

YEAR 6: General Education Program Assessment Report

2023-2024 Round II - Reflection Year General Education Committee

Prepared by Assessment Coordinator on 12/02/2024

INTRODUCTION

The goal of the General Education Committee (GEC) and the Assessment Coordinator (AC) in this report is to provide a comprehensive review of the General Education Program (GEP) assessment process in Round II (2018-2024), and list general recommendations for the improvement of the GEP assessment process as well as the recommendations for the 2024-2025 academic year as pertained to the beginning of the third complete cycle of assessment in the GEP assessment process focusing on courses fulfilling the GEP Categories in the Foundation Level – Critical Thinking, Written Communication, Quantitative Literacy, and Wellness.

In reflecting on all that our campus has accomplished in the second complete cycle of GEP Assessment, it is evident that our faculty and the General Education Committee (GEC) have shown sustained progress in our assessment efforts. In the Higher Learning Commission's (HLC) last comprehensive accreditation visit in 2018 and the 2022 fourth-year review, UWSP met the HLC's expectations for continued improvement.

As in the first complete cycle, Round II assessment was systematic and annual, as the UWSP governance originally conceived it. The efforts needed to maintain this rigorous process depended on the voluntary participation of faculty and sustained efforts by the GEC and its Chairs, 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.

The [2017-2018 Year 5 GEP Assessment Report Reflection Year.pdf \(uwsp.edu\)](#) outlined eight general recommendations for improving the GEP assessment process (pp. 11-12). Five of the recommendations, or 63%, were completed during Round II. The remaining three recommendations, or 37%, were either modified or put on hold due to unforeseen circumstances, including the COVID-19 pandemic, campus-wide restructuring efforts resulting from budgetary constraints, and enrollment fluctuations across the main campus and the two branch campuses: UWSP-Wausau and UWSP-Marshfield.

General recommendations from the Round I:	Status of completion
1. Suspension of assessment of Interdisciplinary Majors/Minors/Certificates due to proposed elimination of IS GEP Category.	<input checked="" type="checkbox"/> Completed
2. Assessment of ALL GEP Learning Outcomes.	<input checked="" type="checkbox"/> Completed
3. Assessment of Fall and Spring GEP courses.	<input checked="" type="checkbox"/> Completed
4. Revision of the status of Faculty Learning Communities.	<input checked="" type="checkbox"/> Completed
5. Continued revision of alternative credentials.	<input checked="" type="checkbox"/> Completed
6. Campus investment in at least one standardized test.	Examined & modified
7. Bi-annual meetings with the Office of Institutional Research and Effectiveness.	On hold
8. Articulation of institutional learning outcomes and their alignment with the GEP Overarching LOs.	Examined & not prioritized at the time

In Round II of the GEP assessment (2018-2024), we revised the GEP structure, required GEP instructors to assess all GEP LOs, increased the number of courses assessed by including both the Fall and Spring semesters, revised how the portfolios are reviewed, and completed instructors' qualification checks for all GEP Categories. GEC examined the benefits of adopting institutional learning outcomes, especially at the beginning of Round II as we explored distinctive features present in our assessment management system at the time - Campus Labs – with its rich visualization tools. However, the discussion of this topic in the Common Council underscored that this goal did not align well with institutional priorities associated with the restructuring of our three campuses at the time.

TIMELINE OF CHANGES IN THE GEP ASSESSMENT PROCESS & STRUCTURE

In 2018-2019, the Common Council accepted the General Education Committee's motion to revise the assessment plan for the General Education Program to evaluate the GEP-designated courses in Fall as well as in Spring semesters (Common Council's resolution #060, approved on 12/11/2018). On 4/26/2019, the Common Council and the Chancellor approved a revision of the General Education Program Human Cultures and the Sciences Level's assessment to split it level into two parts/years (Common Council's resolution #173). The revised policies were implemented in 2019-2020 for the assessment of the GEP Investigation Level (later renamed as Human Cultures and the Sciences Level), Part I in two categories: Natural Sciences (NS) and Social Sciences (SS).

In 2019-2020, in response to budgeting constraints and overall campus restructuring efforts, we simplified the GEP structure, eliminating several categories: FYS, COMM, CAP, IS, and EL ([2019-2020-068 Common Council Resolution.docx](#), approved on 12/03/2019). As it is explained on the GEP website:

“The General Education Committee was required to complete a thorough review and propose changes in 2018. The vote by the General Education Committee and Common Council to make changes to the General Education Program came after two years of Gen Ed Committee analysis of assessment results, faculty feedback, listening sessions, and discussions with chairs and assistant deans in each college./ These decisions were grounded in a vision of General Education that aims to raise the expectation for high impact practices in all General Education courses, present a GEP that is easier for students to navigate, make the program more coherent and interconnected, and allow for necessary flexibility due to the broadening demographics of our incoming students.” ([FAQ - General Education Program | UWSP](#))

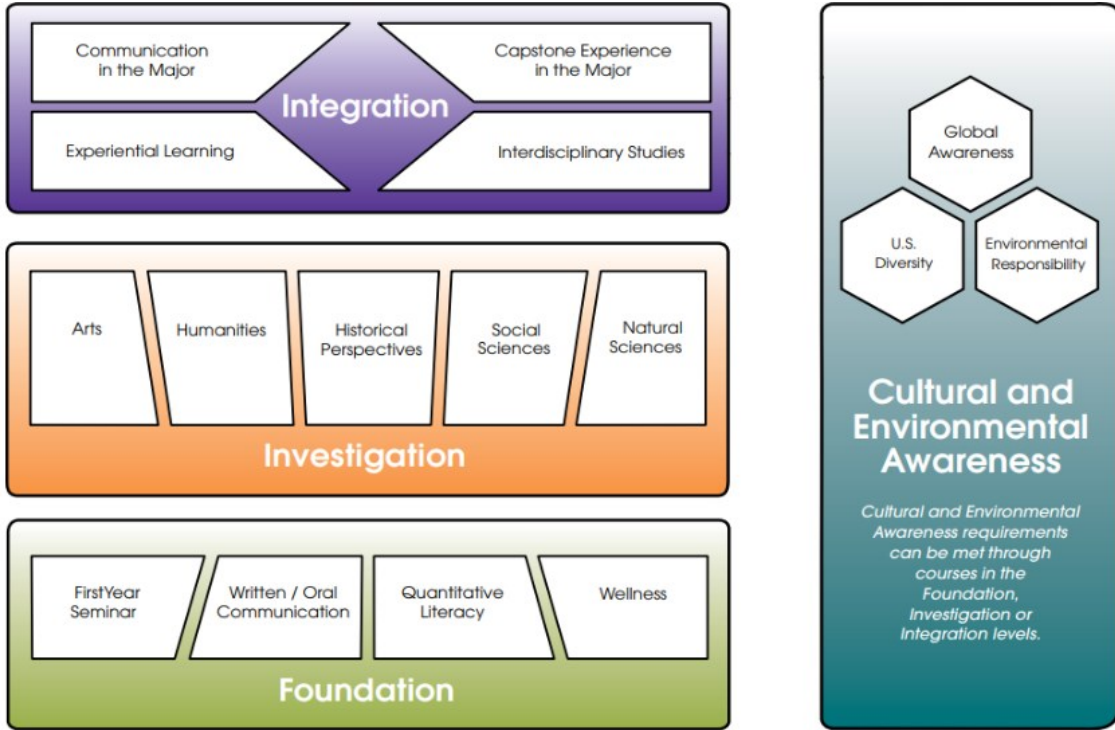
GEP Learning Outcomes

The General Education Program seeks to develop these qualities of global citizenship in four distinct ways. After completing the general education curriculum, [students] will:

- Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
- Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
- Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
- Apply your knowledge and skills, working in interdisciplinary ways to solve problems.

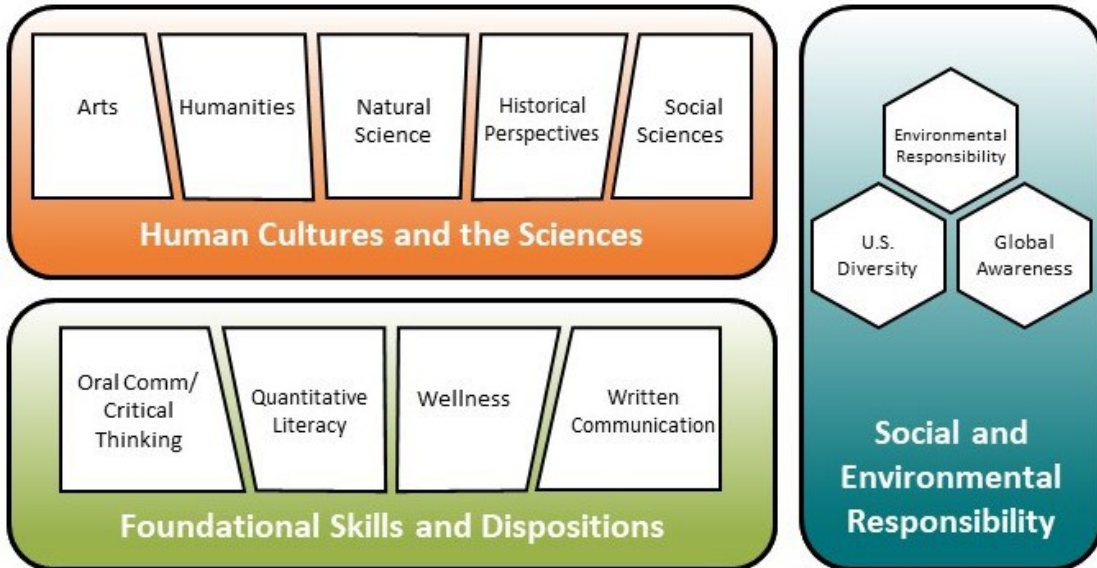
[GENERAL EDUCATION – UNIVERSITY OF WISCONSIN – STEVENS POINT - MODERN CAMPUS CATALOG™ FOR 2014-2015 \(UWSP.EDU\)](#)

DIAGRAM 1: GEP Structure in Round I, 2013-2018, with four levels and four overarching LOs:



Source: UWSP General Education Booklet, 2016-2017.

DIAGRAM 2: Revised GEP Structure in Round II, 2018-2024, with only three levels and three overarching LOs.



Source: [Home - General Education Program | UWSP](#), accessed on 10/14/24

In **2020-21**, we replaced the Oral Communication Category with a new Critical Thinking Category ([2020-2021-030 Common Council Resolution.pdf](#), approved on 12/10/2020) due of the loss of teaching assistants for the large COMM 101 sections, we had to discontinue the Oral Communication category. We also successfully revised the faculty credentials for all GEP Categories, including the description of alternative credentials, and created Qualification Rubrics for faculty credentials ([2020-2021-042 Common Council Resolution.pdf](#), approved on 2/26/2021). These rubrics are now readily accessible on the GEP website - [Qualification Rubrics - General Education Program | UWSP](#), providing clear guidelines for faculty and administrators. The review process shifted from volunteer Faculty Learning Communities to faculty-nominated General Education Program Peer Assessment Workgroups (GEP PAW) ([2020-2021-045 Common Council Resolution.pdf](#), approved on 3/18/2021).

In **2022-2023**, we updated the GEP Overarching LOs ([2022-2023-125 Common Council Resolution.pdf](#), approved on 5/21/2023), revising the collection and review schedule to accommodate the new GEP structure, ensure workload equity, and assess double-category courses for all GEP Category Learning Outcomes for the first time ([2022-2023-095 Common Council Resolution.pdf](#), approved on 4/17/2023). The updated handbook language can be found in [Chapter 7 - Academic Programs and Curriculum - University of Wisconsin - Stevens Point - Modern Campus Catalog™ \(uwsp.edu\)](#).

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- Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.

