ Creating common rubrics for the Foundation Level (See **Appendix F**)
| | - Consultation with CITL's Director & Dan Graf, Chair of the Assessment Working Group and AS Co-Chair:
| | ▪ Oral Commination LO1 & LO2 Rubrics, Written Commination LO1 & LO2 Rubrics, Quantitative Literacy Rubric for LO1-3, Wellness Rubric for LO1-2.
| | ▪ Campus Labs implementation – Phase Three – Campus Launch of Campus Labs. See <u>Assessment of Learning website</u> for the workshop materials.
| | - Program Assessment with Campus Labs (April 2018)
| | - GEP Assessment with Campus Labs (May 2018)
| Summer 2018 | ▪ GEC Summer 2018 Working Group: "Point Forward Next Steps: Reimagining Liberal Arts"
| | - The group resumed the summer 2017 discussions about adding pathways to GEP, potentially eliminating Interdisciplinary Studies and Wellness categories, restructuring the GEP Levels and eliminating the Integration Level, divorcing Side-Bar Level courses from the Investigation Level, integrating CT learning

	outcomes in all Foundation Level categories, rebranding the GEP and aligning it with our branch campuses, capping the GEP courses; integrating critical thinking, high impact practices and growth mindset into featured pedagogies for GEP courses; adopting LEAP Essential Learning Outcomes for structural changes.
	   - The group will be submitting a report to GEC with structural changes and methodological guidelines for instructors to provide quality GEP courses in a newly reimagined general education – The Pointer Idea.
	▪ Campus Labs implementation – Phase Four – Integration with LMS
	   - Integration of Campus Labs with Canvas, our new Learning Management System (LMS)
	▪ August 2018 Repeat the launch workshops for Program and GEP Assessment processes. See [Assessment of Learning website](#) for the workshop materials.

Fall 2018	▪ Campus Labs implementation – Phase Five – Trainings and Campus-Wide Implementation
	   - Foundation Level courses
	   - Critical Thinking Pilot courses
	▪ Creating professional development videos with CITL
	   - Course Alignment with GEP LOs
	   - Reporting and Interpreting Assessment Results with Campus Labs Assessing Dispositional LOs

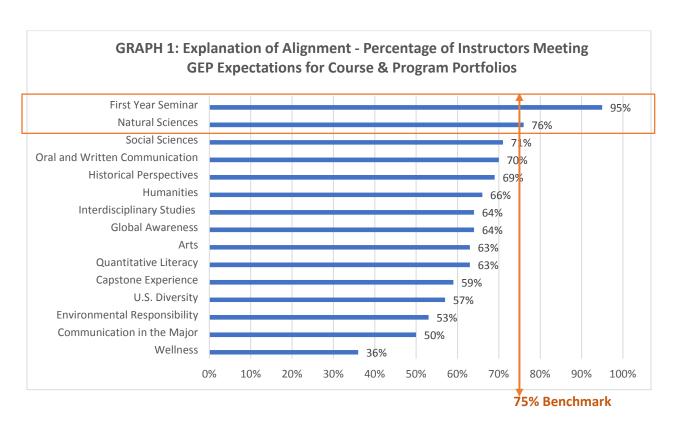## INSTRUCTION AND RESULTS FROM COURSE AND PROGRAM PORTFOLIOS' REVIEW

The positive trajectory in our assessment efforts since 2012 is evident in continuous participation from faculty and instructional staff as well as in sustained support from the administration. The first complete cycle of GEP assessment reviewed 364 course and program portfolios and surveys submitted in 2013-2017. Many assessed courses were grandfathered into the newly revised GEP. The assessment process allowed these courses to make a tighter alignment with the newly revised GEP and the learning outcomes associated with each GEP category. Among the assessed courses, there was also a reasonable amount of newly developed courses. These courses usually demonstrated even closer alignment with the GEP LOs.
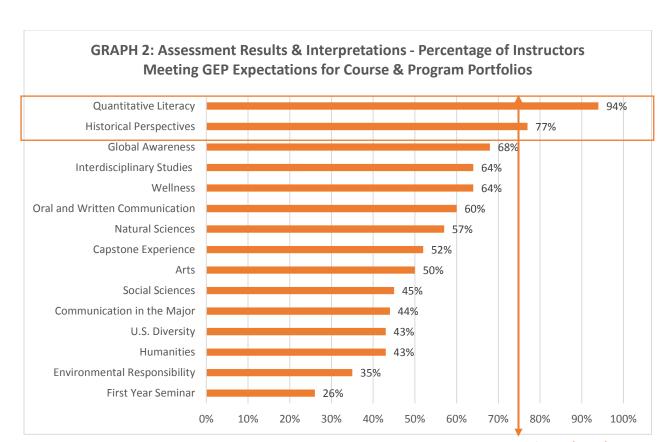
In the first complete cycle, the assessment was systematic and annual, as it was originally conceived by the governance. The efforts needed to maintain this rigorous process depended on voluntary participation of faculty and sustained efforts by the GEC and its Chair, Director of General Education and Assessment Coordinator, Associate Vice Chancellor for Teaching, Learning and Strategic Planning, and the support of the Office of the Academic Affairs and the Provost.

While we have made substantial progress in conducting assessment of student learning in our General Education, the assessment results show that further professional development would be beneficial to our faculty and instructional staff. The assessment results of how well the course and program portfolios met the GEP expectations, based on the FLC feedback, show irregular rates of meeting the GEP expectations for most criteria, going as low as 26% or as high as 100%. It is important to highlight three criteria – Explanation of Alignment, Assessment Results and Interpretation, and Future Plans/ Plans for Improvement – to see how instruction of GEP designated courses needs further professional development. The average scores for all the GEP categories of the submitted course and program portfolios that meet the GEP expectations in these highlighted criteria in 2013-2017 are:
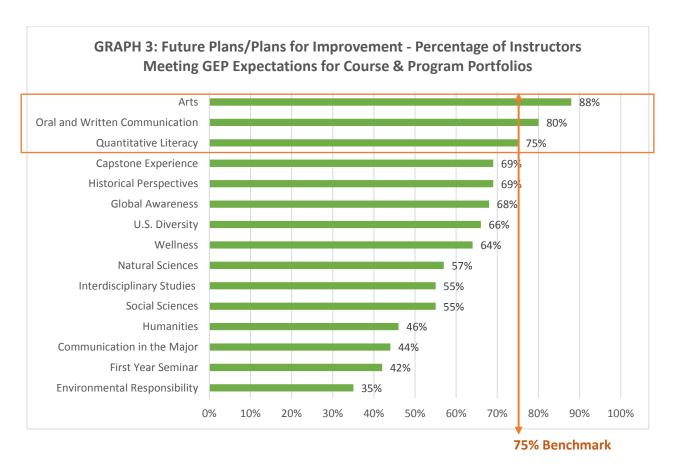
64%   Explanation of Alignment
55%   Assessment Results and Interpretation
61%   Future Plans/ Plans for Improvement

The highlighted criteria represent the most frequent areas of concern indicated in the FLC Feedback Rubrics and Summaries. The explanation of course alignment with the GEP learning outcomes was noted as the most important indicator of how well instruction could meet or not the GEP expectations for student learning in each category. If we apply a 75% benchmark to these criteria, it becomes clear that many GEP categories need further improvement because only two categories meet 75% benchmark for Explanation of Alignment and Assessment Results and three – for Future Plans. The first cycle of the GEP Assessment allows us to set the 75% benchmark because it represents that ¾ of all instructors teaching GEP courses meet GEP expectations. 75% benchmark can therefore serve as a justified target, which will positively affect student learning in the GEP designated courses, in the future.

GRAPH 1: Explanation of Alignment - Percentage of Instructors Meeting GEP Expectations for Course & Program Portfolios

Category	Percentage
First Year Seminar	95%
Natural Sciences	76%
Social Sciences	71%
Oral and Written Communication	70%
Historical Perspectives	69%
Humanities	66%
Interdisciplinary Studies	64%
Global Awareness	64%
Arts	63%
Quantitative Literacy	63%
Capstone Experience	59%
U.S. Diversity	57%
Environmental Responsibility	53%
Communication in the Major	50%
Wellness	36%

75% Benchmark

GRAPH 2: Assessment Results & Interpretations - Percentage of Instructors Meeting GEP Expectations for Course & Program Portfolios

Category	Percentage
Quantitative Literacy	94%
Historical Perspectives	77%
Global Awareness	68%
Interdisciplinary Studies	64%
Wellness	64%
Oral and Written Communication	60%
Natural Sciences	57%
Capstone Experience	52%
Arts	50%
Social Sciences	45%
Communication in the Major	44%
U.S. Diversity	43%
Humanities	43%
Environmental Responsibility	35%
First Year Seminar	26%

75% Benchmark

GRAPH 3: Future Plans/Plans for Improvement - Percentage of Instructors Meeting GEP Expectations for Course & Program Portfolios

Category	Percentage
Arts	88%
Oral and Written Communication	80%
Quantitative Literacy	75%
Capstone Experience	69%
Historical Perspectives	69%
Global Awareness	68%
U.S. Diversity	66%
Wellness	64%
Natural Sciences	57%
Interdisciplinary Studies	55%
Social Sciences	55%
Humanities	46%
Communication in the Major	44%
First Year Seminar	42%
Environmental Responsibility	35%

75% Benchmark
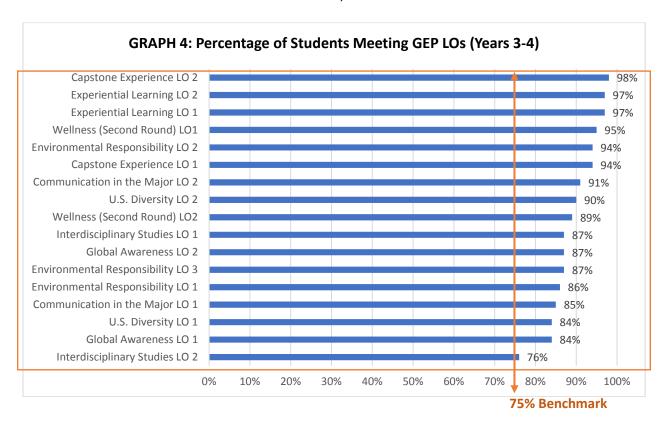
EVIDENCE OF STUDENT LEARNING

Student learning assessment results are available only for Year 3 (2015-2016) and Year 4 (2016-2017) after the reporting templates were modified after Year 2.

