

ROUND II, YEAR 4: General Education Program Assessment Report

2021-2022, Investigation Level – Double-Category Courses

General Education Committee (GEC)

Prepared by Assessment Coordinator on 5/5/23 and amended on 12/02/2024

INTRODUCTION

This report seeks to provide a comprehensive review of the General Education Program (GEP) assessment process, document the actions taken related to GEP assessment during the 2021-2022 academic year as well as the summer of 2021, and finally, list the general recommendations for continuous improvement of the GEP assessment process. It is noteworthy that in 2021-2022, the COVID-19 pandemic continued to affect the regular operations. Despite these complications, faculty were able to conduct the assessment practices and collect student learning assessment data at UWSP.

Based on the GEC proposed plan for the structural simplification of the General Education Program in Fall of 2019 ([Common Council's resolution #068](#), approved on 12/03/2019), 2021-2022 was dedicated to the GEP Assessment of Double-Category Courses for the Human Cultures and Sciences & Social and Environmental Responsibility Levels. Since double-category courses were assessed separately by themselves for the first time, it is not possible to compare the assessment results and processes of two rounds of the 5-year assessment cycle – Round I, 2013-2017 and Round II, 2018-2023. The collection of course portfolios for the double-category courses was conducted, also for the first time, via our in-house assessment management system (AMS) in Microsoft Teams – **GEP Course Portfolio** (See Appendix A). Due to several technical problems, not all the instructors were able to submit their portfolios, postponing the submission until the academic year of 2022-2023. Considering these circumstances, the current report examines only the collected data from 2021-2022. The remaining portfolios will be collected in 2022-2023 and evaluated in Fall of 2023. It will be important to revise and aggregate the assessment data for the double-category courses during the reflection year of 2023-2024.

As in Years 1-3 of the second round, Year 4 followed the General Recommendation #2 - Assessment of ALL GEP Learning Outcomes (p. 11) and the General Recommendation #3 - Assessment of Fall and Spring GEP courses (p. 11) of [the 2017-2018 Year 5 GEP Assessment Report - Reflection Year](#). In the case of the double-category courses, the instructors assessed from four to up to six GEP learning outcomes, depending on the combination of the GEP Categories. The course portfolios were collected in Fall of 2021 and Spring 2022. The course portfolio requirements were revised in accordance with these recommendations ([2021-2022 GEP Assessment Course Portfolio Template.docx](#)). If during the first round of assessment, instructors chose which learning outcome they assessed in a course portfolio, in this round, the instructors reported numeric assessment results for all GEP Categories' learning outcomes and provided extended documentation such as the course syllabus and schedule of learning activities, as well as an explanation of the course alignment with the GEP Categories' LOs and assessment activities chosen to evaluate student attainment of the GEP Categories' LOs. Two featured LOs, one for each GEP Category, were identified and samples of student work of different performance levels were provided.

Based on the General Recommendation #2 from [2019-2020 Round II - Year 2 GEP Assessment Report - Investigation Level, Part I - Natural & Social Sciences](#) to propose a new policy to be passed by GEC for an updated recruitment process of Faculty Learning Communities (p. 12), the revisions to the University Handbook Chapter 7, Academic Programs and Curriculum, Section 6: UWSP General Education Program Overview were made in 2020-2021 ([Common Council's resolution #045](#), approved on 3/18/2021). The proposed changes also modified the GEP meta-assessment process as the review of the course portfolios

passed under the prevue of the General Education Program peer assessment workgroups (GEP PAW) rather than Faculty Learning Communities, as it was the custom since 2013.

The General Education Assessment Process

The annual process of evaluating student learning within the General Education curriculum will have the following steps:

1. The General Education Committee will establish General Education Program peer assessment workgroups (GEP PAW) for each area of the curriculum being assessed during that year to review course portfolios. Each GEP PAW will include faculty selected by Colleges/Schools, members of the GEC, and the Assessment Coordinator.
2. Each academic year, the Assessment Coordinator with the Associate Dean of General Education and Honors will identify the number of PAW members needed based on the quantity of anticipated portfolios.
3. In the Spring semester, the Associate Dean of General Education and Honors will generate a report of each College/School’s combined student credit hours in all General Education courses. Those data will be used to determine the amount of representation from each College/School on the PAWS.
4. Prior to the Fall semester, College Deans will be required to submit the names of faculty who will take part in the GEP assessment process for that year.
5. Instructional academic staff are not required to participate in portfolio assessment.
6. Selected faculty will serve two consecutive semesters unless there are mitigating circumstances.
7. Instructors teaching courses in areas under review in the fall semester will prepare and submit course portfolios to the Assessment Coordinator by February 1. Instructors teaching courses in areas under review in the spring semester will prepare and submit course portfolios to the Assessment Coordinator by June 1, or the termination of the Spring contract period.
8. Each peer assessment workgroup will review course portfolios provided by the Assessment Coordinator and provide anonymous feedback to instructors using an established rubric.
9. The Assessment Coordinator will collaborate with the PAWs to aggregate findings from the course portfolios and prepare a report for the GEC by May 1. No information identifying instructors, students or specific courses shall be included in the report.
10. At the beginning of the next academic year, the GEC will report to the Common Council on its assessment of student learning, including any recommendations to improve the curriculum. The report must be submitted to the Common Council by November 1. This report will be shared with the Provost, the Deans, and the department/unit chairs. In addition, it will be posted online to be available to the campus community and others.

[University Handbook, Chapter 7 - Academic Programs and Curriculum, Section 6 - General Education Program: Overview](#)

This revised review process was implemented in Fall of 2022 for the evaluation of the double-category course portfolios. To support and facilitate the work of the very first GEP PAW, a reviewing platform was designed and added to your in-house AMS in Microsoft Teams - **GEP Assessment Rubric** (See Appendix B).

The new recruitment process was a complete success. The Associate Dean of General Education and Honors, Shanny Luft, in assistance with the GEC Chair, Samantha Kaplan, and the GEC members, carefully worked out the distribution of faculty representatives required from each college based on the amount of GEP courses taught within each college, while the Assistant Deans in each college assured faculty participation. The number of course portfolios received also affected the number of the PAW reviewers needed.

In Fall of 2022, eighteen faculty members served as the first GEP PAWS.