[Bachelor's Degree General Education - University of Wisconsin - Stevens Point - Modern Campus Catalog™ for 2024-2025 \(uwsp.edu\)](#)

We also updated the Handbook to include language on handling delinquent courses, addressing both those that fail to participate in GEP Assessment and those that do not meet requirements, as well as guidelines for voluntary removal from the GEP course listing ([2022-2023-095 Common Council Resolution.pdf](#), approved on 4/7/2023):

Procedure in the event that, as a result of reviewing course portfolios, a course fails to meet the GEP category learning outcomes:

Step 1: Instructor(s) and their department chair(s) or equivalent will be notified by the Assessment Coordinator that the course and/or the portfolio must be revised.

Step 2: The instructor and/or department will revise the course/portfolio in consultation with CITL.

Step 3: The course will be reevaluated by the Assessment Coordinator in the following academic year.

In the absence of satisfactory revisions after Step 3:

- The Associate Dean of General Education and Honors, the Associate Vice Chancellor for Teaching, Learning, and Strategic Planning, in consultation with the Chair of the GEC, will notify the department/unit that the GEP designation will be removed from the course prior to the next catalog publication.

- The department/unit has the option to re-apply for the GEP designation.

Removal of a Course from the General Education Program

Voluntary removal of a GEP designation

A GEP designation may be removed voluntarily by a department/academic unit due to curricular changes, personnel changes, or other priorities. The department/academic unit will submit a memorandum to the GEC Chair requesting that the GEP designation be removed from the course. This will be brought as an action item to the General Education Committee.

Removal of a GEP designation by the GEC

Under Article 12 of the Constitution, the General Education Committee has the authority to remove GEP designations from courses. A designation may be removed if:

1. A course fails to meet the GEP category learning outcomes during portfolio assessment. See previous section (In the absence of satisfactory revisions after Step 3).
2. The course has not been taught in 5 years. Prior to requesting that the GEC vote on the removal of the course, the Associate Dean of General Education and Honors will confirm with the department there are no plans to offer the course in the next academic year.
3. The instructor(s) teaching the course does (do) not have the relevant HLC-required credits to teach in that GEP category and another HLC qualified instructor cannot be identified.

The General Education Committee gives authority to the Associate Dean of General Education and Honors to apply the Governance-Approved Faculty Qualification documents and remove a course's General Education designation if the instructor(s) teaching the course does (do) not have the relevant required credentials to teach in that GEP category. The Associate Dean of General Education will notify the Chair of the General Education Committee, the Associate Vice Chancellor for Teaching, Learning and Strategic Planning, as well as the relevant faculty member and the department chair of this decision. Appeals may be brought to the Associate Vice Chancellor for Teaching, Learning and Strategic Planning.

[Chapter 7 - Academic Programs and Curriculum - University of Wisconsin - Stevens Point - Modern Campus Catalog™](#)

During 2018-2024, on the technical side, the end of our Campus Labs' subscription in the summer of 2020 led to the development of an in-house assessment management system using Microsoft Teams, which is currently used for all our campus assessment needs (See [Appendix C](#) and [Appendix E](#)). The improved data collection resulting from this shift allowed us to transition from examining the number of students enrolled and assessed to the number of student artifacts assessed, promoting a more precise and comprehensive assessment of student learning.

ASSESSMENT PROCESS IN ROUND II VERSUS ROUND I

METHODOLOGY: COURSE PORTFOLIO COLLECTION

UWSP followed the same assessment procedure in Round II as we did in Round I – we collected and evaluated course-based measurements for each GEP level using course portfolios compiled by instructors following a course portfolio template (E.g.: [2022-2023 GEP Assessment Course Portfolio Template.docx](#)). By examining the course portfolios, we assess how well GEP courses are aligned with the GEP Categories and their LOs and how well they support student achievement of the GEP LOs through formative learning activities and summative assessments. The Handbook explains the role of the departments and faculty in the GEP Assessment as well as what the course portfolio components are:

Role of Departments and Faculty in General Education Assessment

Departments are responsible for developing a plan to assess all courses bearing the GEP designation at least once during the cycle year corresponding to the GEP Level. The GEC and the Assessment Subcommittee (AS) are available to provide input on such a plan specifying in which semester and which section(s) will be assessed. The departments are granted latitude to determine a sufficient representative sample of sections in multi-section courses to adequately capture student achievement of the GEP learning outcomes.

Faculty members teaching designated General Education courses will be required to prepare a course portfolio containing the following components:

1. Course syllabus with a schedule of course assignments.
2. Explanation of alignment of the course learning outcomes (LOs) to each GEP Category LO.
3. Brief description of course learning activities targeting each GEP Category LO.
4. Description of assignment(s) used to assess each GEP Category LO.
5. Numeric assessment results, capturing student performance as exceeding, meeting, partially meeting, or not meeting expectations, and the number of students assessed for each GEP Category LO.
6. Interpretations of assessment results (analysis, summary, and the use of results) for each GEP Category LO. The explanation of the use of assessment results is vital for the closing of the assessment loop.
7. Samples of student work for featured LO(s) representing at least two distinct levels of performance such as exceeding, meeting, partially meeting, or not meeting expectations. For single-category GEP courses, one featured LO is required. For double-category GEP courses, two featured LOs are required (one for each category).

[Chapter 7 - Academic Programs and Curriculum - University of Wisconsin - Stevens Point - Modern Campus Catalog™](#)

Every year the Assessment Coordinator provides by email a template (E.g.: [2022-2023 GEP Assessment Course Portfolio Template.docx](#)) to instructors on how they can demonstrate meeting the GEP expectations for their courses. The same template can also be found on the [GEP Assessment Website](#) and [GEP Assessment at UWSP – Canvas Course](#), serving as the depository of all the materials related to GEP Assessment. GEP Instructors also have access to GEP Course Portfolio Checklist ([GEP Course Portfolio Checklist - Fall 2024.pdf](#)) and Spirit of GEP Learning Outcomes ([GEP Assessment - Spirit of LOS - All levels - Fall2024.pdf](#)) – a guide prepared by designers from our Center of Inclusive Teaching and Learning (CITL) to help instructors align their courses and learning activities with the GEP Category Learning Outcomes by suggesting possible assessment actions/ 'verbs', assessment instruments/ assignments, and assessment methods.

GEP instructors gather numeric data for each GEP Category Learning Outcomes (LOs) and analyze their students' achievement of these LOs. In Round II, instead of reporting the number of students enrolled or assessed in their courses (as done in Round I), instructors used student artifacts to report students' achievement of the GEP LOs. A student artifact is any piece of work produced by a student that demonstrates their knowledge, skills, and abilities in relation to specific learning outcomes. Examples include essays, projects, exams, presentations, lab reports, and portfolios. These artifacts were used by GEP instructors to evaluate and measure student performance and achievement in a structured and meaningful way.

METHODOLOGY: COURSE PORTFOLIO EVALUATION

UWSP followed a similar assessment procedure in Round II as we did in Round I – each course portfolio was evaluated by two reviewers based on a 20-point scoring rubric (E.g.: [UWSP FLC Feedback Rubric for GEP Assessment](#)). However, **the method of soliciting reviewers underwent significant changes in Round II.**

Faculty Learning Community (FLC) members volunteered to review course portfolios in Round I and for the first two years of Round II. However, as it became increasingly difficult to find volunteers due to decreased teaching personnel across departments and increased service responsibilities in all programs, In Year 3, to supplement a small number of volunteers, GEC members participated in the meta-assessment review (For more details, see the [2020-2021 Year 3 GEP Assessment - Investigation Level Report](#), p. 8). Meanwhile, GEC proposed a new process of calling on college deans to appoint instructors to review GEP course portfolios in 2020-2021, which was approved by the Common Council. The Peer Assessment Workgroups (PAWs) were formed, consisting of a number of appointed members based on the number of portfolios to be reviewed (For more details, see the [2021-2022 Year 4 GEP Assessment - Double-Category Courses Report](#), pp. 1-2). In the final collection year of Round II, 2022-2023, there were only fifteen portfolios left to review. The AC proposed that GEC members review these remaining portfolios to gain further experience in the meta-assessment process to help them make better recommendations for updating the GEP assessment process for Round III.

TABLE 1: NUMBER OF FLC/PAWS MEMBERS SERVED IN 2018-2024

Year 1 – Foundation Level (FLCs; Spring 2019 + Summer 2019)	20	TOTAL 84
Year 2 – Investigation Level, Part I (FLCs; Spring 2020 + Summer 2020)	14	
Year 3 – Investigation Level, Part II (GEC + FLCs; Fall 2021)	18	
Year 4 – Double-Category Courses (PAWs; Fall 2022)	18	
Year 5 – Social and Environmental Responsibility Level (GEC, Fall 2023)	14	
Year 6 – Reflection Year	0	

The review of course portfolios collected during the Fall and Spring semesters was postponed until the following Fall semester due to the instructional faculty not being on contract during the summer. This delay in the review process ensures that faculty members, who play a crucial role in the assessment, are available to provide their insights and expertise, thereby maintaining the integrity and thoroughness of the evaluation.

GEP instructors receive feedback on their portfolios (E.g.: [NS-BIOL-100-Portfolio-Fall2019.pdf](#) and [NS-BIOL-100-FLC-Feedback-Rubric-2020.pdf](#)) from FLC or PAWs. The UWSP Feedback Rubric for GEP Assessment evaluates course portfolios based on eight criteria, including alignment with GEP LOs, description of assignments, and assessment results. It uses a point system to rate how well courses meet GEP expectations, providing detailed feedback to help instructors improve their courses and/or course portfolios.

The same 20-point scoring rubric was applied to all the course portfolios in 2018-2024, although it was supported by three different applications – Campus Labs in 2018-2019, Excel in 2019-2022, and Microsoft Teams starting from 2022-2023 (See [Appendix D](#) and [Appendix E](#), respectively). Course portfolios that received

sixteen or more points on the GEP Assessment Feedback Rubric, equating to 80% and above, met the GEP expectations for overall performance. Portfolios scoring between 14 and 16 points, or 70% to 79.9%, were considered to partially meet the GEP expectations, indicating some strengths and areas needing improvement. Those portfolios that scored below 14 points, or less than 70%, did not meet the GEP expectations, highlighting significant areas for improvement.

Depending on the meta-assessment criterion the portfolios that partially meet or do not meet the GEP expectations, it could be that instructors did not provide the necessary information. The goal of the meta-assessment is to continually improve our assessment practices and refine the alignment of courses that preexisted the GEP categories or whose instructors might have changed and were not adequately formed to meet the learning outcomes.

As documented in the [2022-2023 Year 5 GEP Assessment Report -Social and Environmental Responsibility Level](#) (pp. 2-3 and Appendix A), GEP instructors receive an updated general feedback message with the detailed Feedback Rubric, informing them if their portfolios met, partially met, or did not meet the expectations. The general message also explains which next steps should be taken by the instructors and what resources are available to them such as a self-enrolling Canvas course, "[Assessment Training](#)," the University Handbook's section on the GEP Assessment ([Chapter 7, Section 6](#)), and an invitation to schedule an individual consultation with the Assessment Coordinator or CITL's designers.

METHODOLOGY: META-ASSESSMENT REPORTING

UWSP followed the same assessment procedure in Round II as we did in Round I – the Assessment Coordinator gathers and interprets meta-assessment data in annual reports.

Annual GEP Assessment Reports can be found on the website dedicated to the [General Education Program Assessment - Academic Affairs | UWSP](#) under "Annual Assessment Reports" (E.g.: [2020-2021 Round II - Year 3 GEP Assessment Report - Investigation Level, Part II - Arts, Historical Perspectives, and Humanities](#)). We now have a total of twelve GEP Assessment Reports: six from Round I of the 5-year cycle (2013-2018) and six from Round II of the 6-year cycle (2018-2024). These reports comprehensively cover all the GEP Levels and Categories, providing detailed insights into student learning and program effectiveness over the years.