The percentages of students meeting GEP learning outcomes in each category of Years 3 and 4 show that students are successfully learning. If we apply a 75% benchmark to each category, all the learning outcomes in Years 3 and 4 are met satisfactorily. See GRAPH 4 below.

The data of student learning is self-reported by the GEP instructors and sheds light on how they measure student performance. It would be beneficial to consider externally-measured data that standardized tests offer. For example, the Collegiate Learning Assessment (CLA) or its extended version, CLA+, presents multiple measurements of student learning:

> "CLA+ measures college students' performance in analysis and problem solving, scientific and quantitative reasoning, critical reading and evaluation, and critiquing an argument, in addition to writing mechanics and effectiveness." (https://cae.org/flagship-assessments-cla-cwra/cla/)

Systematically conducting standardize tests would also advance the second dimension of the UWSP Assessment Plan. For further discuss of this issue, see "General Recommendations."

GRAPH 4: Percentage of Students Meeting GEP LOs (Years 3-4)

Learning Outcome	Percentage
Capstone Experience LO 2	98%
Experiential Learning LO 2	97%
Experiential Learning LO 1	97%
Wellness (Second Round) LO1	95%
Environmental Responsibility LO 2	94%
Capstone Experience LO 1	94%
Communication in the Major LO 2	91%
U.S. Diversity LO 2	90%
Wellness (Second Round) LO2	89%
Interdisciplinary Studies LO 1	87%
Global Awareness LO 2	87%
Environmental Responsibility LO 3	87%
Environmental Responsibility LO 1	86%
Communication in the Major LO 1	85%
U.S. Diversity LO 1	84%
Global Awareness LO 1	84%
Interdisciplinary Studies LO 2	76%

75% Benchmark

GENERAL RECOMMENDATIONS

The Reflection Year (Year 5 of the GEP assessment process) was somewhat sidelined by the higher priorities of the campus restructuring due to the addition of two branch campuses (initial press release of October 11, 2017) and the Point Forward Proposal (March 5, 2018). Several considerations of the GEC 2017 Summer Working Group as well as the GEC's deliberations on how to improve the GEP assessment process were put on hold and were beyond the committee's control. Considering the ongoing external and internal restructuring and based on the quantitative and qualitative feedback provided by the FLC members throughout 2013-2017 as well as noticeable trends evident in the assessment results (See Appendices A-C for more details), here are the overall considerations and recommendations for the General Education Committee.

To assure a successful second cycle of GEP Assessment (2018-2022), which complies with the first dimension of the UWSP Assessment Plan, as it is delineated in Step 6 of the University Handbook (Chapter 7, Section 2-Assessment), the following decisions are vital:

1. Suspension of assessment of Interdisciplinary Majors/Minors/Certificates due to proposed elimination of IS GEP Category

   If the GEP Category of Interdisciplinary Studies is eliminated in the revised structure of our General Education Program – the Pointer Idea, it is recommended that the assessment of the Interdisciplinary Studies Majors/Minors/Certificates falls under the purview of program assessment, to be completed by each program/department individually.

2. Assessment of ALL GEP Learning Outcomes

   Due to a large variance of assessment of GEP LOs as demonstrated in Graph 5 of Appendix C in the first complete cycle of GEP Assessment, it is recommended that the GEC formally states that all the learning outcomes in each GEP category are to be assessed during the scheduled time in the second cycle of GEP Assessment.

3. Assessment of Fall and Spring GEP courses

   During the first complete cycle of GEP assessment, only Fall courses were assessed. It is important to the GEC to determine how to assess all GEP courses in each level to ensure that student learning is satisfactory throughout the academic year.

4. Revision of the status of Faculty Learning Communities

   To ensure that both semesters are assessed by FLC members, it is important to revise how the participation in FLC is conducted. Now it is voluntary and not compensated. Based on the FLC members' feedback as well as the GEC's discussions, this experience is vital for professional development of instructors, teaching GEP courses. It is recommended that service on FLCs be an integral part of the Tenure and Promotion considerations and be counted by the Provost/Deans/Chairs toward merit recognition. It is also recommended that this service be required from the instructors for each GEP category they are teaching in.

5. Continued revision of alternative credentials

   To ensure that all the instructors teaching GEP courses are compliant with the HCL's expectations, it is recommended that the committee continues its discussion of the credential check for GEP instructors.

To enhance our execution of the second dimension of the UWSP Assessment plan, which deals with the institutional-level measurements conducted through periodic standardized tests and surveys administered by the Office of Institutional Research and Effectiveness, the following actions are recommend:

6. Campus investment in at least one standardized test

   After the discontinuation of VSA, our campus does not conduct standardize testing (see Introduction of this report for more details). Although there are many options available on the market today such as ETS or CLA+, the success of our Critical Thinking Initiative as well as the GEC 2018 Summer Working Group's recommendations to infuse critical thinking learning outcomes in the Foundation Level, it is recommended that our campus choses a standardize test that assesses critical thinking.

   Upon the recommendations of the Critical Thinking Program Director (Dôna Warren), the Watson-Glaser™ Critical Thinking Appraisal (https://www.thinkwatson.com/assessments/watson-glaser) can serve as an effective assessment tool to track our students' critical thinking skills as well as provide them with developmental opportunities, which could reinforce the growth mindset that the Pointer Idea aspires to impart to all UWSP students. The Watson-Glaser™ Profile and Development Reports evaluate students' skills and provide ample opportunities for self-reflection on how to strengthen their reasoning and cognitive abilities. Potentially used in advising sessions or as part of student portfolios for a Critical Thinking Certificate, these reports can provide our campus with external measures of achievement of student learning. It is also notable, that this test is frequently conducted by employers during the hiring process. Having our students experience this test while at UWSP can prepare them better for the work force.

7. Bi-annual meetings with the Office of Institutional Research and Effectiveness

   It is recommended that the GEC schedules a meeting per semester with the Office of Institutional Research and Effectiveness to align the data collection efforts that could inform us how satisfied our students feel about their learning experience at UWSP. For instance, it could be determined how many students complete a capstone project or a high-impact practice such as a research project in their major or GEP courses.

To enhance our execution of the third dimension of the UWSP Assessment plan, which deals with the course-based measurements for each of the four GEP overarching outcomes, the following actions are recommended:

8. Articulation of institutional learning outcomes and their alignment with the GEP Overarching LOs

   To better aggregate the assessment results for the four overarching learning outcomes of the GEP, it is recommended that a special GEC working group considers how the LEAP Essential Learning Outcomes (https://www.aacu.org/leap/essential-learning-outcomes) could help our campus to develop our institutional LOs and to meaningfully aggregate data to ensure quality instruction and successful student learning on all three campuses.

CONCLUDING REMARKS

The first complete round of GEP Assessment was successful in revealing satisfactory student learning in all the GEP categories as well as areas of improvement in General Education instruction that need to be addressed in the future.

List of Appendices

Appendix A

2013-2017 GEP Assessment Data at a Glance

Percentage of Portfolios Meeting GEP Expectations per FLC Feedback Rubrics

TABLE 5: 2013-2014 GEP Assessment of Foundation Level

Portfolios that Meet Requirements	Oral and Written Communication	First Year Seminar	Quantitative Literacy	Wellness	
Course Syllabus	100%	100%	100%	67%	
Explanation of Alignment	70%	95%	63%	100%	
Outcomes Measured	80%	95%	94%	100%	
Description of Activities Assessed	90%	89%	94%	100%	
Rubric (Optional)	60%	74%	81%	100%	
Description of the Criteria	80%	47%	75%	100%	
Summarize Assessment Results	60%	26%	94%	0%	
Charts, Graphs, and/or Tables (Optional)	60%	47%	87%	33%	
Results from Other Feedback Mechanisms (Optional)	10%	42%	19%	33%	
Samples of Student Work	90%	89%	94%	100%	
Plans for Improvement	80%	42%	75%	100%	**Total**
Number of portfolios submitted:	12	20	18	4	**54**
Number of students enrolled:	854 (oral) & 529 (written)	495	968	671	**3,517**

TABLE 6: 2014-2015 GEP Assessment of Investigation Level

Portfolios that Meet Requirements	Arts	Humanities	Historical Perspectives	Social Sciences	Natural Sciences	
Course Syllabus	100%	100%	100%	100%	100%	
Explanation of Alignment	63%	66%	69%	71%	76%	
Learning Experiences	50%	77%	62%	68%	86%	
Activities Assessed	81%	80%	100%	79%	95%	
Rubric	75%	83%	69%	84%	57%	
Description of the Criteria	56%	57%	69%	53%	57%	
Assessment Results	50%	43%	77%	45%	57%	
Charts, Graphs, and/or Tables	56%	69%	69%	79%	71%	
Results from Other Feedback Mechanisms (Optional)	31%	17%	23%	8%	5%	
Samples of Student Work	94%	94%	92%	89%	90%	
Future Plans	88%	46%	69%	55%	57%	**Total**
Number of portfolios assessed:	16	35	13	36	21	**121**
Number of students enrolled:	932	1,715	982	3,079	2,779	**9,487**
# of portfolios to be submitted in 2015	*7*	*2*	*0*	*0*	*2*	*11*

TABLE 7: 2015-2016 GEP Assessment of Cultural and Environmental Awareness Level and Wellness (second round)