CNR: 1	COFAC: 3	COLS: 9	CPS: 2	Total: 18
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GEP CATEGORIES & DOUBLE-CATEGORY COURSES

In 2021-2022, there were seventeen categories of Gen Ed courses in the **Human Cultures and Sciences & Social and Environmental Responsibility Levels** and twelve types of double-category courses. Twenty-nine course portfolios for double-category GEP designations were submitted, representing twenty-eight courses. Fourteen courses out of 28 or 50% were previously assessed in the first round of the GEP Assessment Cycle as single-category courses. Eight courses out of 28 or 29% were assessed twice during the first round for each separate GEP Category & Level. Two courses out of 28 or 7% changed their GEP Categories from Humanities to Arts. This complexity of combinations of the GEP Categories & Levels made the assessment process more difficult, yet more insightful, as the instructors and reviewers reflected on best practices to ensure that students can sufficiently meet to all the GEP LOs and adequately demonstrate their learning.

TABLE 1: ASSESSMENT OF GEP DOUBLE-CATEGORY COURSES

GEP Categories & Combinations in 2021-2022	Double-Category Course Portfolios Submitted in 2021-2022	GEP Categories Assessed in	
		2021-2022	2014-2015 / 2015-2016
1. Art 2. Art + Global Awareness 3. Art + U.S. Diversity 4. Historical Perspective 5. Historical Perspective + Environmental Responsibility 6. Historical Perspective + Global Awareness 7. Historical Perspective + U.S. Diversity 8. Humanities 9. Humanities + Environmental Responsibility 10. Humanities + Global Awareness 11. Humanities + U.S. Diversity 12. Natural Science 13. Natural Science + Environmental Responsibility 14. Social Science 15. Social Science + Environmental Responsibility 16. Social Science + Global Awareness 17. Social Science + U.S. Diversity	1. ART 111: Intro Global Art History I	ART + GA	
	2. ART 112: Intro Global Art History II	ART + GA	
	3. ART 170: Survey of Asian Art I	ART + GA	
	4. ART 171: Survey of Asian Art II	ART + GA	
	5. <u>ENGL 280: American Indian Literature*</u>	HU + USD	HU ('14)
	6. <u><u>GEOG 100: Human Impacts on Physical Env**</u></u>	NSC + ER	NSC ('14) / ER ('15)
	7. GEOG 115: World Regional Geography	SS + GA	
	8. <u>GEOG 120: Human Geography</u>	SS + GA	SS ('14) / GA ('15)
	9. <u>HIST 101: World History to 1500</u>	HP + GA	HP ('14) / GA ('15)
	10. <u>HIST 102: World History Since 1500</u>	HP + GA	HP ('14) / GA ('15)
	11. HIST 204: Modern Global Environ. Hist	HP + ER	
	12. <u>HIST 233: Middle East Since 1798</u>	HP + GA	HP ('14)
	13. HIST 279: Environmental Justice	HP + ER	
	14. HIST 288: Race and Ethnicity Amer Hist	HP + USD	
	15. HIST 305/ ASTR 305: The History of Astronomy	HP + GA	
	16. <u>MUS 105: Survey of Jazz History</u>	ART + USD	HU ('14) / USD ('15)
	17. <u>MUS 305: Jazz History for Musicians</u>	ART + USD	HU ('14) / USD ('15)
	18. <u>NRES 150: People, Res and the Biosphere</u>	SS + ER	SS ('14) / ER ('15)
	19. PHIL 321: Food Ethics	HU + ER	
	20. <u>PHIL 380: Environmental Ethics</u>	HU + ER	ER ('15)
	21. <u>POLI 101: American Politics</u>	SS + USD	SS ('14)
	22. <u>REL 100: Religions of Asia</u>	HU + GA	GA ('15)
	23. <u>REL 340: Buddhism</u>	HU + GA	GA ('15)
	24. REL 345: Religion and Ecology	HU + GA	
	25. <u>SOC 101: Introduction to Sociology</u>	SS + USD	SS ('14) / USD ('15)
	26. SOC 101: Introduction to Sociology (8-week)	SS + USD	
	27. SOC 360: Population Problems	SS + USD	
	28. SPAN 481: Spanish Culture and Civilization	HU + GA	
	29. WLDL 150: Living with Wildlife	SS + ER	

*Previously assessed courses are underlined. **Courses assessed twice are double underlined.

STUDENT PERFORMANCE IN DOUBLE-CATEGORY COURSES

In 2021-2022, **1,989 students** were enrolled in the GEP double-category courses. As the instructors assessed all the GEP LOs, **9,524 student artifacts** were assessed to measure student learning in these courses.

As reported by the instructors of the GEP double-category courses, based on the embedded assessment in the submitted course portfolios in 2021-2022, the overall student performance is highly satisfactory as **79% of student artifacts exceeded or met the instructors' expectations** for the GEP LOs, while 21% of the submitted student artifacts were deemed as partially meeting or not meeting the instructors' expectations. The number of students who did not participate in the assessments, **1,113**, seems high, however, it is a cumulative number of all LOs, and some students were accounted multiple times in this number, if they did not participate in several course assignments, which were used for the GEP Assessment in 2020-2021.

TABLE 2: OVERALL NUMBERS & PERCENTAGES OF STUDENT ARTIFACTS MEETING & NOT MEETING THE GEP EXPECTATIONS IN DOUBLE-CATEGORY COURSE PORTFOLIOS IN 2021-2022

Student Artifacts	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations	Not Assessed/ Not submitted
Overall Results for 29 Course Portfolios	2,958 [31%]	4,542 [48%]	1,367 [14%]	657 [7%]	1,113