In the last thirteen years, UWSP has significantly enhanced the GEP assessment process by refining our course portfolio collection and evaluation procedures and consistently reporting our findings and achievements in annual meta-assessment reports. This progress led to the successful completion of two comprehensive assessment cycles – Round I and Round II, a substantial improvement from our past when no formal assessment process was in place, prior to 2011.

FINDINGS: OVERVIEW OF ASSESSMENT RESULTS

In Round II (2018-2024), course instructors submitted a total of 167 portfolios and assessed 25,216 student artifacts in their courses to measure all the GEP LOs. Eighty-four reviewers evaluated the course portfolios. Since the quantitative assessment results of student learning are available for all the GEP categories in Round II, the aggregate results show satisfactory student learning on all the current overarching GEP learning outcomes: 87% of UWSP students met the first overarching GEP LO, 78% of students met the second overarching GEP LO, and 80% of students met the third overarching GEP LO.

In Round I (2013-2018), we collected and evaluated 364 course portfolios. Course instructors assessed 20,627 enrolled students. Eighty-four reviewers evaluated the submitted portfolios. See Tables 1 & 2 in the [2017-2018 Year 5 GEP Assessment Report Reflection Year.pdf](#) (p.2) for more information. Table 3 in the [2017-2018 Year 5 GEP Assessment Report Reflection Year.pdf](#) (p. 3) captured that it was only possible to aggregate assessment results of student learning on the last two overarching GEP learning outcomes because quantitative results were not available for the first two levels. The aggregated results for Levels 3 and 4 demonstrated satisfactory student learning: 87% of UWSP students met the third overarching GEP LO and 91% met the fourth overarching GEP LO.

In Round II, although we assessed fewer portfolios in three rather than four levels (See previous discussion on the GEP structure changes), we evaluated more student artifacts, providing us with richer data on student work and their learning. This improvement has given us better insights into student performance, which we lacked in Round I. See Tables 2-3 below for more information.

TABLE 2: SUMMARY OF INSTRUCTORS' COURSE PORTFOLIOS SUBMITTED IN 2018-2024

Years	Foundational Skills and Dispositions Level	Oral Communication (OC)	Written Communication (WC)	Quantitative Literacy (QL)	Wellness (WL)	TOTAL
Single-Category Course Portfolios						
2018-19	# of Portfolios	1	10	12	13	36
2018-19	# of Student Artifacts	1,172	600	982	2,190	4,944

Years	Human Cultures and the Sciences – Part I	Natural Sciences (NSC)	Social Sciences (SS)	TOTAL
Single-Category Course Portfolios				
2019-20	# of Portfolios	21	21	42
2019-20	# of Student Artifacts	3,270	3,319	6,589
Double-Category Course Portfolios				
2021-22	# of Portfolios	1	8	5*
2022-23	# of Portfolios		1	
2021-22	# of Student Artifacts	336	988	1,376
2022-23	# of Student Artifacts		52	

Years	Human Cultures and the Sciences – Part II	Arts (ART)	Historical Perspectives (HP)	Humanities (HU)	TOTAL
Single-Category Course Portfolios					
2020-21	# of Portfolios	23	5	17	45
2020-21	# of Student Artifacts	1,245	387	966	2,598
Double-Category Course Portfolios					
2021-22	# of Portfolios	6	7	7	11.5*
2022-23	# of Portfolios		3		
2021-22	# of Student Artifacts	951	1,166	655	3,074
2022-23	# of Student Artifacts		302		

Years	Social and Environmental Responsibility Level	U.S. Diversity (USD)	Global Awareness (GA)	Environmental Responsibility (ER)	TOTAL
Single-Category Course Portfolios					
2022-23	# of Portfolios	1	7	3	11
2022-23	# of Student Artifacts	69	332	455	856
Double-Category Course Portfolios					
2021-22	# of Portfolios	8	14	7	16.5*
2022-23	# of Portfolios	3		1	
2021-22	# of Student Artifacts	1,178	2,475	1,775	5,779
2022-23	# of Student Artifacts	299		52	
Number of Course Portfolios Submitted in 2018-2024:					167
Number of Student Artifacts Assessed in 2018-2024:					25,216

* Since these were double-category course portfolios, their number has been reduced by half.

TABLE 3: GEP OVERARCHING LEARNING OUTCOMES IN ROUND II, 2018-2024

Round II of GEP Assessment	Three Overarching General Education Program Learning Outcomes <i>Upon completion of the GEP curriculum, students will be able to:</i>
Round II, Foundational Skills and Dispositions Level	1. Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
	Of the 4,944 student artifacts submitted for the Foundational Skills and Dispositions Level, 4,280 (87%) met or exceeded instructors' expectations. This demonstrates that a significant majority of students are satisfactorily achieving the first GEP overarching learning outcome.
Round II, Human Cultures and the Sciences Level	2. Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
	Of the 13,637 student artifacts submitted for the Human Cultures and the Sciences Level, 10,731 (78%) met or exceeded instructors' expectations. This demonstrates that a significant majority of students are satisfactorily achieving the second GEP overarching learning outcome.
Round II, Social and Environmental Responsibility Level	3. Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.
	Of the 6,635 student artifacts submitted for the Social and Environmental Responsibility Level, 5,287 (80%) met or exceeded instructors' expectations. This demonstrates that a significant majority of students are satisfactorily achieving the third GEP overarching learning outcome.

In Round II of the GEP Assessment, GEP LOs were evaluated across three levels, and the results highlight that a significant majority of students are satisfactorily achieving these outcomes. This marks a considerable improvement from Round I, which lacked numeric assessment results for all GEP LOs and did not provide comprehensive student learning results for every GEP Level.

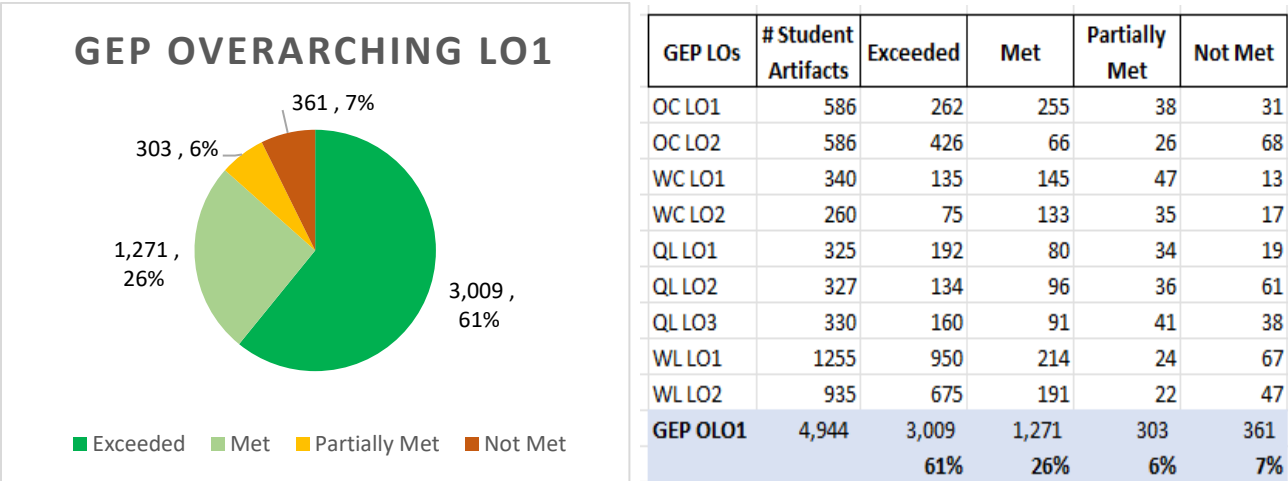
FINDINGS: STUDENT PERFORMANCE ON GEP LEARNING OUTCOMES

To measure the first GEP Overarching Learning Outcome (OLO1), we aggregated student data from four GEP Categories – Oral Communication (OC), Written Communication (WC), Quantitative Literacy (QL), and Wellness (WL). The OC, WC, and WL Categories had two learning outcomes, while the QL Category had three learning outcomes. All these learning outcomes align with OLO1 and allow the indirect measure of student achievement of this outcome.

GEP Category	<i>Upon completing this requirement, students will be able to:</i>
Foundational Skills and Dispositions Level	
Oral Communication	OC LO1: Compose and deliver articulate, grammatically correct, and organized oral assignments using appropriate communication technologies as well as properly documented and supported ideas, evidence, and information suitable to the topic, purpose, oral communication activity/genre, and audience. OC LO2: Apply your understanding of elements that shape successful oral communication such as topic, purpose, genre, and audience to critique your own and others' delivery and provide effective and useful feedback to improve your communication.

Written Communication	WC LO1: Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience. WC LO2: Apply your understanding of elements that shape successful writing to critique and improve your own and others’ writing through effective and useful feedback.
Quantitative Literacy	QL LO1: Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format. QL LO2: Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications. QL LO3: Construct a conclusion using quantitative justification.
Wellness	WL LO1: Assess your own wellness in each of the seven dimensions of wellness and explain how the dimensions and the interactions among them impact your overall personal health and well-being. WL LO2: Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.

GRAPH 1: GEP Overarching Learning Outcome 1 - Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.

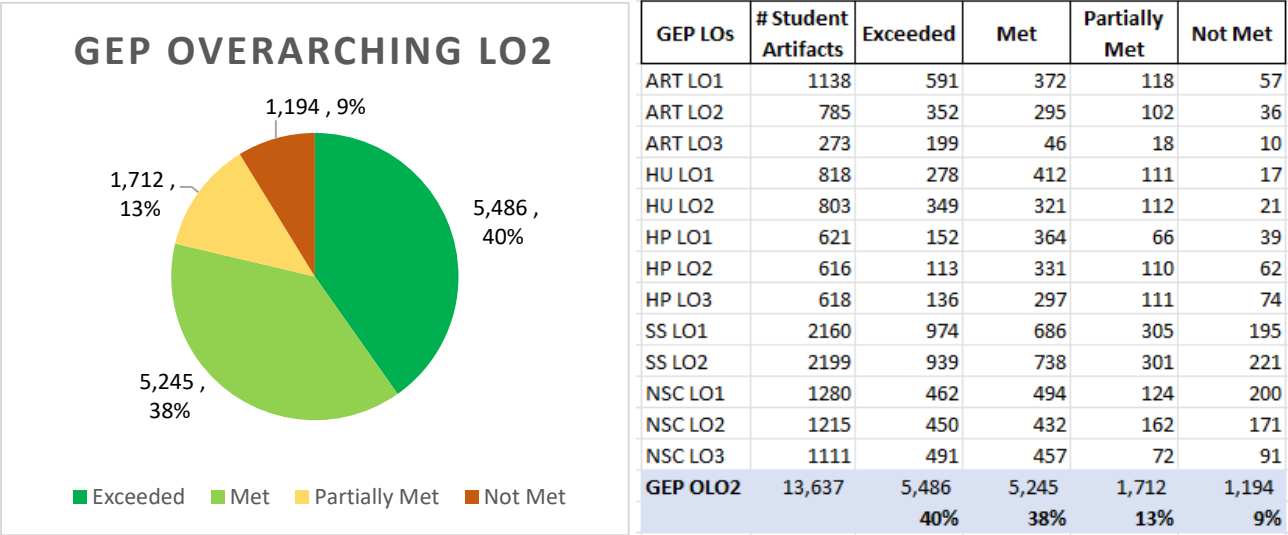


Graph 1 shows the distribution of student attainment of GEP OLO1. Out of 4,944 student artifacts evaluated, 3,009 (61%) exceeded the instructors’ expectations, 1,271 (26%) met the expectations, 303 (6%) partially met the expectations, and 361 (7%) did not meet the expectations. This indicates that many students exceeded or met the expectations – 87%, while a smaller percentage did not meet or partially met the expectations – 13%.