Portfolios that Meet Requirements	U.S. Diversity	Global Awareness	Environmental Responsibility	Wellness
Explanation of Alignment	57%	64%	53%	36%
Course syllabus	100%	100%	100%	100%
Description of Assessment	62%	91%	59%	91%
Assessment Criteria	53%	64%	35%	82%
Rubrics	62%	86%	76%	73%
Learning Activities	53%	69%	53%	91%
Assessment Results and Interpretation	43%	68%	35%	64%
Charts, graphs, etc.	81%	91%	82%	91%
Optional Feedback Mechanisms Results	10%	41%	35%	18%
Future Plans/ Plans for Improvement	66%	68%	35%	64%
Samples of Student Work	81%	91%	82%	73%

					Total
Number of portfolios assessed:	21	22	17	11	**71**
Number of students assessed:	1,017	936	1,046	1,574	**4,573**

TABLE 8: 2016-2017 GEP Assessment of Integration Level

Portfolios that Meet Requirements	Communication in the Major	Capstone Experience	Interdisciplinary Studies
Explanation of Alignment	50%	59%	64%
Course syllabus	100%	100%	100%
Description of Assessment	75%	83%	64%
Assessment Criteria	53%	69%	64%
Rubrics	88%	90%	100%
Learning Activities	59%	66%	55%
Assessment Results & Interpretation	44%	52%	64%
Charts, graphs, etc.	84%	83%	91%
Optional Feedback Mechanisms Results	28%	24%	36%
Future Plans/ Plans for Improvement	44%	69%	55%
Samples of Student Work	69%	62%	64%
Connecting Findings to the Program/Major	63%	59%	

				Total
Number of portfolios assessed:	32	29	11	**72**
Number of students assessed:	1220	801	448	**2,469**

Appendix B

Detailed Student Learning Assessment Results

TABLE 9: Years 3 & 4 Percentage of Students Meeting GEP Learning Outcomes per GEP Category

LO#	Upon completing this requirement, students will be able to:	# of students assessed	# of portfolios/ surveys assessing the LOs	% meeting the LOs
U.S. Diversity				
LO 1	Describe the various dimensions of diversity and marginalization within the United States.	837	17	**84%**
LO 2	Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.	440	9	**90%**
Global Awareness				
LO 1	Identify and explain various components of a culture that is distinct from those found within the United States.	879	20	**84%**
LO 2	Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.	288	7	**87%**
Environmental Responsibility				
LO 1	Recognize areas of interaction between human society and the natural environment.	567	10	**86%**
LO 2	Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.	499	7	**94%**
LO 3	Evaluate competing scientific claims that inform environmental debates.	362	6	**87%**
Cumulative percentage of students meeting the GEP LOs for the Cultural and Environmental Awareness Level (YEAR 3)		3,872	76	**87%**
Wellness (Second Round/ Not included in Average for Year 3 or Year 4)				
LO 1	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.	1,180	8	**95%**
LO 2	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.	602	5	**89%**
	Communication in the Major			
LO 1	Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.	1188	31	**85%**

|				
LO 2	Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.	159	7	**91%**
	Capstone Experience			
LO 1	Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.	776	27	**94%**
LO 2	Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.	320	13	**98%**
	Interdisciplinary Studies			
LO 1	Identify an issue or question related to the interdisciplinary course(s) and describe what each discipline contributes to an understanding of that issue.	401	10	**87%**
LO 2	Explain the benefits of being able to combine these contributions.	250	6	**76%**
	Experiential Learning			
LO 1	Complete an approved experiential learning project.	639	50	**97%**
LO 2	Reflect on the experiential learning project in order to gain further understanding of their university education, and an enhanced sense of one's personal responsibility as a member of a larger community.	639	50	**97%**
Cumulative percentage of students meeting the GEP LOs for the Integration Level (YEAR 4)		4,372	194	**91%**
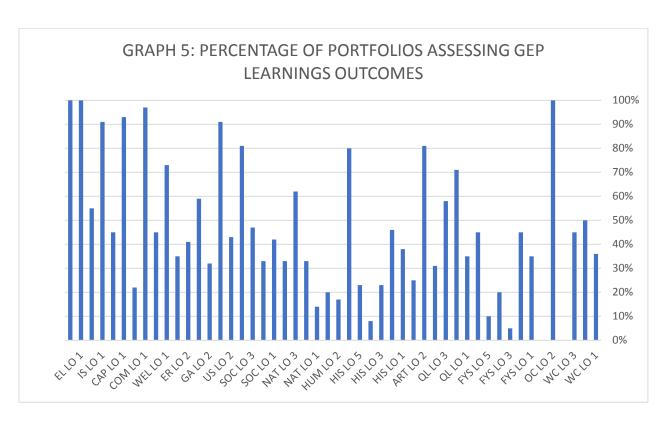
Appendix C

TABLE 10: Percentages of Portfolios Assessing GEP Learning Outcomes in Each Categories in 2013-2017

	Written Communication	
LO 1	Identify basic components and elements that shape successful writing such as topic, purpose, genre, and audience.	36%
LO 2	Compose an articulate, grammatically correct, and organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.	50%
LO 3	Critique their own and others' writing to provide effective and useful feedback to improve their communication.	45%
	Oral Communication	
LO 1	Identify basic components and elements that shape successful oral presentation such as topic, purpose, genre, composure, and audience.	0%
LO 2	Compose and deliver an articulate, grammatically correct and organized oral presentation using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.	100%
LO 3	Critique their own and others' speaking to provide effective and useful feedback to improve their communication.	0%
	First-Year Seminar	
LO 1	Describe the importance of a liberal education and the ways in which academic study is structured at UWSP.	35%
LO 2	Describe the importance of critical thinking and information literacy and apply the associated skills.	45%
LO 3	Identify and apply appropriate note-taking, test taking, and time-management strategies to their academic studies.	5%
LO 4	Describe the importance of co-curricular involvement and how it enhances their academic study at UWSP.	20%
LO 5	Identify and utilize UWSP programs, resources, and services that will support their academic studies and co-curricular involvement.	10%
LO 6	Develop a plan that demonstrates their responsibility for their own education, specifically how it relates to their interests, abilities, career choices, and personal development.	45%
	Quantitative Literacy	
LO 1	Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format.	35%
LO 2	Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications.	71%
LO 3	Construct a conclusion using quantitative justification.	58%
	Wellness	
LO 1	Identify the seven dimensions of wellness.	67%
LO 2	Recognize the interaction between each dimension of wellness and their overall impact on personal, national, and global health and well-being.	67%
LO 3	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.	67%
	Arts	
LO 1	Identify aesthetic, cultural, and historical dimensions of artistic traditions and techniques.	31%
LO 2	Demonstrate an understanding of creative expression by critiquing, creating, or collaborating on a specific work of art.	81%

LO 3	Express their own understanding and interpretations of works of art critically and imaginatively.	25%

Historical Perspectives		
LO 1	Describe events from past cultures, societies, or civilizations.	38%
LO 2	Recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past.	46%
LO 3	Identify the role of human agency in shaping events and historical change.	23%
LO 4	Explain historical causality.	8%
LO 5	Evaluate competing historical claims that frequently inform the present.	23%
Humanities		
LO 1	Demonstrate an ability to read carefully, speak clearly, think critically, or write persuasively about cultures and cultural works/artifacts (including texts, images, performances, and technologies, as well as other expressions of the human condition).	80%
LO 2	Identify and analyze how beliefs, values, languages, theories, or laws shape cultures and cultural works/artifacts.	17%
LO 3	Engage a variety of ideas and worldviews critically by formulating reflective and informed moral, ethical, or aesthetic evaluations of cultures and cultural works/artifacts.	20%
Natural Sciences		
LO 1	Identify the basic taxonomy and principles of the scientific method as it pertains to the natural, physical world.	14%
LO 2	Infer relationships, make predictions and solve problems based on an analysis of evidence or scientific information.	33%
LO 3	Apply scientific concepts, quantitative techniques and methods to solving problems and making decisions.	62%
LO 4	Describe the relevance of some aspect of the natural sciences to their lives and society.	33%
Social Sciences		
LO 1	Define the major concepts and methods used by social scientists to investigate, to analyze, or to predict human or group behavior.	42%
LO 2	Explain the major principles, models, and issues under investigation by the social sciences.	33%
LO 3	Examine how the individual or groups of individuals are influenced by social, cultural, or political institutions both in their own culture and in other cultures.	47%
U.S. Diversity		
LO 1	Describe the various dimensions of diversity and marginalization within the United States.	81%
LO 2	Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.	43%
Global Awareness		
LO 1	Identify and explain various components of a culture that is distinct from those found within the United States.	91%
LO 2	Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world.	32%
Environmental Responsibility		
LO 1	Recognize areas of interaction between human society and the natural environment.	59%
LO 2	Identify the individual, social, cultural, and ecological factors that influence environmental sustainability.	41%
LO 3	Evaluate competing scientific claims that inform environmental debates.	35%
Wellness (Second Round)		
LO 1	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.	73%
LO 2	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.	45%

Communication in the Major		
LO 1	Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience.	97%
LO 2	Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication.	22%
Capstone Experience		
LO 1	Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline.	93%
LO 2	Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond.	45%
Interdisciplinary Studies		
LO 1	Identify an issue or question related to the interdisciplinary course(s) and describe what each discipline contributes to an understanding of that issue.	91%
LO 2	Explain the benefits of being able to combine these contributions.	55%
Experiential Learning		
LO 1	Complete an approved experiential learning project.	100%
LO 2	Reflect on the experiential learning project to gain further understanding of their university education, and an enhanced sense of one's personal responsibility as a member of a larger community.	100%

GRAPH 5: PERCENTAGE OF PORTFOLIOS ASSESSING GEP LEARNINGS OUTCOMES

Appendix D

Revised GEP Learning Outcomes for USD, GA, ER and COMM Categories

Following the Year 3 GEP Assessment Report General Recommendations, the Cultural and Environmental Awareness Level learning outcomes were revised by GEC and accepted by the Common Council:

U.S. Diversity:

> 1. Describe how people and institutions in the United States have constructed identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
>
> 2. Explain how individuals or groups in the U.S. have responded to the experience of discrimination and inequality.
>
> 3. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.
>
> (GEC 11/17/2017; Common Council 12/6/2017, Resolution 2017-2018-083)

Global Awareness:

1. Identify the key components found within one or more cultures that are distinct from those found in predominately English-speaking cultures.
2. Analyze key forces or processes that contribute to global interconnectedness, and their implications.
3. Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

> (GEC 11/17/2017; Common Council 11/1/2017, Resolution 2017-2018-061)

Environmental Responsibility:

1. Identify interactions between human society and the natural environment.
2. Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability.
3. Evaluate competing claims that inform environmental debates.