GRAPH 1: OVERALL PERCENTAGES OF STUDENT PERFORMANCE IN 2021-2022

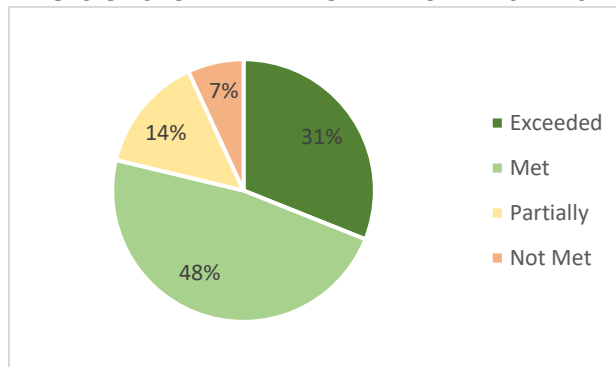


TABLE 3: STUDENT PERFORMANCE PER GEP CATEGORY IN 2021-2022

Category	Portfolios	Student Artifacts								Total
		Exceeded Expectations		Met Expectations		Partially Met Expectations		Did Not Meet Expectations		
ART	6	296	31%	461	48%	139	15%	55	6%	951
HU	7*	200	31%	352	54%	98	15%	5	1%	655
HP	7	240	21%	634	54%	177	15%	115	10%	1,166
USD	8	515	44%	422	36%	157	13%	84	7%	1,178
GA	14*	779	31%	1,162	47%	281	11%	253	10%	2,475
ER	7*	520	29%	905	51%	272	15%	78	4%	1,775
NSC	1	96	29%	191	57%	37	11%	12	4%	336
SS	8	312	32%	415	42%	206	21%	55	6%	988
Total	58/2=29**	2,958	31%	4,542	48%	1,367	14%	657	7%	9,524

*Numbers amended during the Reflection Year.

**N= 29 portfolios covering 58 categories

META-ASSESSMENT RESULTS FOR DOUBLE-CATEGORY COURSE PORTFOLIOS

In 2021-2022, twenty-nine double-category course portfolios were assessed by eighteen GEP PAW reviewers with the assistance from the Assessment Coordinator. As in the previous years, each portfolio was evaluated by two reviewers and the final score was an average score of the two evaluations. The portfolios that scored between 100% and 80% were deemed meeting the expectations. The portfolios that received less than 80% but more than 70% were deemed partially meeting the expectations, while the portfolios that received less than 70% did not meet the expectations. **The majority of the double-category course portfolios in 2021-2022 – 18 portfolios out of 29 or 62% – met the expectations.**

TABLE 4: OVERALL NUMBERS & PERCENTAGES OF COURSE PORTFOLIOS MEETING, PARTIALLY MEETING & NOT MEETING GEP EXPECTATIONS IN 2021-2022

Met		Partially Met		Not Met	
18	62%	5	17%	6	21%

N= 29 portfolios

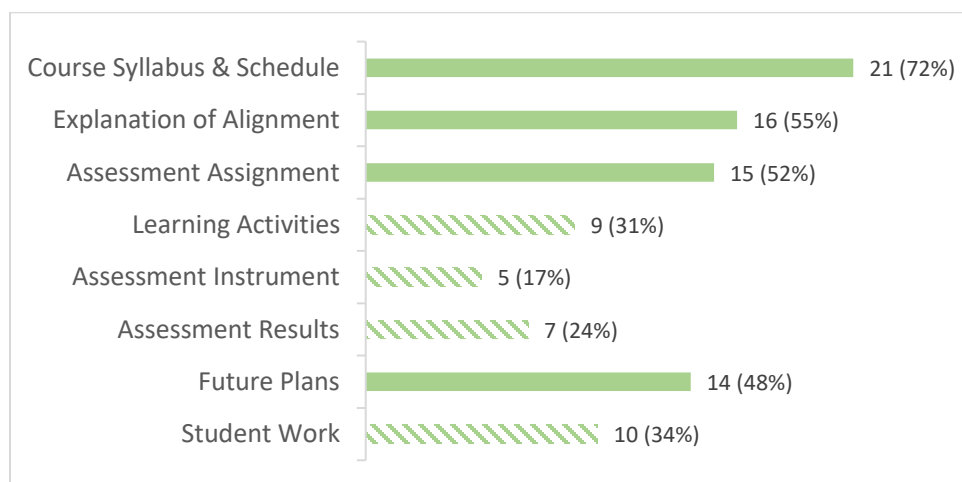
When examining the meta-assessment results per each criterion from the GEP Assessment Rubric (See Appendix B), it is evident that 4 criteria out of 8 – Learning Activities, Assessment Instrument, Assessment Results, and Student Work – still need more attention because less than half of the submitted course portfolios meet the expectations in these areas (See Table 5 & Graph 2).

TABLE 5: NUMBERS & PERCENTAGES OF COURSE PORTFOLIOS MEETING, PARTIALLY MEETING & NOT MEETING GEP EXPECTATIONS PER GEP ASSESSMENT RUBRIC CRITERIA IN 2021-2022

	Course Syllabus & Schedule		Explanation of Alignment		Assessment Assignment		Learning Activities		Assessment Instrument		Assessment Results		Future Plans		Student Work	
Met	21	72%	16	55%	15	52%	9	31%	5	17%	7	24%	14	48%	10	34%
Partially Met	8	28%	13	45%	14	48%	20	69%	23	79%	21	72%	11	38%	16	55%
Not Met	0	0%	0	0%	0	0%	0	0%	1	3%	1	3%	4	14%	3	10%

N= 29 portfolios

GRAPH 2: NUMBERS & PERCENTAGES OF COURSE PORTFOLIOS MEETING GEP EXPECTATIONS PER GEP ASSESSMENT RUBRIC CRITERIA IN 2021-2022



N= 29 portfolios

QUALITATIVE FEEDBACK BY GEP PAWS

The rich process of meta-assessment, assured by FLC members in Years 1-3 and PAW members in Year 4, continued in Round II, as it took place from the very beginning of Round I. As the PAW members gathered and evaluated the double-category course portfolios in the Fall of 2022, they provided important qualitative feedback in their review rubrics to the participating instructors. The main takeaway from the GEP PAW review process was to insist on more professional development opportunities for the instructors of double-category courses. Effective course design is a key for successful double-category courses which must assess 4-6 GEP learning outcomes along with however many course learning outcomes they may have. Therefore, pedagogical training could only help instructors, which would ultimately improve student learning, and lessen busy work for students and instructors themselves. Our Center for Inclusive Teaching and Learning (CITL) can provide such needed training(s) and it is up to the General Education Committee to consider if such training(s) should be required or encouraged for double-category courses.