The second GEP Overarching Learning Outcome (OLO2) aggregated student data from five GEP categories – Arts (ART), Historical Perspective (HP), Humanities (HU), Natural Sciences (NSC), and Social Sciences (SS). The HP, and SS Categories had two learning outcomes, the HP and NSC Categories had three learning outcomes, while instructors could choose to assess two or three LOs for the Arts Category. To meet the expectations for GEP OLO2, students needed to meet expectations for the following LOs in 2019-2023. The assessment of these categories took three years, as the Level was split into two parts while double-category courses added another year.

GEP Category	<i>Upon completing this requirement, students will be able to:</i>
Human Cultures and the Sciences Level	
Art	ART LO1: Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms. Do at least ONE of the following: ART LO2: Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts. ART LO3: Demonstrate an understanding of creative expression by producing or performing a creative work.
Historical Perspectives	HP LO1: Use primary sources as evidence to answer questions about historical change. HP LO2: Describe differences among interpretations of the past. HP LO3: Analyze institutional and cultural changes in one or more human societies over time.
Humanities	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). HU LO2: Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one's own.
Natural Sciences (includes required lab component)	NSC LO1: Explain major concepts, methods, or theories in the natural sciences to investigate the physical world. NSC LO2: Interpret information, solve problems, and make decisions by applying natural science concepts, methods, and quantitative techniques. NSC LO3: Describe the relevance of aspects of the natural sciences to their lives and society.
Social Sciences	SS LO1: Explain or apply major concepts, methods, or theories used in the social sciences to investigate, analyze, or predict human behavior. SS LO2: Examine and explain how social, cultural, or political institutions influence individuals or groups.

GRAPH 2 - GEP Overarching Learning Outcome 2 - Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.

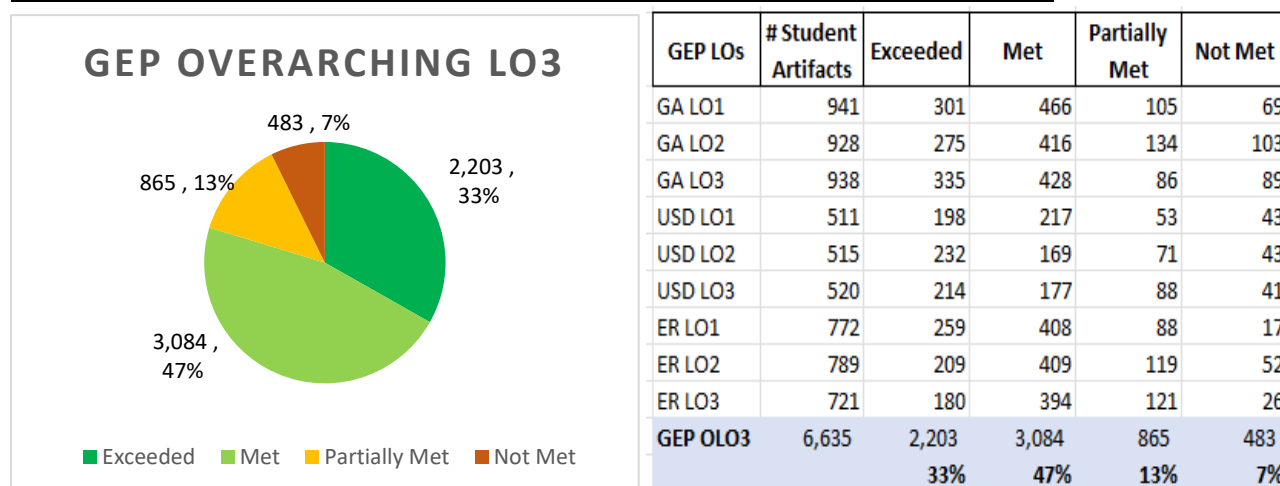


Graph 2 shows the distribution of student performance on GEP OLO2. Out of 13,637 student artifacts evaluated, 5,486 (40%) exceeded the expectations, 5,245 (38%) met the expectations, 1,712 (13%) partially met the expectations, and 1,194 (9%) did not meet the expectations. This indicates that a sizable portion of students either met or exceeded the expectations – 78%, while a smaller percentage did not meet or partially met the expectations – 22%.

The third GEP Overarching Learning Outcome (OLO3) aggregated student data in three categories – U.S. Diversity (USD), Global Awareness (GA), and Environmental Responsibility (ER). All three categories in this level had three learning outcomes. To meet the expectations for GEP OLO3, students needed to meet expectations for the following LOs in 2021-2023. The assessment of these categories took two years, as the assessment of double-category courses added another year.

GEP Category	Upon completing this requirement, students will be able to:
Social and Environmental Responsibility Level	
U.S. Diversity	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. USD LO2: Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality. USD LO3: Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.
Global Awareness	GA LO1: Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures. GA LO2: Analyze key forces or processes that contribute to global interconnectedness, and their implications. GA LO3: Demonstrate curiosity and empathetic insight about diverse cultural perspectives.
Environmental Responsibility	ER LO1: Identify interactions between human society and the natural environment. ER LO2: Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability. ER LO3: Evaluate competing claims that inform environmental debates.

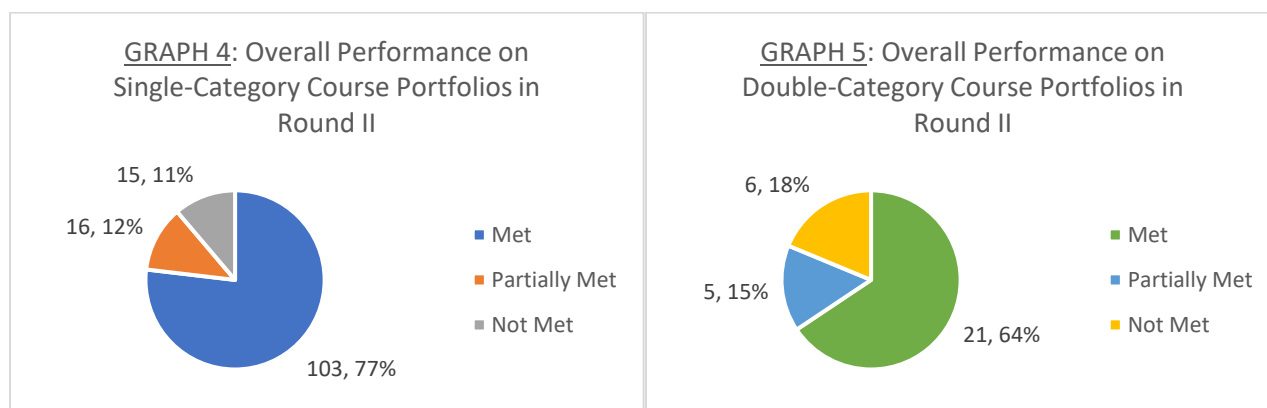
GRAPH 3 - GEP Overarching Learning Outcome 3 - Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.



Graph 3 shows the distribution of student performance on GEP OLO3. Out of 6,635 student artifacts evaluated, 2,203 (33%) exceeded the expectations, 3,084 (47%) met the expectations, 865 (13%) partially met the expectations, and 483 (7%) did not meet the expectations. This indicates that a substantial portion of students met or exceeded the expectations – 80%, while a smaller percentage did not meet or only partially met the expectations –20%.

FINDINGS: PERFORMANCE ON COURSE PORTFOLIOS

Between 2018 and 2024, a total of **134 single-category portfolios and 33 double-category portfolios** were evaluated. Of the single-category portfolios, **103 (77%)** met the GEP expectations. In comparison, **21 out of the 33 double-category portfolios (65%)** met the GEP expectations.



In Round II, the single-category course portfolios demonstrated a stronger overall performance, compared to double-category portfolios. Specifically, 77% of single-category portfolios met the GEP expectations, while only 64% of double-category portfolios achieved the same. Additionally, single-category portfolios had a lower percentage of portfolios that did not meet the expectations (11%) compared to double-category portfolios (18%). **This suggests that single-category portfolios were generally more successful in meeting the GEP expectations overall.**

TABLE 4: Overall Performance on the GEP Course Portfolios in Round II, 2018-2024

GEP Levels & Categories	Met		Partially Met		Not Met	
	Count	Percentage	Count	Percentage	Count	Percentage
Foundational Skills and Dispositions Level	28	78%	5	14%	3	8%
Oral Communication	1	100%	0	0%	0	0%
Written Communication	8	80%	1	10%	1	10%
Quantitative Literacy	10	83%	1	8%	1	8%
Wellness	9	69%	3	23%	1	8%
Human Cultures and the Sciences Level	66	76%	11	13%	10	11%
Arts	16	70%	2	9%	5	22%
Historical Perspectives	4	80%	1	20%	0	0%
Humanities	13	76%	3	18%	1	6%
Natural Sciences	18	86%	2	10%	1	5%
Social Sciences	15	71%	3	14%	3	14%

Social and Environmental Responsibility Level	9	82%	0	0%	2	18%
U.S. Diversity	1	100%	0	0%	0	0%
Global Awareness	5	71%	0	0%	2	29%
Environmental Responsibility	3	100%	0	0%	0	0%
Single-Category Course Portfolios – Total #	103	77%	16	12%	15	11%
Double-Category Course Portfolios – Total #	21	64%	5	15%	6	18%

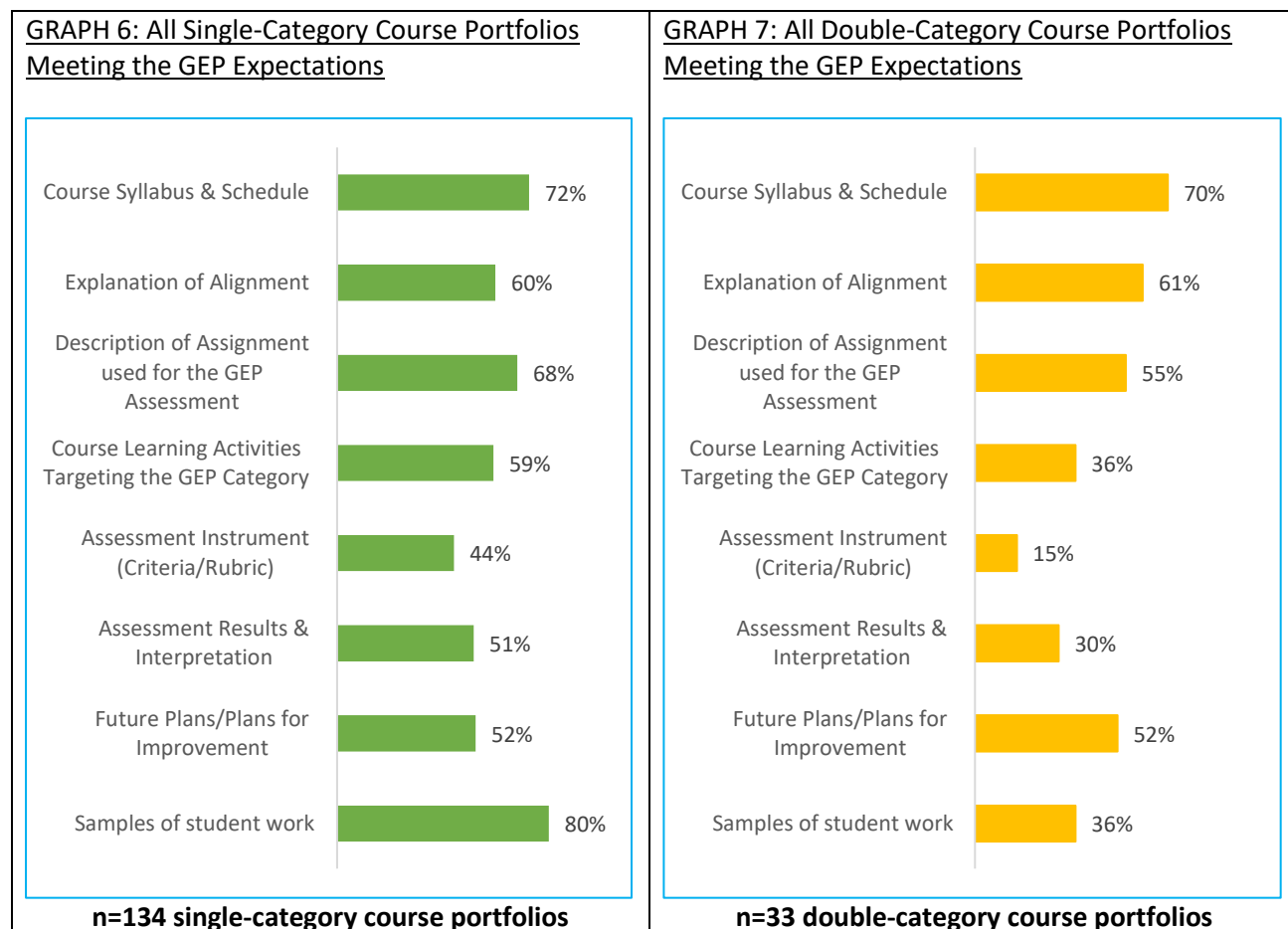
It is not possible to compare the overall performance results of GEP Course Portfolios between Round I (2013-2018) and Round II (2018-2024). This is due to several factors: Round I lacked complete data for all GEP Categories, not all GEP LOs were assessed, the GEP structure changed, and the GEP Assessment Feedback Rubric was revised to better capture the importance/weight of various criteria. However, it will be possible to make such comparisons in Round III (2024-2029) because we will have consistent measurement, using the same 20-point scoring feedback rubric (See [Appendix D](#)) and review interface in Microsoft Teams (See [Appendix E](#)) as well as the same submission interface in Microsoft Teams (See [Appendix C](#)).