> (GEC 11/17/2017; Common Council 11/1/2017, Resolution 2017-2018-061)

Following the Year 4 GEP Assessment Report General Recommendations, the Cultural and Environmental Awareness Level learning outcomes were revised by GEC and accepted by the Common Council:

Communication in the Major:

1. Produce well-delivered and organized presentations or other forms of oral communication with properly documented and supported ideas and evidence suitable to the topic, purpose, and audience, according to discipline-specific standards.
2. Create grammatically correct and organized written texts produced through a process of revision and peer critique, with properly documented and supported ideas and evidence suitable to the topic, purpose, and audience, according to discipline-specific standards of written communication.

> (GEC Working Group on Communication in the Major 2/26/2018, GEC 04/06/2018;
> Common Council 4/18/2018, Resolution 2017-2018-107)

Appendix E

New Proposed University Learning Outcomes

Last revised on December 14, 2017

PROCEDURES FOR PROPOSING NEW OR REVISED UNIVERSITY HANDBOOK POLICY

All University Handbook policies, new or revised, must be prepared and submitted in the format shown below using this template.

*When proposing revision to existing University Handbook text, please go to the University Handbook for the current existing text (https://catalog.uwsp.edu/index.php?catoid=10. The existing text should be used as the foundation for revision with underlining to designate proposed new text and strike out for proposed deletion. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

The completed proposal should be forwarded as an electronic MS Word document to the appropriate committee chair. *Please note*, committee chairs set the agenda for their meetings; those submitting proposals will be notified when the proposal will be considered.

☒ **New Policy** – complete items 1, 2, 4 and 5.   ☐ **Revised Policy** – complete items 1-5.

1.	Proposed or existing location in the University Handbook (i.e., Chapter, Section):	Chapter1, Section 2 - University of Wisconsin-Stevens Point: General Information, right after "Mission Statements"

2.	Please indicate who has authority to approve changes to this portion of the University Handbook:	Common Council, Chancellor

Existing University Handbook text is available at https://catalog.uwsp.edu/index.php?catoid=10. When proposing revision, use *existing* text and underline to designate proposed new text and ~~strike out~~ for proposed deletions. To avoid confusion, please make sure to remove hyperlink underlining prior to beginning proposed revisions.

3.	Existing University Handbook text:	

4.	Proposed new/revised* University Handbook text:	UW-Stevens Point University Learning Outcomes Each of the undergraduate major areas of study offered at UW-Stevens Point has explicit expectations for student learning, which differ from major to major. All undergraduate students at UW-Stevens Point share a series of university learning outcomes,

		encompassing all aspects of university life from academic programs to co-curricular activities and campus life.
		Upon completion of undergraduate studies at UW-Stevens Point and with a diligent effort on their part, students will be able to: I. Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing society. II. Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced. III. Examine responsible global citizenship by analyzing the roles that individuals and groups play in creating social equity and environmental sustainability. IV. Integrate knowledge, methods, and practices in a chosen field of study to expand knowledge or address real-world challenges and opportunities. V. Apply knowledge and skills, working in cross-disciplinary ways to explore issues and solve problems.

5.	Effective date of policy, if different than upon the chancellor's signature:	Effective upon Chancellor's signature

Appendix F

Name: _____   Date: _____   Score: _____

Rubric: UWSP GEP Oral Communication Common Rubric [LO1]	0% **Beginning** *Not meeting GEP expectations*	70% **Developing** *Not meeting GEP expectations*	80% **Proficient** *Meeting GEP expectations*	100% **Exemplary** *Meeting GEP expectations*
16.50pts **Organization**	0pts Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.	11.55pts Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	13.20pts Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	16.50pts Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.
16.70pts **Language**	0pts Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.	11.69pts Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	13.36pts Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	16.70pts Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.
16.70pts **Delivery**	0pts Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understand ability of the presentation, and speaker appears uncomfortable.	11.69pts Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	13.36pts Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	16.70pts Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.
16.70pts **Use of Technology**	0pts The choice of communication technologies, or their lack, does not serve well the purpose of the presentation.	11.69pts The choice of communication technologies may be improved for the purpose of the presentation.	13.36pts Uses appropriate communication technologies for the purpose of the presentation.	16.70pts Skillfully uses appropriate communication technologies to enhance the presentation and serve its purpose suitably.

Name: Date: Score:

Rubric: UWSP GEP Oral Communication Common Rubric [LO1]	0% **Beginning** *Not meeting GEP expectations*	70% **Developing** *Not meeting GEP expectations*	80% **Proficient** *Meeting GEP expectations*	100% **Exemplary** *Meeting GEP expectations*
16.70pts **Supporting Material**	0pts Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/ authority on the topic.	11.69pts Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/ authority on the topic.	13.36pts Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/ authority on the topic.	16.70pts A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/ authority on the topic.
16.70pts **Central Message**	0pts Central message can be deduced, but is not explicitly stated in the presentation.	11.69pts Central message is basically understandable but is not often repeated and is not memorable.	13.36pts Central message is clear and consistent with the supporting material.	16.70pts Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)

General Comments:

Name: Date: Score:

Rubric: UWSP GEP Oral Communication Critique Common Rubric [LO2]	**33%** **Beginning** *Not meeting GEP expectations*	**70%** **Developing** *Not meeting GEP expectations*	**80%** **Proficient** *Meeting GEP expectations*	**100%** **Exemplary** *Exceeding GEP expectations*
100pts **Feedback** *Apply one's understanding of elements that shape successful oral communication to critique one's own or others' work through effective and useful feedback.*	33pts Demonstrates little understanding of elements that shape successful oral communication by providing minimal feedback that is not constructive.	70pts Demonstrates an emerging understanding of elements that shape successful oral communication by providing some constructive feedback, though lacking in detail or insight.	80pts Demonstrates understanding of elements that shape successful oral communication by providing a meaningful feedback.	100pts Demonstrates refined understanding of elements that shape successful oral communication by providing a thorough and thoughtful feedback.

General Comments:

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Name: _____   Date: _____   Score: _____

Rubric: UWSP GEP Written Communication Common Rubric [LO1]	65% **Beginning** *Not meeting GEP expectations*	70% **Developing** *Not meeting GEP expectations*	80% **Proficient** *Meeting GEP expectations*	100% **Exemplary** *Meeting GEP expectations*
20pts **Context of and Purpose for Writing** *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	13pts Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	14pts Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	16pts Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	20pts Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
20pts **Content Development** *Uses content to illustrate the subject, formulate ideas, and convey understanding of the text.*	13pts Uses appropriate and relevant content to develop simple ideas in some parts of the work.	14pts Uses appropriate and relevant content to develop and explore ideas through most of the work.	16pts Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	20pts Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
20pts **Genre and Disciplinary Conventions** *Follows formal and informal rules inherent in the expectations for writing in the target language.*	13pts Attempts to use a consistent system for basic organization and presentation.	14pts Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	16pts Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	20pts Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.
20pts **Sources and Evidence** *Uses textual evidence (or other sources) to develop ideas that are appropriate for the target language and genre of the writing task.*	13pts Demonstrates an attempt to use sources to support ideas in the writing.	14pts Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	16pts Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	20pts Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing
20pts **Control of Syntax and Mechanics** *Demonstrates control of vocabulary, grammar, and syntax of the target language.*	13pts Uses language that sometimes impedes meaning because of errors in usage.	14pts Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	16pts Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	20pts Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

General Comments:

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Name: Date: Score:

Rubric: UWSP GEP Written Communication Critique Common Rubric [LO2]	**65%** **Beginning** *Not meeting GEP expectations*	**70%** **Developing** *Not meeting GEP expectations*	**80%** **Proficient** *Meeting GEP expectations*	**100%** **Exemplary** *Exceeding GEP expectations*
100pts **Feedback** *Apply one's understanding of elements that shape successful written communication to critique one's own or others' work through effective and useful feedback.*	65pts Demonstrates little understanding of elements that shape successful written communication by providing minimal feedback that is not constructive.	70pts Demonstrates an emerging understanding of elements that shape successful written communication by providing some constructive feedback, though lacking in detail or insight.	80pts Demonstrates understanding of elements that shape successful written communication by providing a meaningful feedback.	100pts Demonstrates refined understanding of elements that shape successful written communication by providing a thorough and thoughtful feedback.

General Comments:

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Name: _____ Date: _____

| Rubric: UWSP GEP Quantitative Literacy Common Rubric	Remedial *Not meeting GEP Expectations*	Beginning *Not meeting GEP Expectations*	Developing *Not meeting GEP Expectations*	Proficient *Meeting GEP Expectations*	Exemplary *Meeting GEP Expectations*
Data *Selecting or generating data needed to solve the problem. [LO1 - Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format.]*	No data is explicitly shown.	Some charts, graphs or other data are generated.	Data generated relates to the problem statement.	Data generated is focused and significant to the solution.	Strong evidence is provided and highlighted through data.
Problem & Strategy *Understanding the problem and selecting an appropriate solution strategy. [LO2 - Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications.]*	Misunderstanding of the problem and inappropriate strategy selected.	Part of the problem misunderstood or misinterpreted or selected strategy is not appropriate.	Problem understood and a strategy selected that leads to a solution.	Correctly implements solution strategy that leads to a correct solution.	The strategy selected is efficient and may come from a variety of strategies examined.
Solution *Communicating and justifying an answer in terms of the data in the problem and using appropriate mathematical language (terms and symbolism). [LO3 - Construct a conclusion using quantitative justification.]*	No justification is provided.	Some justification is provided through data or written words but it is incomplete or difficult to follow.	Written justification follows from data provided/ generated; it also describes strategy and thinking.	Argument is convincing and follows a logical progression with appropriate mathematical terminology.	Uses specific data to evaluate the reasonableness of the answer and uses mathematical terminology and symbolism effectively.