GENERAL RECOMMENDATIONS

Deliberate practices of assessing student learning and reporting the assessment results have been our goal since Round I of the GEP assessment (2013-2017) and it continues to be so in Round II (2018-2023). To maintain our efforts considering continuous improvement of the GEP Assessment Process, here are general recommendations for the next steps in 2022-2024.

- 1) **Revise assessment data during the Reflection Year, 2023-2024**
Since the double-category courses stem from two different GEP Levels, which are assessed over the span of four years, it will be vital to amend the assessment results from single-category course portfolios and incorporate them in the previous years. For instance, the results for the Natural Sciences and Social Sciences Categories were recorded in Year 2 Report, while the results for Arts, Historical Perspectives, and Humanities were recorded in Year 3 Report. The results for Environmental Responsibility, Global Awareness, and U.S. Diversity will be recorded in Year 5 Report.
- 2) **Examine the evaluation process of double-category courses during the Reflection Year, 2023-2024**
Expanding on the first recommendation, it is important to dedicate the Reflection Year, 2023-2024, to consider the overall effectiveness of double-category courses by examining how their meta-assessment results and student performance results differ from single-category courses. It would be helpful to examine if we should continue evaluating double-category courses separately or twice during each appropriate level. For this purpose, a survey soliciting feedback from the double-category instructors would be highly insightful.
- 3) **Improve our AMS – GEP Course Portfolio**
It is important to continue updating our AMS platforms. The submission of student performance results from multiple sections of the same course, captured from Canvas, still needs to be improved. Especially during the Reflection Year, it would be helpful to create an assessment working group to consider additional features in the submission platform, such as instructor's feedback, as an indirect assessment measure of their perception of how successful they perceive their course to be in meeting all the GEP LOs.
- 4) **Improve our AMS – GEP Assessment Dashboard**
It is important to continue developing internal and external views of the GEP Assessment Dashboard so that the assessment and meta-assessment results become available faster for the GEC to make decisions in a timelier manner.

5) **Improve our AMS – GEP Feedback to Instructors**

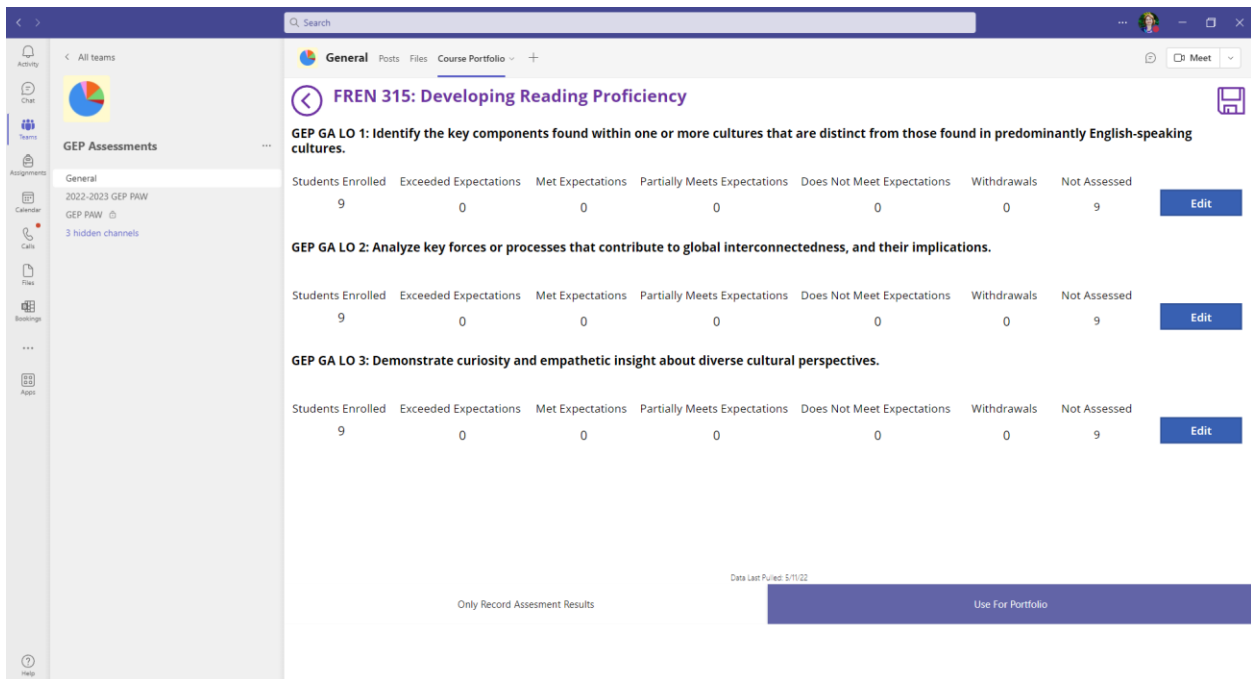
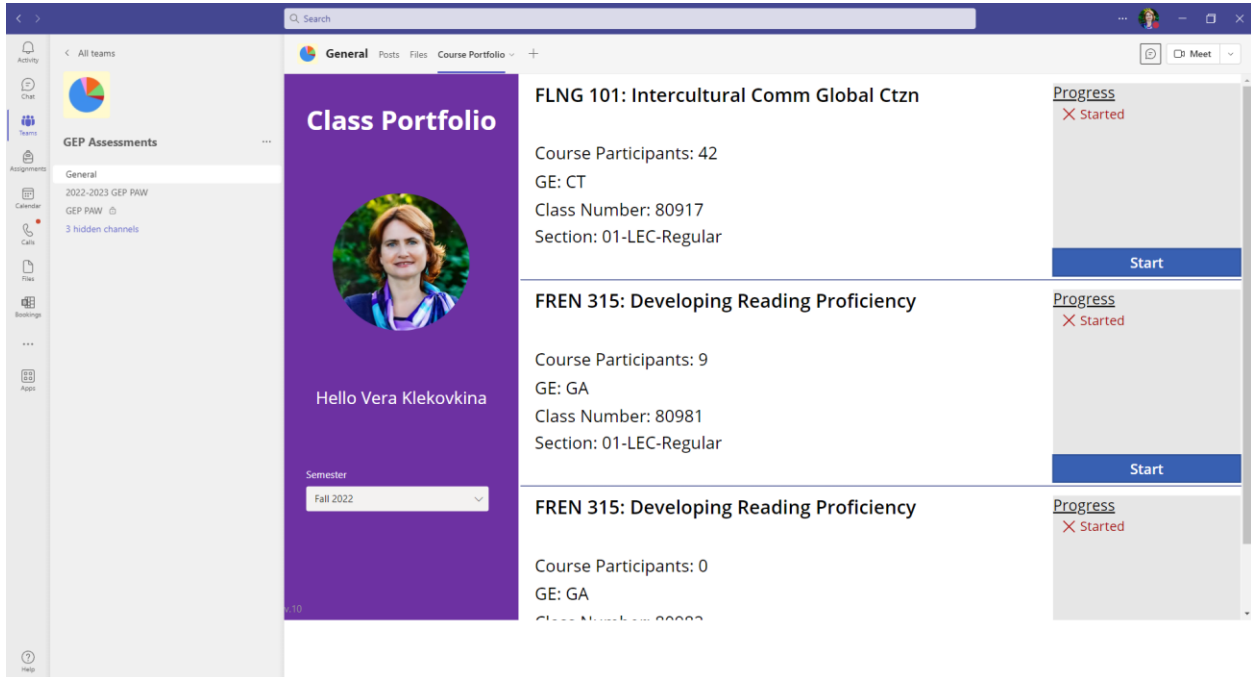
It is important to continue developing faster communication between the instructors, GEP PAWs, and GEC members to ensure that the instructors of the GEP-designated courses can update their courses in a timelier manner.