The reflection year, 2023-2024, allowed our campus to review all the meta-assessment data collected over five years from the assessment of the GEP course portfolios. A range of factors influenced the data:

- Changes in Assessment Management Systems & Applications:* At the Foundation level, we used Campus Labs to aggregate data on instructors’ performance in preparing the course portfolios. Without access to the software, it is not possible to determine the formulas used to aggregate the Foundation Level data. However, having the PDF copies of all the rubrics sent to the instructors allowed the Assessment Coordinator to reconstruct and recalculate the course portfolio performance data based on the points the portfolios received in 2018-2019. These results are different from the data reported in the [2018-2019 Round II - Year 1 GEP Assessment Report - Foundation Level](#). See [Appendix A](#) for the revised data in this report.
- Flexibility in Submission Deadlines:* To ensure an equitable workload for instructors and reviewers, we divided the assessment of the Human Cultures and the Sciences Level into two parts over two years. We then separately assessed the double-category courses, which carry two GEP designations: one from the Human Cultures and the Sciences Level, and the other from the Social and Environmental Responsibility Level. Finally, we assessed the single-category courses from the Social and Environmental Responsibility Level. Throughout Round II, we allowed instructors who missed the initial submission deadline to submit their course portfolios in the following academic year. This flexibility was necessary as our campus assessed all the GEP Category Learning Outcomes (LOs) in both single-category and double-category courses for the first time in Round II. As a result, we amended our data analysis to focus on GEP categories rather than the specific years when portfolios were prepared and assessed. Consequently, the Year 4 and Year 5 reports have been updated based on this reagggregated data. See [Appendix A](#) for the revised meta-assessment results for all GEP Categories in Round II.
- Reviewing Interface Limitations:* Since the collection of data for student performance was tied to each GEP LOs, it could be easily aggregated across single-category and double-category course portfolios. However, during the meta-assessment of double-category course portfolios, the reviewing interface allowed reviewers to comment on how each portfolio met the combined GEP LOs as a whole, rather than separately for each GEP Category. As a result, we are unable to disaggregate the meta-assessment data for double-category courses into individual categories in Round II. Therefore, the following graphs will show meta-assessment results for each GEP Level, with double-category courses combined into one separate group for easier comparison.

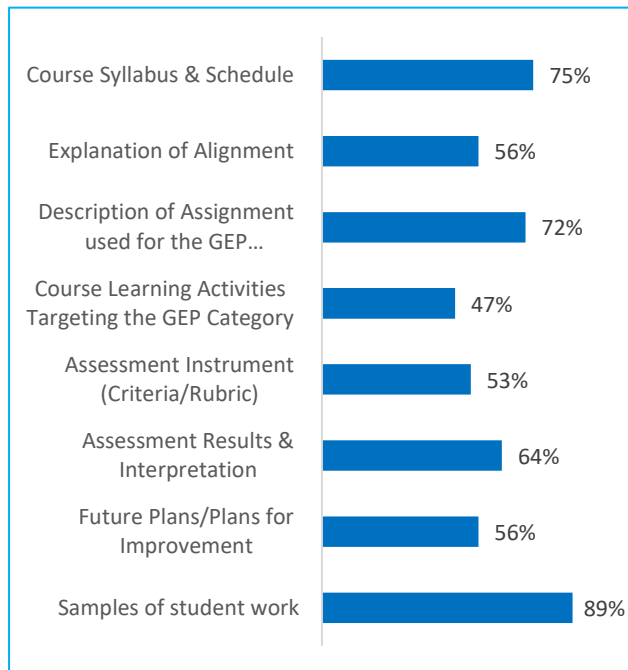
Graphs 6 to 10, as seen below, provide the visualization of meta-assessment data of the percentage of course portfolios in each level that met the GEP expectations, as well as the double-category courses that are treated as one group due to the complexity of the category combinations. Graph 11 shows comparative results between the GEP Levels.

Overall, the performance of the course portfolios varies considerably from level to level, and criterion to criterion. More professional development is needed for GEP instructors in all categories for single- or double-category course portfolios.



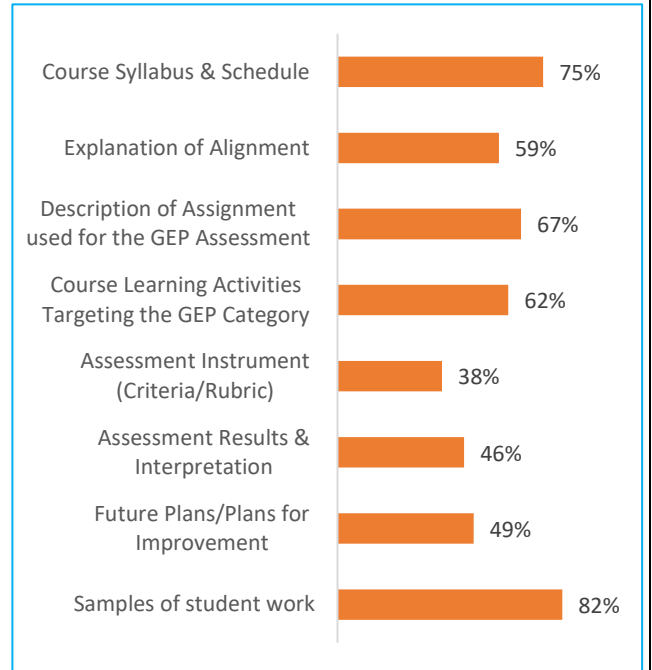
Graphs 6 and 7 show that **the single-category course portfolios outperformed double-category portfolios across most criteria.** For instance, 72% of single-category portfolios met expectations for the Course Syllabus & Schedule, compared to 70% for double-category portfolios. Similarly, 68% of single-category portfolios met expectations for the Description of Assignment, while only 55% of double-category portfolios did. Notably, single-category portfolios performed better in areas like Course Learning Activities (59% vs. 36%) and Samples of Student Work (80% vs. 36%), indicating a stronger overall performance. **Both single-category and double-category course portfolios must improve their assessment instruments and assessment results.** For the Assessment Results & Interpretation, 51% of single-category portfolios met expectations, compared to 30% of double-category portfolios. While for the Assessment Instrument, 44% of single-category portfolios met expectations, compared to just 15% of double-category portfolios.

GRAPH 8: Foundation Skills and Dispositions Level Course Portfolios Meeting the GEP Expectations for Oral Communication, Written Communication, Quantitative Literacy, and Wellness Categories



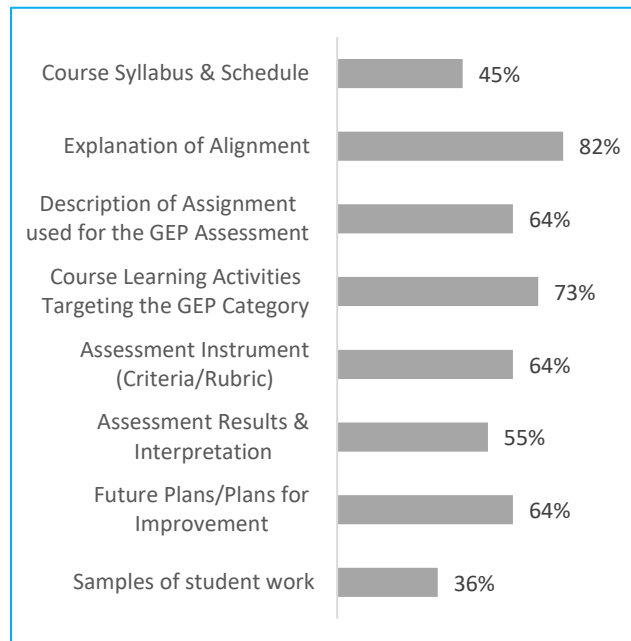
n=36 single-category course portfolios

GRAPH 9: Human Cultures and the Sciences Level Course Portfolios Meeting the GEP Expectations for Arts, Historical Perspectives, Humanities, Natural Sciences, and Social Sciences Categories