General Comments:

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Name: _____   # Date: _____
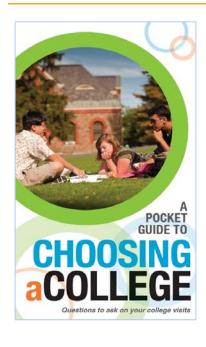
Rubric: UWSP GEP Wellness Common Rubric	Beginning *Not meeting GEP expectations*	Developing *Not meeting GEP expectations*	Proficient *Meeting GEP expectations*	Exemplary *Meeting GEP expectations*
Wellness Self-Assessment *Assessing one's own wellness in each of the seven dimensions of wellness. [LO1]*	Incorporates a few dimensions of wellness in their self-assessment.	Incorporates several dimensions of wellness in their self-assessment, lacking in depth or/and insight.	Explicitly incorporates all seven dimensions of wellness in their self-assessment.	Explicitly and effectively incorporates all seven dimensions of wellness in their self-assessment.
Wellness Impact *Explaining how the dimensions of wellness and the interactions among them impact one's overall personal health and well-being. [LO1]*	Little explanation of what changes and/or growth in wellness are based on connections to personal experiences and learning.	Explanation begins to demonstrate what changes and/or growth in wellness are based on connections to personal experiences and learning.	Explanation adequately demonstrates what changes and/or growth in wellness are based on some connections to personal experiences and learning.	Explanation demonstrates in detail and thoughtfully what changes and/or growth in wellness are based on connections to personal experiences and learning.
Wellness Individual Plan *Developing an individual plan for healthy living that demonstrates an understanding of the principles of wellness. [LO2]*	Plan demonstrates little understanding of the processes for making behavioral changes to cultivate new habits (plan, implement, and reflect). Few components are addressed.	Plan demonstrates adequate understanding of the processes for making behavioral changes to cultivate new habits (plan, implement, and reflect). Some of the components are addressed with examples.	Plan demonstrates understanding of the processes for making behavioral changes to cultivate new habits (plan, implement, and reflect). Most of the components are addressed in detail with examples.	Plan demonstrates in-depth understanding of the processes for making behavioral changes to cultivate new habits (plan, implement, and reflect). All components are addressed in detail and numerous examples are provided.

General Comments:

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A Pocket Guide to Choosing a College: NSSE 2017 Answers from Students
Using the Report

To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College.* This helpful brochure gives prospective students and their families key questions to ask during their campus visits, allowing them to actively consider student engagement during the college choice process.

Student responses to selected questions from the NSSE pocket guide are presented in a new report entitled *A Pocket Guide to Choosing a College: NSSE 2017 Answers from Students,* part of your NSSE *Institutional Report 2017.*

Who can use this report?

A Pocket Guide to Choosing a College: NSSE 2017 Answers from Students is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

How can an institution customize and distribute results?

A Pocket Guide to Choosing a College: NSSE 2017 Answers from Students is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2017* on their websites.

How can I get a copy of this report for my institution?

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.

How can I get copies of the NSSE pocket guide?

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias,* is also available.

The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE website for institutions to include in their recruitment, college fair, and campus tour materials.

nsse.indiana.edu/html/pocket_guide.cfm

If you have questions about these resources, contact the NSSE Institute at **nsse@indiana.edu** or toll-free at 866-435-6773.

A Pocket Guide to Choosing a College:
NSSE 2017 Answers from Students
University of Wisconsin-Stevens Point

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits.

The following responses were provided by 884 UW-Stevens Point students on the 2017 survey.
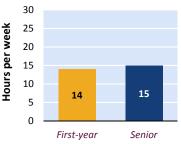
A Pocket Guide to Choosing a College is available at **nsse.indiana.edu/html/ pocket_guide.cfm**

Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 14 hours per week preparing for class while seniors spent an average of 15 hours per week.

Do courses challenge students to do their best?[a]

43% of FY students reported that their courses "highly" challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 38 pages of writing and seniors estimated an average of 55 pages.

How much reading is expected?

FY students estimated they spent an average of 6 hours per week on assigned reading, and seniors read 7 hours per week.

How often do students make course presentations?[b]

35% of FY students and 65% of seniors "frequently" gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?[b]

44% of FY students "frequently" included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?[b]

37% of FY students "frequently" used numerical information to examine a real-world problem or issue; 53% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?[c]

47% of FY students rated the quality of their interactions with faculty as "high."

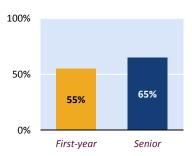### How often do students talk with faculty members or advisors about their career plans?[b]

39% of FY and 52% of seniors "frequently" discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

84% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?[d]

55% of FY students and 65% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.

How often do students talk with faculty members outside class about what they are learning?[b]

23% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.
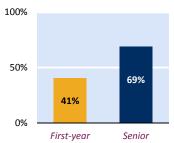
How many students work on research projects with faculty?

2% of FY students and 25% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on class projects and assignments?[b]

41% of FY students and 69% of seniors "frequently" worked with their peers on course projects and assignments.

Chart:
- First-year: 41%
- Senior: 69%

(Y-axis: 0%, 50%, 100%)

Do students help each other learn?[b]

67% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams?[b]

39% of FY students "frequently" prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?[b]

Among FY students, 69% "frequently" had discussions with people with different political views, 66% "frequently" had discussions with people from a different economic background, and 56% "frequently" had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?[d]

76% of FY students said the institution "substantially" emphasized the use of learning support services.

How do students rate their interactions with academic advisors?[c]

56% of FY students and 60% of seniors gave the quality of their interactions with academic advisors a "high"

How well do students get along with each other?[c]

43% of FY students gave the quality of their interactions with their peers a "high" rating.

How satisfied are students with their educational experience?

85% of FY and 88% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 9% of students participated in a learning community. By spring of their senior year, 54% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?
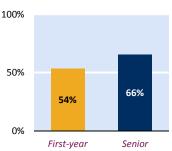
By their senior year, 21% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 55% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?[e]

54% of FY students and 66% of seniors said "at least some" of their courses included a community-based service-learning project.

Chart:
- First-year: 54%
- Senior: 66%

(Y-axis: 0%, 50%, 100%)

Notes

a. "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
b. "Frequently" is "Often" or "Very often."
c. A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
d. "Substantially" is "Quite a bit" or "Very much."
e. "At least some" is defined by combining responses of "Some," "Most,' and "All."

NSSE 2017 Snapshot

national survey of student engagement

University of Wisconsin-Stevens Point

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

> **Comparison Group**
> The comparison group featured in this report is
> **UW Institutions**
> See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2017 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Your students compared with UW Institutions

Theme	Engagement Indicator	First-year	Senior
Academic Challenge	**Higher-Order Learning**	--	--
	Reflective & Integrative Learning	--	△
	Learning Strategies	--	--
	Quantitative Reasoning	--	△
Learning with Peers	**Collaborative Learning**	▽	△
	Discussions with Diverse Others	--	--
Experiences with Faculty	**Student-Faculty Interaction**	--	△
	Effective Teaching Practices	--	△
Campus Environment	**Quality of Interactions**	--	△
	Supportive Environment	--	△

High-Impact Practices
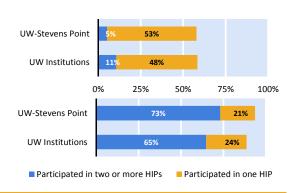
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Learning Community, Service-Learning, and Research w/Faculty

Senior

Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

First-year

UW-Stevens Point	5%	53%
UW Institutions	11%	48%

(scale: 0% 25% 50% 75% 100%)

Senior

UW-Stevens Point	73%	21%
UW Institutions	65%	24%

■ Participated in two or more HIPs   ■ Participated in one HIP
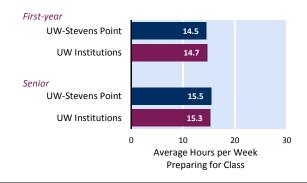
Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons,* the *Major Field Report,* the *Online Institutional Report,* or the Report Builder—Institution Version.

Time Spent Preparing for Class
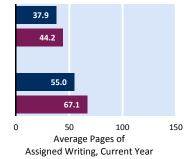
This figure reports the average weekly class preparation time for your students compared to students in your comparison group.

First-year
UW-Stevens Point: 14.5
UW Institutions: 14.7

Senior
UW-Stevens Point: 15.5
UW Institutions: 15.3

Average Hours per Week Preparing for Class

Reading and Writing

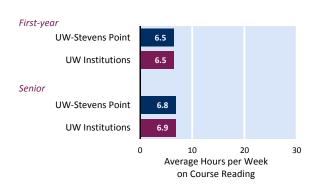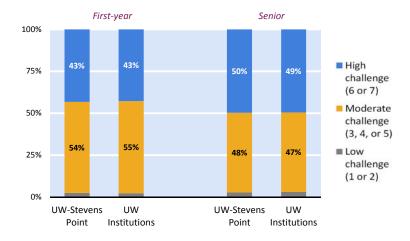These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.

First-year
UW-Stevens Point: 6.5
UW Institutions: 6.5

Senior
UW-Stevens Point: 6.8
UW Institutions: 6.9

Average Hours per Week on Course Reading

First-year
UW-Stevens Point: 37.9
UW Institutions: 44.2

Senior
UW-Stevens Point: 55.0
UW Institutions: 67.1

Average Pages of Assigned Writing, Current Year
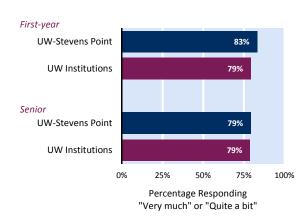
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."