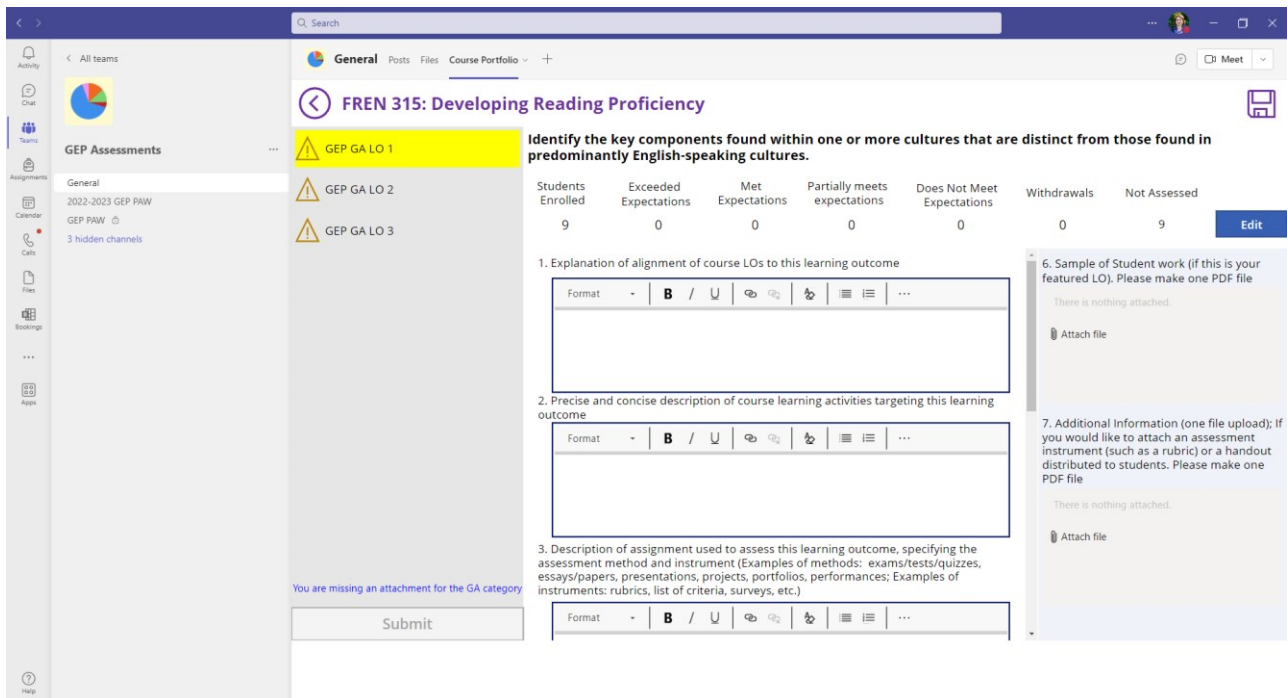
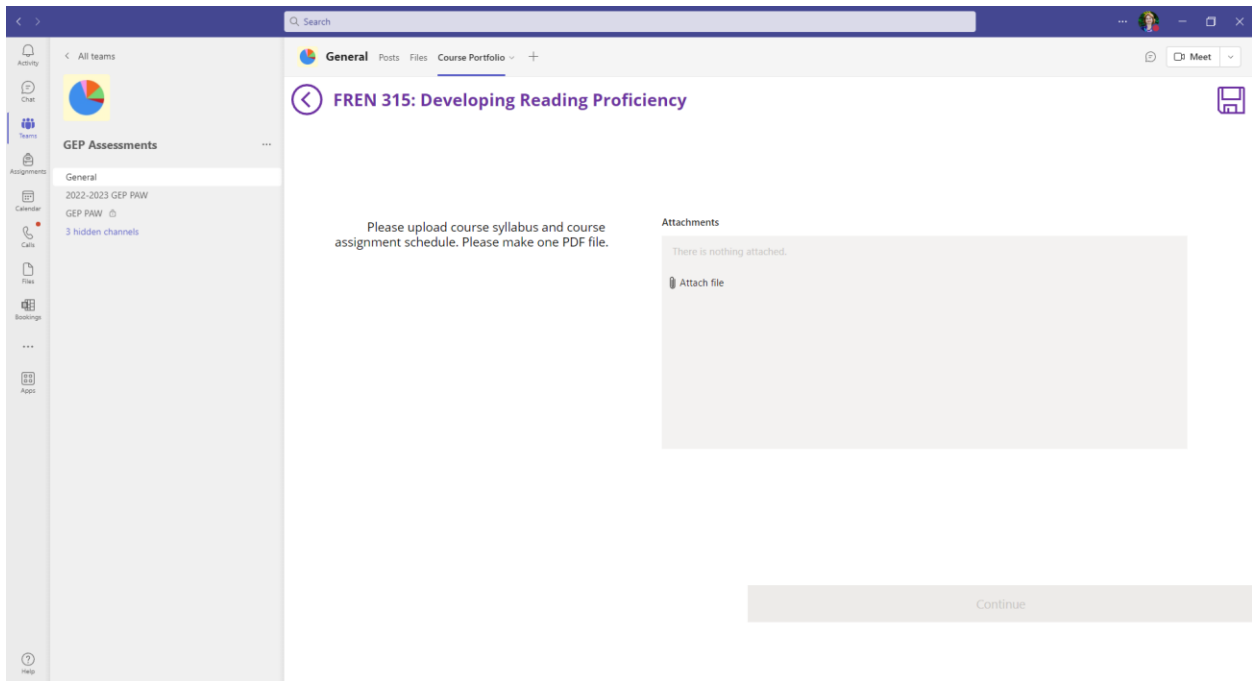
Concluding Remarks