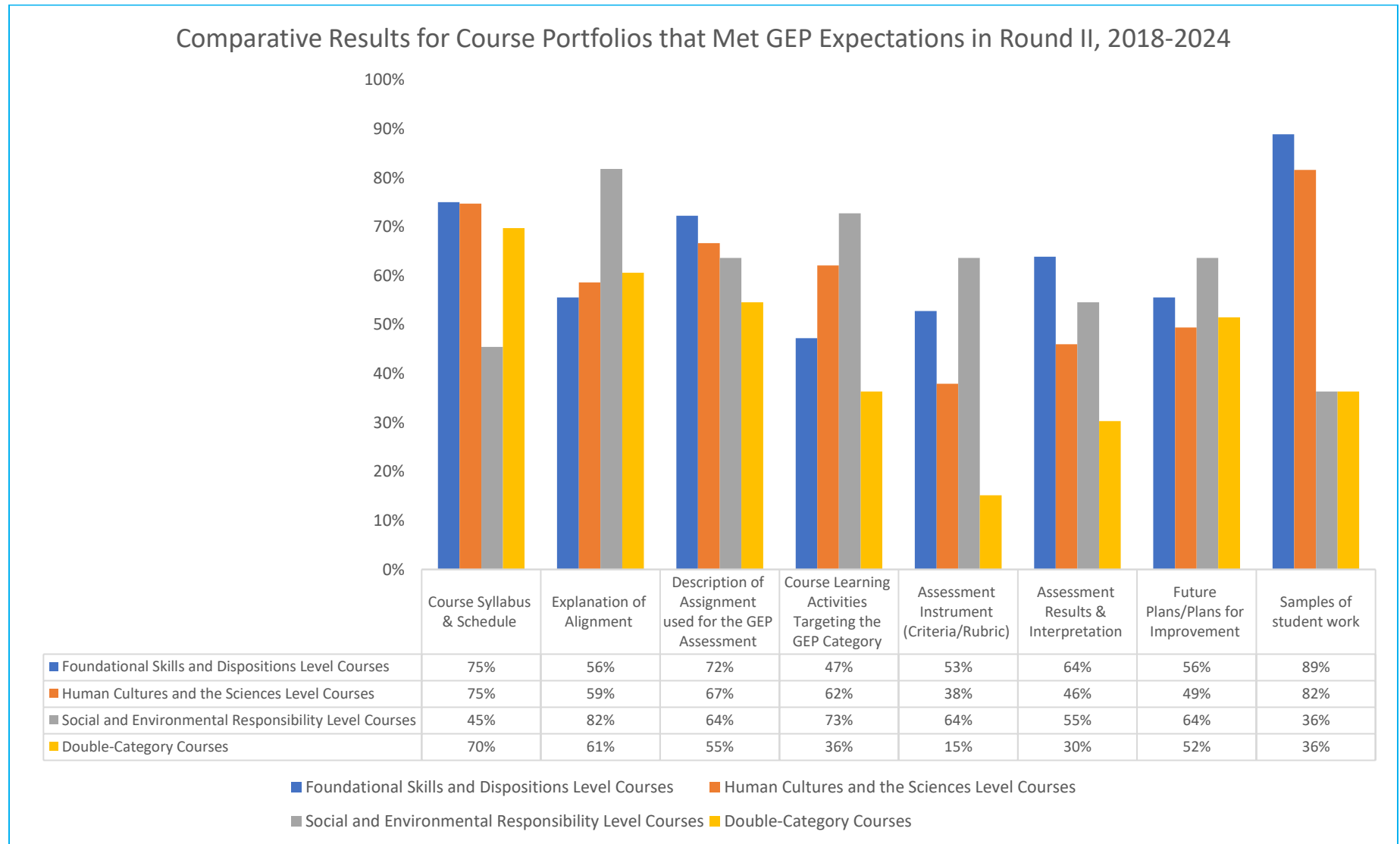
n=87 single-category course portfolios

GRAPH 10: Social and Environmental Responsibility Level Course Portfolios Meeting the GEP Expectations for U.S. Diversity, Global Awareness, and Environmental Responsibility Categories



n=11 single-category course portfolios

GRAPH 11: Comparative Results for Course Portfolios that Met GEP Expectations in Round II, 2018-2024



FINDINGS: INTERPRETATION OF PERFORMANCE ON COURSE PORTFOLIOS

Looking at all the graphs 6-10 and especially Graph 11 of the comparative results between the GEP Levels, we can see that both the Foundational Skills and Dispositions and Human Cultures and the Sciences Levels' single-course portfolios have a high percentage of portfolios **meeting the criteria for Course Syllabus & Schedule** (75% for each level), indicating strong consistency in this area. The Social and Environmental Responsibility Level's single-course portfolios, however, show a significant drop to 45%, suggesting that these portfolios may need more attention to ensure the syllabi and course schedules meet the GEP expectations. The double-category course portfolios are also performing at 70%, which is satisfactory but **there's still room for improvement**.

The Social and Environmental Responsibility Level's single-course portfolios excel in **explaining the alignment between the course learning outcomes and the GEP Category learning outcomes** with 82% meeting the GEP expectations, indicating a clear and strong connection between course learning outcomes and the GEP learning outcomes. The Foundational Skills and Dispositions and Human Cultures and the Sciences Levels perform at 56% and 59% respectively, showing less than desirable performance. The double-category course portfolios are slightly better than the Foundational Skills and Dispositions and Human Cultures and the Sciences Levels – performing at 61% -- yet these numbers indicate that **the explanation of course alignment to the GEP learning outcomes is an area for future improvement and more rigorous professional development**.

The **description of the assignment used for the assessment of each GEP LO** shows stronger performance. The Foundational Skills and Dispositions Level's course portfolios lead in clearly describing assignments used for the GEP assessment at 72% meeting the GEP expectations; while the Human Cultures and the Sciences and Social and Environmental Responsibility Levels follow closely (at 67% and 64%, respectively), indicating a sufficient level of clarity in these descriptions. The double-category course portfolios lag at 55%, suggesting a need for better articulation of assignments in these courses.

The criterion that measures **course learning activities that target the GEP Category Learning Outcomes** shows various levels of attainment. The Social and Environmental Responsibility Level's course portfolios are the strongest in showcasing learning activities that target the GEP LOs at 73% of meeting the GEP expectations, followed by the Human Cultures and the Sciences Level at 62%. The Foundational Skills and Dispositions Level is lower at 47%, and the Double-Category course portfolios are the lowest at 36%, indicating a significant area for improvement in aligning, diversifying, or highlighting course learning activities that target the GEP LOs.

In the Social and Environmental Responsibility Level, 64% of course portfolios met the criteria for **the assessment instruments, such as rubrics or criteria used to measure student performance on the GEP LOs**. The Foundational Skills and Dispositions Level's performance was at 53%, while the Human Cultures and the Sciences Level's was at 38%. The Double-category course portfolios are notably low at 15%, **highlighting a critical need for better-developed assessment criteria and rubrics**.

The Foundational Skills and Dispositions Level's single-course portfolios are the best at **interpreting assessment results** with 64%. The Social and Environmental Responsibility Level's single-course portfolios follow at 55%, while the Human Cultures and the Sciences Level's performance is lower at 46%. The Double-category course portfolios are again the lowest at 30%, **indicating a critical need for better analysis and interpretation of assessment results**.

The Social and Environmental Responsibility Level's single-course portfolios are somewhat proactive in planning for **future improvements** at 64%. The Foundational Skills and Dispositions Level's single-course

portfolios are less proactive at 56%, followed by the Double-category course portfolios at 52% and, finally, the Human Cultures and the Sciences Level’s single-course portfolios at 49%. **All levels show room for growth in planning for future improvements.**

The Foundational Skills and Dispositions and the Human Cultures and the Sciences Levels’ single-course portfolios stand out in **providing samples of student work**, with 89% and 82%, respectively. This suggests an important level of transparency and evidence of student performance. The Social and Environmental Responsibility Level’s single-course portfolios and the Double-category course portfolios are much lower at 36%, **indicating a critical need for a more comprehensive collection and presentation of student work samples.**

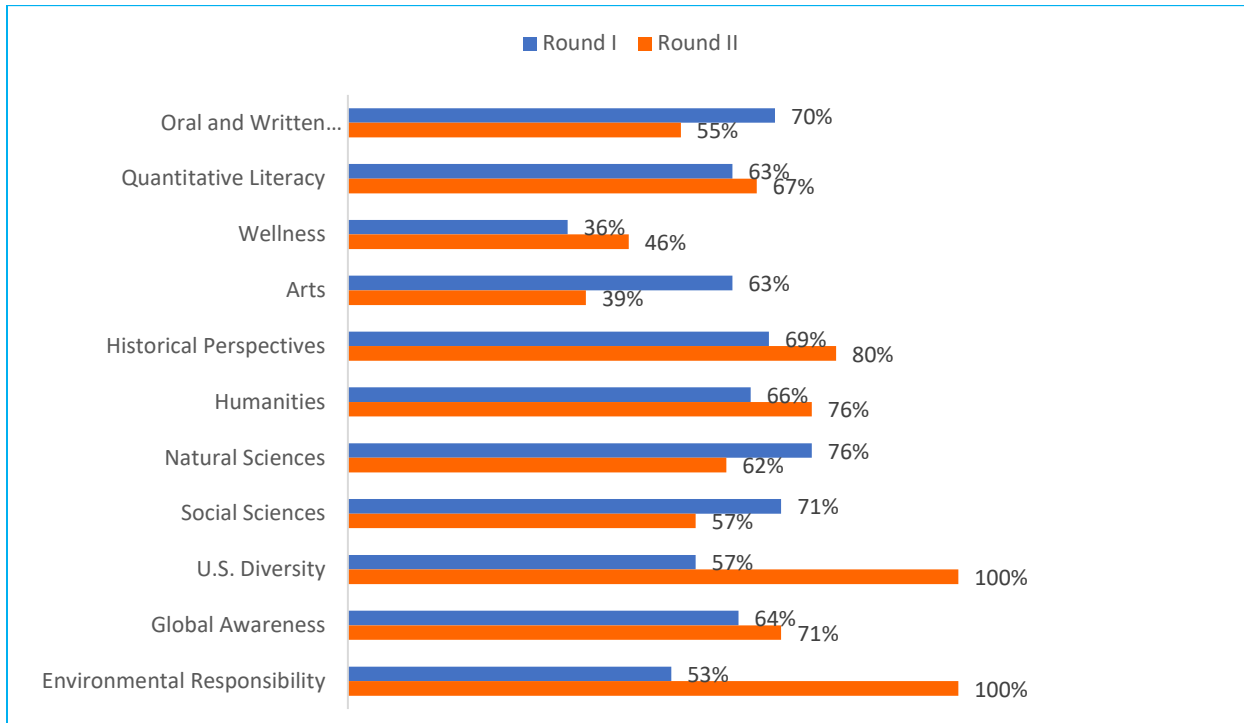
Overall, the Foundational Skills and Dispositions and Human Cultures and the Sciences Levels’ single-course portfolios generally performed well in providing clear syllabi, schedules, and samples of student work, demonstrating strong alignment with the GEP category learning outcomes. The Social and Environmental Responsibility Level’s single-course portfolios excelled in explaining alignment with GEP LOs and demonstrated how they effectively targeted these LOs through course learning activities. However, this level’s portfolios need significant improvement in providing adequate samples of student work. The Double-category course portfolios showed strengths in course syllabi and schedules but require substantial enhancements in developing robust assessment instruments and better interpreting assessment results.

In Round I, the average scores for all the GEP categories of the submitted course and program portfolios that met the GEP expectations in the three most problematic criteria in 2013-2018 (See [2017-2018 Year 5 GEP Assessment Report Reflection Year](#), pp. 7-8) when compared to the meta-assessment results from Round II show that these areas are still in need of continued attention:

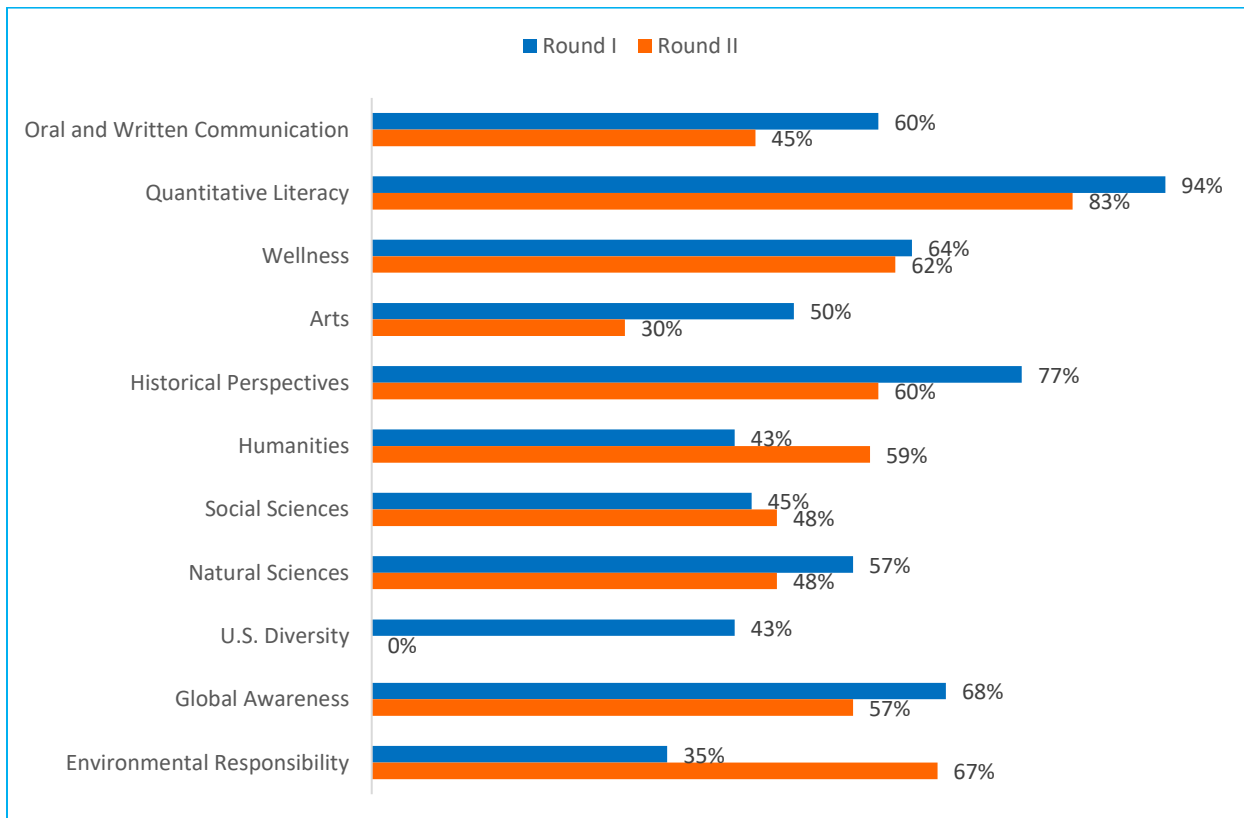
	Round I 2013-2017	Round II 2018-2024
Explanation of Alignment	64%	60%
Assessment Results and Interpretation	55%	47%
Future Plans/ Plans for Improvement	61%	52%

Future efforts in Round III of the GEP Assessment should focus first on clarifying the explanation of alignment between the course LOs and the GEP LOs. Secondly, efforts should concentrate on enhancing the development of assessment instruments and interpreting the assessment results in light of student learning relevant to the GEP LOs. Finally, improving the alignment of course learning activities to the GEP category learning outcomes and refining instructors’ reflections on future plans and/or plans for improvement of student learning in the GEP courses would strengthen the GEP assessment process and meta-assessment results on the course portfolios by the instructors teaching the GEP designated courses.

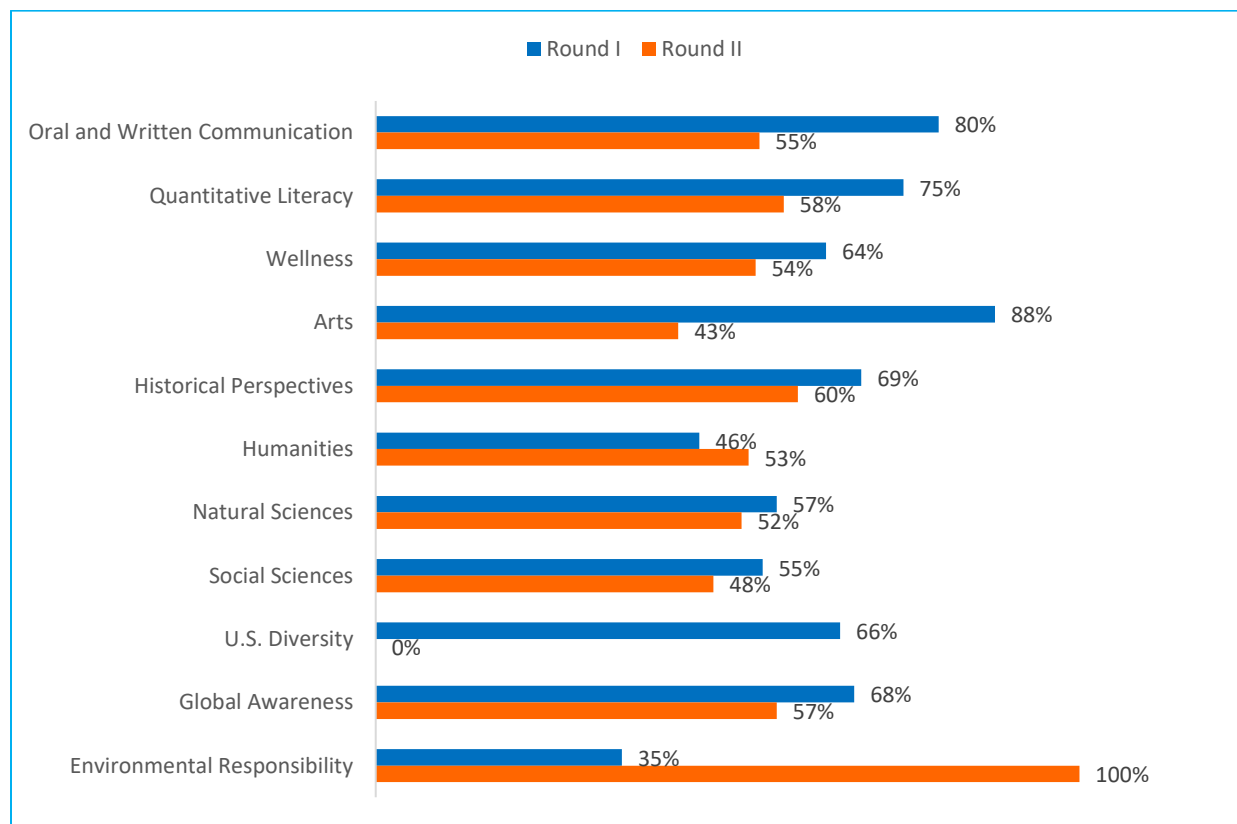
GRAPH 12: Explanation of Alignment - Meeting GEP Expectations in Round I and Round II



GRAPH 13: Assessment Results & Interpretations - Percentage of Portfolios Meeting GEP Expectations in Round I and Round II



GRAPH 14: Future Plans/ Plans for Improvement - Percentage of Portfolios Meeting GEP Expectations in Round I and Round II



While our goal is to achieve 100% in all criteria on the GEP Assessment Feedback Rubric, it’s important to understand that the observed decreases in some areas can be attributed to various factors, including changes in instructors and the shift from aligning a single focal learning outcome (LO) to aligning every LO, which naturally presents more challenges. We also now require all instructors to gather numeric results for their assessment of student artifacts. We expected them to interpret the results considering the GEP LOs and expectations, thus, making appropriate future plans for the improvement of student learning in the GEP courses. It is important to note that these results are only from single-category courses and in the future, it will be vital to disaggregate the course performance results from double-category courses to see better results for each GEP Category.

For instance, Graph 12 shows that **the alignment between the GEP LOs and the course LOs** in Oral and Written Communication decreased from 70% to 55%, Arts from 63% to 39%, Natural Sciences from 76% to 62%, and Social Sciences from 71% to 57%. However, there were notable improvements in areas such as U.S. Diversity, which increased significantly from 57% to 100%, and Environmental Responsibility, which also rose from 53% to 100%.

The assessment results in Graph 13 show a mixed performance in **the criterion of assessment results and their interpretation** across various categories between Round I and Round II. Oral and Written Communication decreased from 60% to 45%, and Quantitative Literacy saw a drop from 94% to 83%. Wellness remained relatively stable, with a slight decrease from 64% to 62%. Arts experienced a significant decline from 50% to 30%, and Historical Perspectives also dropped from 77% to 60%. However, Humanities improved from 43% to 59%, and Social Sciences saw a minor increase from 45% to 48%. Natural Sciences decreased from 57%

to 48%, and U.S. Diversity saw a drastic drop from 43% to 0%. Global Awareness decreased from 68% to 57%, while Environmental Responsibility showed a notable improvement from 35% to 67%.

Graph 14 captures meta-assessment feedback on **the criterion of future plans for improvement**, which indicates a varied performance across GEP Categories between Round I and Round II. Oral and Written Communication decreased from 80% to 55%, and Quantitative Literacy dropped from 75% to 58%. Wellness saw a slight decrease from 64% to 54%, while Arts experienced a significant decline from 88% to 43%. Historical Perspectives also decreased from 69% to 60%. Natural Sciences saw a slight decrease from 57% to 52%. Social Sciences dropped from 55% to 48%, and U.S. Diversity saw a drastic drop from 66% to 0%. Global Awareness decreased from 68% to 57%. However, Humanities improved from 46% to 53%, while Environmental Responsibility showed a remarkable improvement from 35% to 100%.

Looking ahead, we need to take proactive steps to improve instructors' performance on all the criteria specified in the GEP Assessment Feedback Rubric by investing in professional development for them. By offering targeted training and resources, we can help them better integrate their course learning outcomes and activities with the GEP LOs. This support will not only enhance alignment but also enrich the overall educational experience for our students. Together, with a focus on continuous improvement and collaboration, we can achieve our alignment goals and ensure the highest quality of education.

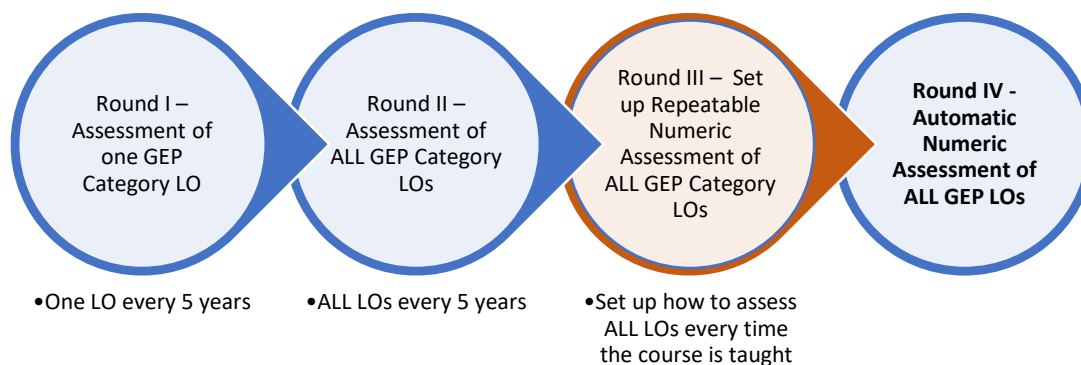
The stability of our in-house assessment management system in Microsoft Teams and the assessment process as it has been delineated in the Methodology sections above are key factors for our future success, as we continue to use the same meta-assessment rubric, allowing us to compare measurements consistently over time. Many factors changed between Round I and Round II, but in the next round, we should see that the consistency of the process and requirements will yield different results. Additionally, the updated Teams submission interface (See [Appendix C](#)) has become more user-friendly and consistent, which should contribute to stronger results in Round III. With the excellent support from our CITL designers, who provide outstanding training and consultations on course design and assessment practices, we are well positioned to address areas of decline and build on our successes. Together, these improvements will enhance the overall performance and alignment of GEP-designated courses to the GEP LOs.

IMPLEMENTATION OF PREVIOUS RECOMMENDATIONS

We have successfully implemented all the general recommendations outlined in the [2022-2023 Year 5 GEP Assessment Report -Social and Environmental Responsibility Level](#) (pp. 7-8). This report includes the revised and reaggregated data for 2018-2024 (See [Appendix A](#)). We examined the evaluation process of double-category course portfolios and concluded that it would be beneficial to evaluate the course portfolios for each category separately to ensure better reaggregation of data in the future (See General Recommendation #2 below). Following General Recommendation #3 from the [2022-2023 Year 5 GEP Assessment Report -Social and Environmental Responsibility Level](#) (p. 7), the Assessment Coordinator revised the reporting schedule for Round III which is currently announced on the GEP Assessment Website (See Appendix I).