First-year
UW-Stevens Point: High challenge (6 or 7) 43%, Moderate challenge (3, 4, or 5) 54%
UW Institutions: High challenge (6 or 7) 43%, Moderate challenge (3, 4, or 5) 55%

Senior
UW-Stevens Point: High challenge (6 or 7) 50%, Moderate challenge (3, 4, or 5) 48%
UW Institutions: High challenge (6 or 7) 49%, Moderate challenge (3, 4, or 5) 47%

- High challenge (6 or 7)
- Moderate challenge (3, 4, or 5)
- Low challenge (1 or 2)

Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

First-year
UW-Stevens Point: 83%
UW Institutions: 79%

Senior
UW-Stevens Point: 79%
UW Institutions: 79%

Percentage Responding "Very much" or "Quite a bit"

Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions[a] on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to UW Institutions

	Item #	
Quality of interactions with academic advisors[d] (QI)	13b.	+8
Examined the strengths and weaknesses of your own views on a topic or issue[b] (RI)	2d.	+7
Instructors used examples or illustrations to explain difficult points[c] (ET)	5c.	+7
Instructors clearly explained course goals and requirements[c] (ET)	5a.	+6
Tried to better understand someone else's views by imagining...his or her perspective [b] (RI)	2e.	+6

Lowest Performing Relative to UW Institutions
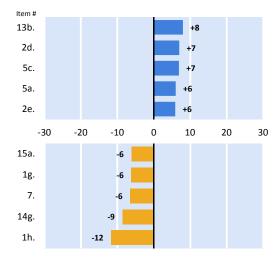
	Item #	
Spent more than 15 hours per week preparing for class	15a.	-6
Prepared for exams by discussing or working through course material w/other students[b] (CL)	1g.	-6
Assigned more than 50 pages of writing[g]	7.	-6
Institution emphasis on helping you manage your non-academic responsibilities (...)[c] (SE)	14g.	-9
Worked with other students on course projects or assignments[b] (CL)	1h.	-12

Percentage Point Difference with UW Institutions

Senior

Highest Performing Relative to UW Institutions

	Item #	
Institution emphasis on using learning support services (...)[c] (SE)	14c.	+13
Quality of interactions with academic advisors[d] (QI)	13b.	+11
Worked with a faculty member on activities other than coursework (...)[b] (SF)	3b.	+11
Institution emphasis on attending campus activities and events (...)[c] (SE)	14h.	+11
Institution emphasis on providing support to help students succeed academically[c] (SE)	14b.	+10

Lowest Performing Relative to UW Institutions
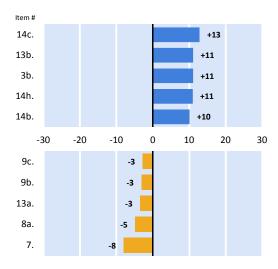
	Item #	
Summarized what you learned in class or from course materials[b] (LS)	9c.	-3
Reviewed your notes after class[b] (LS)	9b.	-3
Quality of interactions with students[d] (QI)	13a.	-3
Discussions with... People of a race or ethnicity other than your own[b] (DD)	8a.	-5
Assigned more than 50 pages of writing[g]	7.	-8

Percentage Point Difference with UW Institutions

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported
   on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning,
   CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive
   Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
b. Combination of students responding "Very often" or "Often."
c. Combination of students responding "Very much" or "Quite a bit."
d. Rated at least 6 on a 7-point scale.
e. Percentage reporting at least "Some."
f. Estimate based on the reported amount of course preparation time spent on assigned reading.

NSSE 2017 Snapshot

University of Wisconsin-Stevens Point

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.
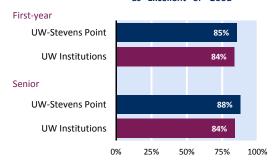
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	82%
Working effectively with others	77%
Acquiring job- or work-related knowledge and skills	73%
Writing clearly and effectively	71%
Speaking clearly and effectively	69%
Solving complex real-world problems	65%
Analyzing numerical and statistical information	61%
Developing or clarifying a personal code of values and ethics	60%
Being an informed and active citizen	59%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	56%
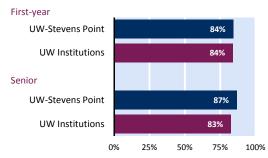
Satisfaction with UW-Stevens Point

Students rated their overall experience at the institution, and whether or not they would choose it again.

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year
- UW-Stevens Point: 85%
- UW Institutions: 84%

Senior
- UW-Stevens Point: 88%
- UW Institutions: 84%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year
- UW-Stevens Point: 84%
- UW Institutions: 84%

Senior
- UW-Stevens Point: 87%
- UW Institutions: 83%

Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	247	17%	68%	96%
Senior	637	24%	64%	95%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question sets:

First-Year Experiences and Senior Transitions

University of Wisconsin Comprehensives

See your *Topical Module* and *Consortium* reports for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: **nsse.indiana.edu**

IPEDS: 240480

2017-2018 GEP Assessment Report – Year 5 – Reflection Year

NSSE 2017

High-Impact Practices

University of Wisconsin-Stevens Point

IPEDS: 240480

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

High-Impact Practices in NSSE

Service-Learning
Courses that included a community-based project

Learning Community
Formal program where groups of students take two or more classes together

Research with Faculty
Work with a faculty member on a research project

Internship or Field Experience
Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Culminating Senior Experience
Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP

Overall HIP Participation

Displays the percentage of students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your students relative to those at comparison group institutions, with tests of significance and effect sizes.

Response Detail (pp. 4-5)

Provides complete response frequencies for the relevant HIP questions for your students and those at your comparison group institutions. First-year results include a summary of their expectations for future HIP participation.

Participation by Student Characteristics (p. 6)   Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 6 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

National Survey of Student Engagement (2007). Experiences that matter: Enhancing student learning and success—Annual Report 2007. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015, May). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.
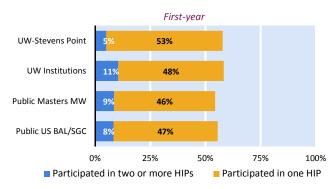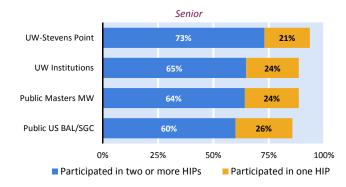
2017-2018 GEP Assessment Report – Year 5 – Reflection Year

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-year

	Participated in two or more HIPs	Participated in one HIP
UW-Stevens Point	5%	53%
UW Institutions	11%	48%
Public Masters MW	9%	46%
Public US BAL/SGC	8%	47%

Senior

	Participated in two or more HIPs	Participated in one HIP
UW-Stevens Point	73%	21%
UW Institutions	65%	24%
Public Masters MW	64%	24%
Public US BAL/SGC	60%	26%

Statistical Comparisons

The table below displays the percentage of your students who participated in a given High-Impact Practice, including the percentage who participated overall (at least one, two or more). It also graphs the difference, in percentage points, between your students and those of your comparison groups. Blue bars indicate how much higher your institution's percentage is compared to the comparison group. Dark red bars indicate how much lower your institution's percentage is compared to the comparison group. (Comparison group percentages appear on the following pages.)

Your students' participation compared with:

	UW-Stevens Point Point	UW Institutions			Public Masters MW			Public US BAL/SGC		
First-year	%	Difference[a]		ES[b]	Difference[a]		ES[b]	Difference[a]		ES[b]
12. **Service-Learning**	54	+1		.02	+5		.09	+2		.05
11c. **Learning Community**	9	-5	*	-.17	-3		-.09	-1		-.04
11e. **Research with Faculty**	2	-2		-.14	-2		-.14	-3		-.17
Participated in at least one	58	-1		-.01	+3		.07	+2		.05
Participated in two or more	5	-5	*	-.20	-4		-.14	-3		-.13
Senior										
12. **Service-Learning**	66	+2		.05	-0		.00	-0		.00
11c. **Learning Community**	28	+6	**	.15	+3		.08	+5	*	.11
11e. **Research with Faculty**	25	+3		.07	+2		.04	+3		.06
11a. **Internship or Field Exp.**	55	+2		.04	+5	*	.11	+10	***	.19
11d. **Study Abroad**	21	+4	*	.10	+7	***	.18	+11	***	.32
11f. **Culminating Senior Exp.**	54	+10	***	.20	+7	**	.13	+9	***	.19
Participated in at least one	94	+5	***	.18	+5	***	.18	+8	***	.26
Participated in two or more	73	+8	***	.18	+9	***	.19	+13	***	.28

a. Percentage point differences (institution – comp. group) rounded to whole numbers. Values less than one may not display a bar and may be shown as +0 or -0.

b. Cohen's *h* (standardized difference between two proportions). Effect sizes indicate the practical importance of observed differences. For service-learning, internships, study abroad, and culminating senior experiences, an ES of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an ES of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

*p < .05, **p < .01, ***p < .001 (z-test comparing participation rates).