The fourth year of the second round of the GEP Assessment was successful in revealing satisfactory student learning in the GEP Assessment of Double-Category Courses for the Human Cultures and Sciences & Social and Environmental Responsibility Levels. The fourth year of Round II also identified areas in General Education assessment and instruction that need to be addressed in the spirit of continual improvement.

APPENDIX A:

GEP Assessment Course Portfolio – AMS Template in Microsoft Teams' Course Portfolio





Microsoft Teams interface showing a course assessment page for FREN 315: Developing Reading Proficiency.

General Posts Files Course Portfolio +

FREN 315: Developing Reading Proficiency

Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.

Students Enrolled	Exceeded Expectations	Met Expectations	Partially meets expectations	Does Not Meet Expectations	Withdrawals	Not Assessed
9	2	4	0	0	2	1

4. Interpretations of Assessment Results

A. Analysis

B. Summary

C. Use of Results

6. Sample of Student work (if this is your featured LO). Please make one PDF file

7. Additional Information (one file upload); if you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students. Please make one PDF file

You are missing an attachment for the GA category

Submit

APPENDIX B:

GEP Assessment Feedback & Review – AMS Template in Microsoft Teams' GEP Assessment Rubric

GEP Assessment Feedback & Review
GEOG 120: Human Geography

Course Syllabus & Schedule

Course syllabus and a calendar/schedule of course activities and assignments show when and to what degree the GEP Category Learning Outcomes (LOs) are addressed in the course. (3 pts)

- 0 - Not Meeting Expectations: Course syllabus & calendar/schedule of course activities and assignments are not included.
- 2.1 - Partially Meeting Expectations: Only the course syllabus is included. The lack of, or a minimal schedule of course activities and assignments, makes it unclear to what degree the GEP Category LOs are addressed in the course.
- 3 - Meeting Expectations: Both the course syllabus and a calendar/schedule of course activities and assignments are included. From these materials, it is clear to what degree the GEP Category LOs are addressed in the course.

Report Data:

Uploaded Syllabus and/or Schedule:
[GEOG 120.pdf](#)

Additional Attachments:
[4_Assessment Results GA LO 1.pdf](#)
[Migration Activity, Rubric and Analysis.pdf](#)
[Impact of Worldview, Rubric and Analysis.pdf](#)
[Film Connections, Rubric and Analysis.pdf](#)
[SS LO 2 Film Connections, Rubric and Analysis.pdf](#)

Reviewer's Comments:

GEP Assessment Feedback & Review
GEOG 120: Human Geography

Explanation of Alignment

Explanation of alignment is expected to detail the relationship between the specific course learning outcomes and the GEP Category LOs. "Alignment" here means the relationship between each of the GEP Category LOs and what students learn in the course. (3 pts)

- 0 - Not Meeting Expectations: There is no alignment between the course learning outcomes and ALL of the GEP Category LOs.
- 2.1 - Partially Meeting Expectations: The alignment between the course learning outcomes and ALL of the GEP Category LOs is partially present or imprecise.
- 3 - Meeting Expectations: The alignment between the course learning outcomes and ALL of the GEP Category LOs is clear from the syllabus and/or the provided explanation.

Report Data:

1 GEP GA LO 1
Human Geography (sometimes referred to as Cultural Geography in some academic institutions) involves the study of the relationship between culture and place. Culture is a collection of social customs (including beliefs, principles, symbols, social norms, and behavior, etc.) of a similar group of people. CLO 2 exposes students to the two broad categories of cultures, how they vary spatially, and the components of cultures in different places. See course description.

1 GEP GA LO 2
One of the key concepts of Human Geography is "migration". Migration involves movement within national boundaries and across national boundaries due to various factors. International migration is one of the processes that creates linkages between places on a global scale. CLO 4 focuses on the process of migration, the pull and push factors that drive it, and how both sending and receiving nations are impacted by the process.

1 GEP GA LO 3
Cultural perspective is making sense of a situation or concept through an individuals' environmental, social, and cultural background, i.e., the influence that a society and culture has on a person. CLO 2 addresses the impact of a person's cultural background in shaping their perspectives and understanding.

Reviewer's Comments:

Search

GEP PAW Posts Files GEP Assessment Rubric + Meet

GEP Assessment Feedback & Review

GEOG 120: Human Geography

Description of Assignment used for the GEP Assessment

The discipline-appropriate evaluation used to assess student attainment of the targeted GEP Category LOs. Typical assessments include papers, projects, performances, presentations, or exams. (3 pts)

- 0 - Not Meeting Expectations: No description is provided for the discipline-appropriate evaluation/activity or little connection is made to the targeted GEP Category LOs
- 2.1 - Partially Meeting Expectations: Some description is provided of the discipline-appropriate evaluation/activity used to assess the targeted GEP Category LOs, but more detail is needed to explain the assessment and/or the connection to the GEP Category LOs.
- 3 - Meeting Expectations: Clear description is provided of the discipline appropriate evaluation/activity used to assess the targeted GEP Category LOs

Reviewer's Comments:

Format - **B** / U [Icons] ...

Report Data:

1 GEP GA LO 1

Four class periods are specifically devoted to cultures though the entire course pertains to the spatial distribution of cultures and places. During these class periods student groups are required to distinguish between a habit, custom, and culture. Each group then presents their responses to the class, and finally as a class we (mainly I) summarize what has been resolved or not resolved. Similar, the students watch a video clip titled "Culture and Society" which focuses on expressions of culture in a non-western society. The groups are then required to identify expressions of material and non-material United States culture. Additionally, we examine the implications of cultural globalization as it pertains to popular (mainly Western) and folk (mainly Non-Western) cultures.

1 GEP GA LO 2

During class on September 21 & 23, the Socratic method is used whereby questions are posed regarding the geographic concept of migration. Additionally, video clips and news items are employed to further explore student responses and illustrate various consequences of international migration such as brain drain, cultural diffusion, demographic changes, etc. Lastly, students working in designated groups are required to write down geographic questions pertaining to migration after watching a short music video.

1 GEP GA LO 3

Search

GEP PAW Posts Files GEP Assessment Rubric + Meet

GEP Assessment Feedback & Review

GEOG 120: Human Geography

Course Learning Activities Targeting the GEP Category

A detailed description of specific course activities, assignments, and/or experiences, preparing students to successfully complete the discipline-appropriate evaluation and meet expectations for achievement of the GEP LOs. (2 pts)

- 0 - Not Meeting Expectations: Some learning activities may be listed, but no evidence is provided of how the course activities scaffold learning and provide preparation to meet the GEP Category LOs.
- 1.4 - Partially Meeting Expectations: Partial explanation is provided of the course learning activities, designed to scaffold learning and support achievement of the targeted GEP Category LOs, or the activities provide insufficient preparation to meet the GEP Category LOs.
- 2 - Meeting Expectations: Clear explanation is provided of the course learning activities, designed to scaffold learning and support achievement of the targeted GEP Category LOs and the activities provide sufficient preparation to meet the GEP Category LOs.

Reviewer's Comments:

Format - **B** / U [Icons] ...

Report Data:

1 GEP GA LO 1

Three Multiple Choice Questions (MCQs) on Exam I are used to assess GA LO1. The MCQs are as follows:

1. The main effect of modern communications on social customs has been to:
 - Preserve folk cultures, by increasing awareness of their uniqueness
 - Stimulate the diffusion of folk cultures around the world
 - Increase the similarity of social customs in different locations
 - Have little effect on the diffusion of social customs
2. Which of the following is NOT true regarding the practice of purdah in South Asia?
 - Common in places where Islam is the main religion
 - Not observed by aboriginal and low-caste Hindus
 - Typically perceived as a mark of poverty
 - Discourages participation of women in public life
3. The BEST description of the caste system?
 - Policy of racial segregation
 - Custom of hierarchical social classes

GEP Assessment Feedback & Review
GEOG 120: Human Geography

Assessment Instrument (Criteria/Rubric)

Specific criteria, with a clear connection to the targeted GEP Category LOs, are used to assess student work and provide them with feedback. (2 pts)

- 0 - Not Meeting Expectations: No criteria are included, or the criteria used for assessing student work have little to no connection to the targeted GEP Category LOs
- 1.4 - Partially Meeting Expectations: The criteria, used for assessing student work, have some connection to the targeted GEP Category LOs, but the connection needs to be strengthened to make clear how student achievement of the targeted GEP Category LOs is being assessed.
- 2 - Meeting Expectations: The criteria used for assessing student work are clearly connected to the targeted GEP Category LOs.

Reviewer's Comments:

Format - **B** / U [Icons]

Report Data:

- 1 GEP GA LO 1
To exceed expectation a student must correctly answer all three MCQs, correctly answering two MCQs is considered having met expectations whilst getting only one correct is a failure to meet expectations.
- 1 GEP GA LO 2
The Substance criterion, which is worth a total of 7 points on the Chapter Activity Rubric was used to assess GA LO2. Though the rubric has three levels for ratings, the raw score was utilized. For instance, a score of 4.8 or less (i.e., < 70%) indicates a failure to attain the learning outcome. See attachment titled "Migration Activity, Rubric, and Analysis GA LO 2."
- 1 GEP GA LO 3
The Perspective criterion, which is worth a total of 8 points on the Map and Worldview Rubric was used to assess GA LO3. Though the rubric has three levels for ratings, the raw score was utilized. For instance, a score of 5.5 or less (i.e., < 70%) indicates a failure to attain the learning outcome. See attachment titled "Impact of Worldview, Rubric and Analysis."
- 1 GEP SS LO 1
The Expression criterion, which is worth a total of 8 points on the Film Connections Rubric was used to assess SS LO1. Though the

GEP Assessment Feedback & Review
GEOG 120: Human Geography

Assessment Results & Interpretation

To report the results, include both raw numbers and the percentage of students scoring at each level of attainment on each criterion assessed, as well as the interpretation of these results. (3 pts)

- 0 - Not Meeting Expectations: Little to no summary or interpretation is included, or little to no connection is made between results and the achievement of GEP Category LOs.
- 2.1 - Partially Meeting Expectations: A summary of assessment results is provided, and some interpretation is included, but more detail and/or clarity is needed to explain what the results tell the instructor about student achievement of the targeted GEP Category LOs.
- 3 - Meeting Expectations: A complete summary of assessment results is provided in a clear form (table, graph, etc.). It is accompanied by an explicit statement of what the results tell the instructor about student achievement of the targeted GEP Category LOs.

Reviewer's Comments:

Format - **B** / U [Icons]

Report Data:

1 GEP GA LO 1

Students Enrolled	Exceeded Expectations $\geq 90\%$	Met Expectations $\geq 80\%$	Partially Meets Expectations $\geq 70\%$	Does Not Meet Expectations $< 70\%$
35	21	6	0	3

Of the 35 students that registered for the course, 30 students sat for Exam 1, 3 did not and 2 dropped the course. Based on the review of the MCQs and from the Venn Diagram, 21 students Exceeded Expectations, 6 students Expectations and 3 students Did not Meet Expectations.

1 GEP GA LO 2

Students Enrolled	Exceeded Expectations $\geq 90\%$	Met Expectations $\geq 80\%$	Partially Meets Expectations $\geq 70\%$	Does Not Meet Expectations $< 70\%$
35	21	1	2	5

Of the 35 students that registered for the course, 29 students submitted the assignment, 4 did not and 2 dropped the course. Based on the review of raw scores on the Substance criterion, 22 students Met or Exceeded Expectations, 2 students Partially Met Expectations and 5 students Did not Meet Expectations.