Note: Participation includes the percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).
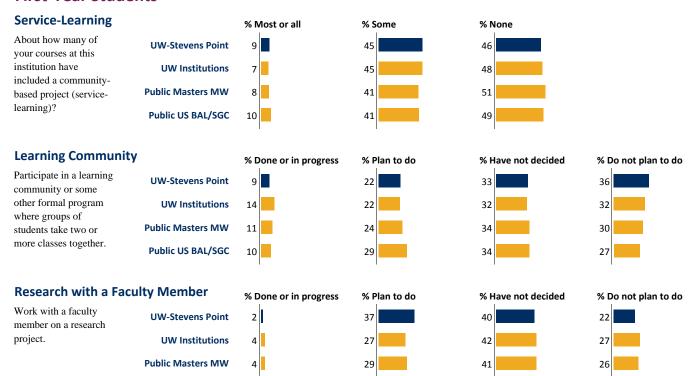
First-Year Students

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

	% Most or all	% Some	% None
UW-Stevens Point	9	45	46
UW Institutions	7	45	48
Public Masters MW	8	41	51
Public US BAL/SGC	10	41	49

Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
UW-Stevens Point	9	22	33	36
UW Institutions	14	22	32	32
Public Masters MW	11	24	34	30
Public US BAL/SGC	10	29	34	27

Research with a Faculty Member

Work with a faculty member on a research project.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
UW-Stevens Point	2	37	40	22
UW Institutions	4	27	42	27
Public Masters MW	4	29	41	26
Public US BAL/SGC	5	29	39	27

Plans to Participate[a]

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.
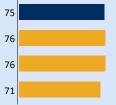
Percentage responding "Plan to do"
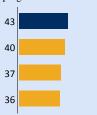
Internship or Field Experience
Participate in an internship, co-op, field experience, student teaching, or clinical placement.
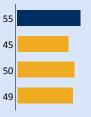
Study Abroad
Participate in a study abroad program.

Culminating Senior Experience
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

	Internship or Field Experience	Study Abroad	Culminating Senior Experience
UW-Stevens Point	75	43	55
UW Institutions	76	40	45
Public Masters MW	76	37	50
Public US BAL/SGC	71	36	49

a. Refer to your *Frequencies and Statistical Comparisons* for details on the other response options.

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Seniors

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

	% Most or all	% Some	% None
UW-Stevens Point	9	56	34
UW Institutions	10	54	37
Public Masters MW	14	51	34
Public US BAL/SGC	15	51	34

Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
UW-Stevens Point	28	8	10	55
UW Institutions	22	7	11	60
Public Masters MW	25	8	12	55
Public US BAL/SGC	24	11	15	50

Research with a Faculty Member

Work with a faculty member on a research project.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
UW-Stevens Point	25	12	15	49
UW Institutions	22	9	13	56
Public Masters MW	23	10	12	54
Public US BAL/SGC	22	12	17	49

Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
UW-Stevens Point	55	32	5	8
UW Institutions	53	24	7	16
Public Masters MW	50	25	7	18
Public US BAL/SGC	46	27	11	17

Study Abroad

Participate in a study abroad program.

	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
UW-Stevens Point	21	5	8	66
UW Institutions	17	6	10	67
Public Masters MW	14	6	10	70
Public US BAL/SGC	9	8	14	69

Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

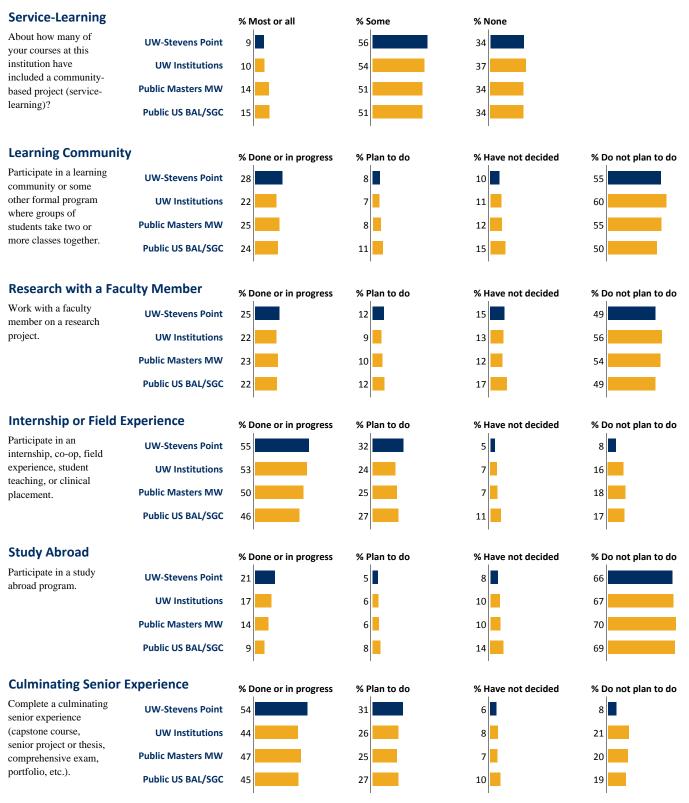|	% Done or in progress	% Plan to do	% Have not decided	% Do not plan to do
UW-Stevens Point	54	31	6	8
UW Institutions	44	26	8	21
Public Masters MW	47	25	7	20
Public US BAL/SGC	45	27	10	19

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

NSSE 2017 High-Impact Practices
Participation by Student Characteristics
University of Wisconsin-Stevens Point

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Service-Learning	Learning Community	Research with Faculty	Service-Learning	Learning Community	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex[a]	%	%	%	%	%	%	%	%	%
Female	59	10	2	67	29	23	53	23	53
Male	47	7	2	64	27	27	59	18	55
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	57	29	7	33	7	43
Black or African American	—	—	—	—	—	—	—	—	—
Hispanic or Latino	—	—	—	56	24	29	53	18	59
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	54	10	2	67	28	24	57	22	54
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	69	0	0	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	55	36	45	45	18	55
Age									
Traditional (FY < 21, Seniors < 25)	59	10	2	66	29	25	57	24	56
Nontraditional (FY 21+, Seniors 25+)	36	0	0	66	24	18	45	6	43
First-generation[b]									
Not first-generation	62	10	2	67	26	24	53	26	55
First-generation	51	8	1	65	29	25	58	16	53
Enrollment status[a]									
Not full-time	—	—	—	44	22	22	36	6	34
Full-time	55	9	2	68	29	25	56	22	55
Residence									
Not on campus	44	2	0	65	27	25	55	22	55
On campus	62	12	2	71	31	19	54	21	49
Major category[c]									
Arts & humanities	44	6	0	57	13	15	52	22	61
Biological sciences, agriculture, natural res.	50	23	3	58	30	41	65	26	53
Physical sciences, math, computer science	—	—	—	23	23	69	38	8	62
Social sciences	57	5	0	80	20	29	40	26	57
Business	69	0	0	65	22	14	70	5	65
Communications, media, public relations	—	—	—	79	26	21	74	21	89
Education	76	20	4	94	42	2	35	26	45
Engineering	—	—	—	—	—	—	—	—	—
Health professions	63	7	0	68	34	12	44	19	44
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	55	0	9	—	—	—	—	—	—
Overall	54	9	2	66	28	25	55	21	54

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."

NSSE 2017
Administration Summary

University of Wisconsin-Stevens Point

IPEDS: 240480

NSSE 2017 Administration Summary
University of Wisconsin-Stevens Point

NSSE national survey of student engagement

Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	First-year	Senior
Submitted population	1,710	2,774
Adjusted population[a]	1,497	2,678
Survey sample[b]	1,492	2,671
Total respondents[b]	247	637
Full completions[c]	169	470
Partial completions	78	167

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
b. Number of census or randomly sampled students invited to complete the survey. Targeted, experimental, and locally administered samples not included.
c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error[a]

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: **nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf**

	First-year				Senior			
	UW-Stevens Point	UW Institutions	Public Masters MW	Public US BAL/SGC	UW-Stevens Point	UW Institutions	Public Masters MW	Public US BAL/SGC
Response rate	17%	29%	31%	21%	24%	30%	30%	22%
Sampling error[b]	+/- 5.7%	+/- 1.1%	+/- 1.2%	+/- 1.0%	+/- 3.4%	+/- 1.1%	+/- 1.1%	+/- 0.8%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages) for all respondents.
b. Also called "margin of error," sampling error is an estimate of the amount a score based on a sample could differ from the true score on a given item. For example, if the sampling error is +/- 5.0% and 40% of your students replied "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right details variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For detailed characteristics of the respondents in your reports, refer to your *Respondent Profile.*

NSSE data files include weights by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your weights. For more information, see **nsse.indiana.edu/html/weighting.cfm**

| Representativeness	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	68	52	64	53
Full-time	96	98	95	94
First-time, first-year	91	89	N/A	N/A
Race/ethnicity[a]				
Am. Indian or Alaska Native	0	0	1	0
Asian	2	2	3	3
Black or African American	2	4	1	1
Hispanic or Latino	3	4	3	3
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	84	85	88	88
Other	0	0	0	0
Foreign or nonresident alien	7	2	2	2
Two or more races/ethnicities	2	2	2	2
Unknown	0	0	0	0
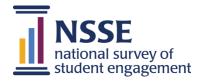
a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

Weighting	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	65	51	60	49
Full-time, male	31	47	34	44
Part-time, female	2	1	4	4
Part-time, male	1	1	1	2

NSSE 2017 Administration Summary
University of Wisconsin-Stevens Point

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variable(s)[a]	Yes	Identified students who completed BCSSE 2016[d]	N/A
Identified an oversample[b]	No	Customized the report sample[e]	No
Updated to identify ineligible students	No		

a. Institutions had the option to include additional variables in the population file for oversampling or for *post hoc* analyses. Up to five group variables were allowed. If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.

b. Institutions that did not census-administer to first-year and senior students had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.

c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.

d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.

e. Institutions had the option to flag a subset of students for exclusion from reports, but all sample members were invited to complete the survey. For details, visit: nsse.indiana.edu/html/customization_options.cfm

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Survey sample type	Census
Recruitment method	Email
Portal/LMS used[a]	No
Incentive offered	No
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents[b]	300, 34%

Additional question sets and companion surveys

Topical module(s)	FY Experiences / Sr Transitions
Consortium	University of Wisconsin Comprehensives
BCSSE 2016	No
FSSE 2017	No

a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents who used posted survey links.

b. Number and percentage of students who responded with a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

		Cumulative response rate	
	Date	*First-year*	*Senior*
Invitation	02/21/2017	4%	7%
Reminder 1	03/01/2017	9%	12%
Reminder 2	03/09/2017	13%	18%
Reminder 3	03/15/2017	15%	20%
Final reminder	03/21/2017	17%	24%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	UW Institutions* (default)
Group 2	Public Masters MW (customized)
Group 3	Public US BAL/SGC (customized)

Comparison groups for additional question set report(s)

University of Wisconsin Comprehensives	UW Comps (default)
Topical Module: FY Experiences / Sr Transitions	FY Exp / Sr Trans Ed (customized)

Appendix J

Proficiency Profile

ETS® Proficiency Profile Proficiency Levels

Reading and Critical Thinking

Level 1

To be considered proficient at Level 1, students should be able to:

- recognize factual material explicitly presented in a reading passage
- understand the meaning of particular words or phrases in the context of a reading passage

Level 2

To be considered proficient at Level 2, students should be able to:

- synthesize material from different sections of a passage
- recognize valid inferences derived from material in the passage
- identify accurate summaries of a passage or of significant sections of the passage
- understand and interpret figurative language
- discern the main idea, purpose or focus of a passage or a significant portion of the passage

Level 3/Critical Thinking

To be considered proficient at Level 3, students should be able to:

- evaluate competing causal explanations
- evaluate hypotheses for consistency with known facts
- determine the relevance of information for evaluating an argument or conclusion
- determine whether an artistic interpretation is supported by evidence contained in a work
- evaluate the appropriateness of procedures for investigating a question of causation
- evaluate data for consistency with known facts, hypotheses or methods
- recognize flaws and inconsistencies in an argument

Writing

Level 1

To be considered proficient at Level 1, students should be able to:

- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions)
- recognize appropriate transition words
- recognize incorrect word choice
- order sentences in a paragraph
- order elements in an outline

Level 2

To be considered proficient at Level 2, students should be able to:

ETS Proficiency Profile Administrator Portal (Program Workshop)

Order tests, manage test administrations, run reports (for existing customers only)

ETS Proficiency Profile Annual Comparative Data Guide

Compare the performance of your students with those of a large group of students at other institutions.

Related Links

- Major Field Tests
- *iSkills* Assessment
- *SuccessNavigator* Assessment
- SIR II Reports
- Conferences & Events

About the ETS Proficiency Profile

Test Administration

Scores and Reports

Scaled Scores

Proficiency Classifications

Levels

Score Usage

Test Use Guidelines

Reports

Certificates of Achievement

Badges

Comparative Data

Off-Campus Testing

Case Studies

Pricing and Ordering

Related Products

Frequently Asked Questions

- incorporate new material into a passage
- recognize agreement among basic grammatical elements (e.g., nouns, verbs, pronouns and conjunctions) when these elements are complicated by intervening words or phrases
- combine simple clauses into single, more complex combinations
- recast existing sentences into new syntactic combinations

Level 3

To be considered proficient at Level 3, students should be able to:

- discriminate between appropriate and inappropriate use of parallelism
- discriminate between appropriate and inappropriate use of idiomatic language
- recognize redundancy
- discriminate between correct and incorrect constructions
- recognize the most effective revision of a sentence

Mathematics

Level 1

To be considered proficient at Level 1, students should be able to:

- solve word problems that would most likely be solved by arithmetic and do not involve conversion of units or proportionality. These problems can be multistep if the steps are repeated rather than embedded.
- solve problems involving the informal properties of numbers and operations, often involving the Number Line, including positive and negative numbers, whole numbers and fractions (including conversions of common fractions to percent, such as converting "1/4" to 25 percent).
- solve problems requiring a general understanding of square roots and the squares of numbers.
- solve a simple equation or substitute numbers into an algebraic expression.
- find information from a graph. This task may involve finding a specified piece of information in a graph that also contains other information.

Level 2

To be considered proficient at Level 2, students should be able to:

- solve arithmetic problems with some complications, such as complex wording, maximizing or minimizing and embedded ratios. These problems include algebra problems that can be solved by arithmetic (the answer choices are numeric).
- simplify algebraic expressions, perform basic translations, and draw conclusions from algebraic equations and inequalities. These tasks are more complicated than solving a simple equation, though they may be approached arithmetically by substituting numbers.
- interpret a trend represented in a graph, or choose a graph that reflects a trend.
- solve problems involving sets; problems have numeric answer choices.

Level 3

To be considered proficient at Level 3, students should be able to:

- solve word problems that would be unlikely to be solved by arithmetic; the answer choices are either algebraic expressions or numbers that do not lend themselves to back-solving
- solve problems involving difficult arithmetic concepts, such as exponents and roots other than squares and square roots, and percent of increase or decrease

- generalize about numbers (e.g., identify the values of (x) for which an expression increases as (x) increases)
- solve problems requiring an understanding of the properties of integers, rational numbers, etc.
- interpret a graph in which the trends are to be expressed algebraically or one of the following is involved: exponents and roots other than squares and square roots, percent of increase or decrease
- solve problems requiring insight or logical reasoning

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ETS® Proficiency Profile

Summary of Proficiency Classifications
To show how many students are proficient at each level

University of Wisconsin - Stevens Point
Abbreviated Form
Test Description: Abbreviated Form B
Paper

Cohort Name: TEST DATE: 2014-12-04T00:00:00-05:00
Close Date: 12/31/2014
Student Level: All

Number of students tested: 217
Number of students included in these statistics: 217
Number of students excluded (see roster): 0

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	60%	23%	17%
Reading, Level 2	26%	24%	50%
Critical Thinking	1%	11%	88%
Writing, Level 1	59%	35%	5%
Writing, Level 2	15%	39%	46%
Writing, Level 3	7%	23%	70%
Mathematics, Level 1	62%	24%	15%
Mathematics, Level 2	26%	33%	41%
Mathematics, Level 3	4%	14%	82%

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

ETS® Proficiency Profile

Summary of Proficiency Classifications
To show how many students are proficient at each level

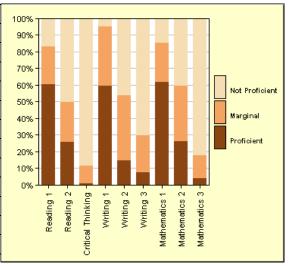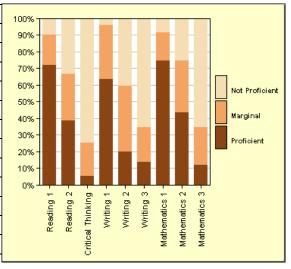**University of Wisconsin - Stevens Point** | **Cohort Name:** TEST DATE: 2015-04-13T00:00:00-04:00
Abbreviated Form | **Close Date:** 04/24/2015
Test Description: Abbreviated Form B Paper | **Student Level:** All

Number of students tested: 242
Number of students included in these statistics: 242
Number of students excluded (see roster): 0

Skill Dimension	Proficiency Classification		
	Proficient	Marginal	Not Proficient
Reading, Level 1	72%	18%	10%
Reading, Level 2	39%	28%	33%
Critical Thinking	5%	20%	75%
Writing, Level 1	64%	32%	4%
Writing, Level 2	20%	40%	41%
Writing, Level 3	14%	21%	65%
Mathematics, Level 1	75%	17%	8%
Mathematics, Level 2	43%	31%	25%
Mathematics, Level 3	12%	23%	65%

The skills measured by the ETS® Proficiency Profile test are grouped into proficiency levels - three proficiency levels for writing, three for mathematics, and three for the combined set of skills involved in reading and critical thinking. The table and graph show the number and percentage of students who are proficient, marginal, and not proficient at each proficiency level in reading and critical thinking, writing, and mathematics. A student classified as marginal is one whose test results do not provide enough evidence to classify the student either as proficient or as not proficient. See the User's Guide for more information about these classifications, including a list of the specific skills associated with each proficiency level in each skill area.

Reports based on a sample of fewer than 50 test takers are representative of the performance of **that sample only**. Reports based on **fewer than 50 test takers** should not be considered representative of the larger group of like students, and inferences or generalizations about the larger population or subgroup **should not** be made based on such small samples.

ETS® Proficiency Profile

Summary of Scaled Scores
To show the ability of the group taking the test
University of Wisconsin - S Cohort Name: TEST DATE: 2015-04-13T00:00:00-04:00
Abbreviated   **Close Date:** 04/24/2015
Test Description: **Student Level:** All
Abbreviated Form B Paper
Number of students tested: 242

Number of students included in these statistics: 242
Number of students excluded (see roster): 0

	Possible Range	UWSP SR Mean Score	SR National Percentile	SR National Mean	UWSP FR Mean Score	FR National Percentile	FR National Mean
Total Score	400 to 500	450.41	57	446.94	443.2	68	436.86
Skills Subscores: **Critical Thinking**	100 to 130	112.03	47	112.70	110.74	62	109.82
Skills Subscores: **Reading**	100 to 130	119.37	44	118.90	116.78	58	115.50
Skills Subscores: **Writing**	100 to 130	115.21	49	114.80	114.56	66	112.84
Skills Subscores: **Mathematics**	100 to 130	116.38	61	114.10	113.77	66	111.73
Context-Based Subscores: **Humanities**	100 to 130	114.88	43	115.60	113.48	54	112.99
Context-Based Subscores: **Social Sciences**	100 to 130	113.54	40	114.30	111.89	53	111.63
Context-Based Subscores: **Natural Sciences**	100 to 130	116.47	45	116.00	114.85	63	113.33

to each scaled score are a sample from a much larger set of possible questions that
could have been used to measure those same skills. If the group of students taking
the test is a sample from some larger population of students eligible to be tested,
the confidence limits include both sampling of students and sampling of questions as
factors that could cause the mean score to vary. The confidence limits indicate the
precision of the mean score of the students actually tested, as an estimate of the

performance of **that sample only**. Reports based on **fewer than 50 test takers**
should not be considered representative of the larger group of like students, and
~ Based on All institutions(n=307) testing 2008-2013, Seniors

UWSP ETS results compared to National means

UWSP ETS Domain Score Results 2015