Search

GEP PAW Posts Files GEP Assessment Rubric + Meet

GEP Assessment Feedback & Review

GEOG 120: Human Geography

Meta Assessment

- Course Syllabus & Schedule
No Comments
- Explanation of Alignment
No Comments
- Description of Assignment used for the GEP Assessment
No Comments
- Course Learning Activities Targeting the GEP Category
No Comments
- Assessment Instrument (Criteria/Rubric)
No Comments
- Assessment Results & Interpretation
No Comments
- Future Plans/Plans for Improvement
No Comments
- Samples of student work
No Comments

Reviewer's Comments:

Format **B** / U [Icons]

Progress: 10 red dots, 1 blue dot (selected)

Search

GEP PAW Posts Files GEP Assessment Rubric + Meet

GEP Assessment Feedback & Review

GEOG 120: Human Geography

Rubric Completed, Please Click Submit to Finish.

Submit Review

Progress: 10 red dots, 1 blue dot (selected)

APPENDIX C:



2021-2022 GEP Assessment – Investigation Level, Part III Double-Category Course Portfolio Requirements

Initial Info

GEP Categories:

Course title and number:

Semester and year (ex. Fall 2021, Spring 2022):

Featured LOs – one for each category:

Category 1 featured LO:

Category 2 featured LO:

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

- 1) Course syllabus
- 2) Course assignment schedule, if in a separate file
- 3) Samples of student work for Category 1 and Category 2 featured LOs

Current list of the UWSP GEP Learning Outcomes:

<https://www.uwsp.edu/gep/Documents/gep-category-learning-outcomes.pdf>

Submission deadlines:

The Fall submissions of the course portfolios will be due on Friday February 4th, 2022 and course portfolios from Spring 2022 will be due on Friday June 3^d, 2022.

Submission mode (*tentative, we may have Assessment Dashboard in September 2021*):

Email your portfolio to vklevovk@uwsp.edu with all the attachments. If the attached files are too big, please share them with me as OneDrive folder or documents. Thank you!

Category 1 First LO

<input type="checkbox"/>	ART LO1:	Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.
<input type="checkbox"/>	HU LO1:	Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).
<input type="checkbox"/>	HP LO1:	Use primary sources as evidence to answer questions about historical change.
<input type="checkbox"/>	NS LO1:	Explain major concepts, methods, or theories in the natural sciences to investigate the physical world.
<input type="checkbox"/>	SS LO1:	Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior.

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

4. Assessment results

Category 1	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO1					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in “Did Not Meet Expectations”*

5. Interpretations of Assessment Results

A. Analysis

B. Summary

C. Use of Results

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

- Please attach two samples of student work:
 - a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations

7. Additional Information

- If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearly indicating the corresponding LO.

Category 1 Second LO

<input type="checkbox"/>	ART LO2:	Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts. <i>(You can choose between ART LO 2 and LO3)</i>
<input type="checkbox"/>	HU LO2:	Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.
<input type="checkbox"/>	HP LO2:	Describe differences among interpretations of the past.
<input type="checkbox"/>	NS LO2:	Interpret information, solve problems, and make decisions by applying natural science concepts, methods, and quantitative techniques.
<input type="checkbox"/>	SS LO2:	Examine and explain how social, cultural, or political institutions influence individuals or groups.

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

4. Assessment results

Category 1	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO2					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in "Did Not Meet Expectations"*

5. Interpretations of Assessment Results

A. Analysis

B. Summary

C. Use of Results

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

- Please attach two samples of student work:
 - a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations

7. Additional Information

- If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearly indicating the corresponding LO. If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students. Please make one PDF file.

Category 1 Third LO (if applicable)

<input type="checkbox"/>	ART LO3: Demonstrate an understanding of creative expression by producing or performing a creative work. <i>(You can choose between ART LO 2 and LO3)</i>
<input type="checkbox"/>	HP LO3: Analyze institutional and cultural changes in one or more human societies over time.
<input type="checkbox"/>	NS LO3: Describe the relevance of aspects of the natural sciences to their lives and society.

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

4. Assessment results

Category 1	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did not Meet Expectations	Not assessed
	≥ 90%	≥ 80%	≥ 70%	< 70%	
LO3					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in “Did Not Meet Expectations”*

5. Interpretations of Assessment Results

- A. Analysis

- B. Summary

- C. Use of Results

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

- Please attach two samples of student work:
 - a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations

7. Additional Information

- If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearing indicating the corresponding LO.

Category 2 First LO

- USD LO1: Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.
- GA LO1: Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.
- ER LO1: Identify interactions between human society and the natural environment.

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

4. Assessment results

Category 2	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO1					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in “Did Not Meet Expectations”*

5. Interpretations of Assessment Results

A. Analysis

B. Summary

C. Use of Results

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

- Please attach two samples of student work:
 - a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations

7. Additional Information

- If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearing indicating the corresponding LO.

Category 2 Second LO

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

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

4. Assessment results

Category 2	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did not Meet Expectations	Not assessed
	≥ 90%	≥ 80%	≥ 70%	< 70%	
LO2					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in “Did Not Meet Expectations”*

5. Interpretations of Assessment Results

A. Analysis

B. Summary

C. Use of Results

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

- Please attach two samples of student work:
 - a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations

7. Additional Information

- If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearing indicating the corresponding LO. If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students. Please make one PDF file.

Category 2 Third LO

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

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

2. Brief description of course learning activities targeting this learning outcome

3. Description of assignment used to assess this learning outcome

4. Assessment results

Category 2	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO3					

N (number of students assessed for this LO) =

Important Note: *If some students did not submit their assignments, note the number of students who were not assessed for each learning outcome, but do not include them in “Did Not Meet Expectations”*

5. Interpretations of Assessment Results

A. Analysis

B. Summary

C. Use of Results

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

- Please attach two samples of student work:
a) Meeting/ Exceeding expectations and b) Partially Meeting/Not Meeting Expectations

7. Additional Information

- If you would like to attach an assessment instrument (such as a rubric) or a handout distributed to students, please attach it to the submission, clearing indicating the corresponding LO.