To implement General Recommendations #4-7 outlined in the [2022-2023 Year 5 GEP Assessment Report - Social and Environmental Responsibility Level](#) (p. 8), we updated the Word template, "2024-2025 GEP Assessment of Foundation Level – Round III: Critical Thinking (CT), Written Communication (WC), Qualitative Literary (QL), and Wellness (WL) Course Portfolio Requirements" (See [Appendix B](#)) as well as the submission platform in Microsoft Teams (See [Appendix C](#)) to prepare GEP instructors for an automatic collection of data in Round IV by setting up repeatable assessments and assignments in Round III:

DIAGRAM 3: Round III’s Emphasis on Implementing Steps for Automatic Collection of Assessment Data for each GEP Category LOs in Round IV:



PROFESSIONAL DEVELOPMENT FOR ROUND III

In the spirit of continuous improvement, the Assessment Coordinator – Dr. Vera Klekovkina – conducts regular assessment workshops to help prepare teaching faculty and staff for the GEP Assessment. For instance, the “GEP Assessment Workshop in collaboration with CITL – Preparing for Round III Foundation Level (CT, WC, QL, WL)” was held on January 16, 2024 (See Appendix F). It consisted of two parts. The first portion of the workshop focused on preparing for Round III of the GEP Assessment at the Foundation Level. The workshop reviewed lessons learned from Rounds I and II, highlighting areas needing improvement, such as alignment explanation, course learning activities targeting the GEP LOs, assessment instruments, assessment results interpretation, and improvement plans. Participants were provided with an updated template for 2024-2025 (See [Appendix B](#)) and checklists to enhance their course portfolios. The workshop aimed to equip instructors with the tools and knowledge necessary to improve their assessment practices and align their courses with GEP learning outcomes.

The second portion, entitled “Transparency in Learning and Teaching (TILT) Workshop,” was prepared and presented by Dr. Erin Speetzen, Director of CITL (See Appendix G). It focused on improving student success through transparent teaching methods. The workshop aimed to help participants understand how TILT can enhance their assessment efforts. The participants were introduced to the TILT framework, which emphasizes clear communication of the purpose, tasks, and criteria for assignments to improve student learning outcomes and engagement. The participants were invited to consider the benefits of TILT for the GEP Assessment, as they discussed assignment examples provided by CITL, and identified how these examples aligned assessment methods with the assignment instructions and assessment instruments. Finally, the workshop included practical exercises, such as revising assignments to fit the TILT framework and peer feedback sessions, to help instructors apply these principles in their courses. The ultimate goal was to equip instructors with tools to create more transparent and effective assessments, thereby increasing student confidence, retention, and academic success.

On August 27, 2024, the Assessment Coordinator led the “Workshop for GEP Assessment of Round III - Foundation Level” to continue preparing participants for the upcoming assessment cycle (See Appendix H). The workshop focused on familiarizing attendees with the updated course portfolio requirements and templates, the revised assessment submission platform in Microsoft Teams, and the current GEP LOs.

Participants learned how to access resources and assistance for GEP assessment and were encouraged to update their syllabi accordingly. The workshop emphasized the importance of automatic data collection and streamlined processes, ideally reducing the need for compiling full course portfolios in the future. The session also highlighted the support provided by CITL in enhancing course design and assessment practices.

GENERAL RECOMMENDATIONS

Round II of the GEP Assessment highlighted the need for better preparation of portfolios. To address this, we propose the following actions:

1. **Revise the Review Process of Double-Category Courses:** To ensure better reaggregation of assessment data in the future, it is vital to evaluate each GEP Category separately in the course portfolio evaluation process. Two viable solutions:
 - **Separate Evaluations:** Instructors might be invited to submit portfolios twice during Round III, once for each GEP Category when their courses are scheduled to be assessed in either the Human Cultures and Sciences Level or the Social and Environmental Responsibility Level.
 - **Single Portfolio with Separate Assessments:** Alternatively, instructors could submit one portfolio that targets the assessment of each GEP Category separately.

It would be advisable to survey double-course instructors to determine whether they prefer submitting two separate portfolios for each GEP Category, thereby assessing only two or three GEP LOs at a time, or one comprehensive portfolio that assesses from four to six GEP LOs. This survey could provide valuable insights into their preferences and potentially enhance the GEP Assessment process.

2. **Update the Course Portfolio Evaluation Process & Reviewing Interface based on proposed changes for the double-category review process:** Examine and change the processes of how we record in Microsoft Teams: a) the achievement of student learning for each GEP LO and each GEP Category, and b) the achievement of instructors' measurement of the GEP LOs for each GEP Category.
3. **Collaborate with the Office of Institutional Research and Effectiveness (OIRE):** Meet with OIRE to discuss their collaboration with GEC, AS, and GC for GEP and program assessment efforts. The main questions for Round III:
 - Are we counting the students the right way? Currently, our assessments are based on student artifacts submitted for each GEP LO.
 - What additional Handbook changes do we need for the Assessment section? What about the main assessment plan that includes participation of the OIRE and collaboration between GEC and AS?
 - Should GEC revisit the question of adopting institutional learning outcomes in Round III?
4. **Evaluate the Main Assessment Plan:** Collaborate with the Assessment Subcommittee to evaluate the main assessment plan while collecting data in 2024-2025 to update the university Handbook's Chapter 7 on Assessment.
5. **Amend Partially Meeting or Not Meeting Expectations Portfolios:** Decide on the process for amending portfolios that did not meet GEP expectations by having them complete the Assessment Training Course. This could include:
 - a) Using an existing checklist - [GEP Course Portfolio Checklist](#),
 - b) Conducting individual meetings with faculty and the AC and/or CITL designers, and
 - c) Asking faculty to self-evaluate their portfolios based on the GEP Assessment Feedback Rubric.

6. **Ensure Access to Previous Feedback:** Ensure that instructors have access to the previous round's meta-assessment rubric and feedback to help them prepare current portfolios. Continue working with our IT development team to implement easy access to previously submitted course portfolios and feedback rubrics.
7. **Create a GEC Working Group to Examine Student Participation in the GEP Assessment Process:** To improve the effectiveness and inclusivity of the GEP Assessment in Round III, it would be beneficial to examine how we can involve students in the assessment process. Would administering indirect-measure assessments such as student surveys be a helpful tool for further improvement of the GEP Assessment Process? This working group could consider and develop:
 - **End-of-Course Surveys:** Administer surveys at the end of each GEP course to gather students' feedback on their learning experiences. Include questions that assess their perceived achievement of the GEP learning outcomes.
 - **Annual GEP Surveys:** Conduct annual surveys targeting students who have completed multiple GEP courses to evaluate their overall perception of the GEP program and its impact on their education.
8. **Continue to Provide Professional Development to GEP Instructors:** Offer professional development through CITL at every level, focusing on the explanation of alignment, assessment instruments, interpretation of assessment results, future plans, and course learning activities targeting the GEP LOs.
 - **Consider adopting the TILT Framework for all the GEP Levels** because this framework supports student success by improving their understanding of what is expected, how to achieve it, and why it matters. By clearly communicating the purpose, tasks, and criteria for success, the TILT framework can help all the GEP instructors explain to their students how they are achieving the GEP LOs in their courses and why it matters for the GEP courses, in particular, and students' academic pursuits, in general. This framework creates not only better transparency for learning but also sharpens students' metacognition.
 - Conduct **January Assessment/CITL Workshops**, similar to those held on January 16, 2024, for next year's instructors of scheduled GEP Categories. This will provide instructors with more time to revise and adjust their courses, as well as prepare their GEP course portfolios.
 - **Consider surveying instructors** on how frequently and explicitly they communicate GEP LOs during the semester to gauge how students engage with the GEP LOs throughout the course.

CONCLUDING REMARKS

In conclusion, the second complete cycle of the General Education Program Assessment has successfully demonstrated satisfactory student learning across all GEP categories. Over the past thirteen years, UWSP has made significant strides in consistently implementing and enhancing the GEP assessment process. By refining our methodologies for course portfolio collection and evaluation, and regularly reporting our findings in annual meta-assessment reports, we have effectively completed two comprehensive assessment cycles. This progress represents a substantial improvement from our earlier years when no formal assessment process existed. Moving forward, these improvements will continue to support our commitment to high educational standards and student success.

Round II has also identified key areas for improvement in our assessment practices. By implementing the proposed recommendations, including updating the assessment cycle, enhancing the evaluation process, providing targeted professional development, continuing our strong collaboration with the Center of Inclusive Teaching and Learning, and fostering collaboration with the Office of Institutional Research and Effectiveness and Assessment Subcommittee, we can further refine our assessment methods. These efforts will ensure that our campus continues to uphold exacting standards of educational quality and effectively supports student achievement in the upcoming Round III of the GEP Assessment.

LIST OF APPENDICES

Appendix A	Revised Meta-Assessment Results for All GEP Levels in Round II, 2018-2024.
Appendix B	2024-2025 GEP Assessment Course Portfolio Template Updated in Microsoft Word.
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Appendix D	Scoring GEP Assessment Feedback Rubric in Excel.
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Appendix F	January 16, 2024, GEP Assessment Workshop in collaboration with CITL – Preparing for Round III Foundation Level (CT, WC, QL, WL) (PPP Slides).
Appendix G	January 16, 2024, CITL Workshop – Transparency in Learning and Teaching (TILT) Workshop (PPP Slides).
Appendix H	August 27, 2024, Workshop for 2024-2025 GEP Assessment of Foundational Skills and Dispositions Level - Critical Thinking [CT], Written Communication [WC], Quantitative Literacy [QL], and Wellness [WL] (PPP Slides)
Appendix I	General Education Program Assessment Website with the revised reporting schedule.
Appendix J	UWSP Handbook, Chapter 7, 2024-2025 with the revised Sections 2 and 6 pertinent to the GEP Assessment.

APPENDIX A

Revised Meta-Assessment Results for All GEP Levels in Round II, 2018-2024

All the meta-assessment data were recalculated based on the 20-point scoring rubric (See [Appendix D](#) for Excel format and [Appendix E](#) for Microsoft Teams' interface of this rubric).

FOUNDATION LEVEL

ALL Foundation Level Course Portfolios

n= 36

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	9	25%	27	75%
Explanation of Alignment	1	3%	15	42%	20	56%
Description of Assignment Used for the GEP Assessment	0	0%	10	28%	26	72%
Course Learning Activities Targeting the GEP Category	1	3%	18	50%	17	47%
Assessment Instrument (Criteria/Rubric)	2	6%	15	42%	19	53%
Assessment Results & Interpretation	1	3%	12	33%	23	64%
Future Plans/Plans for Improvement	3	8%	13	36%	20	56%
Samples of student work	1	3%	3	8%	32	89%

Oral Communication

n=1

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	0	0%	1	100%
Explanation of Alignment	0	0%	0	0%	1	100%
Description of Assignment Used for the GEP Assessment	0	0%	0	0%	1	100%
Course Learning Activities Targeting the GEP Category	0	0%	0	0%	1	100%
Assessment Instrument (Criteria/Rubric)	0	0%	0	0%	1	100%
Assessment Results & Interpretation	0	0%	1	100%	0	0%
Future Plans/Plans for Improvement	0	0%	1	100%	0	0%
Samples of student work	1	100%	0	0%	0	0%

Written Communication

n= 10

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	2	20%	8	80%
Explanation of Alignment	0	0%	5	50%	5	50%
Description of Assignment Used for the GEP Assessment	0	0%	4	40%	6	60%
Course Learning Activities Targeting the GEP Category	0	0%	3	30%	7	70%
Assessment Instrument (Criteria/Rubric)	0	0%	3	30%	7	70%
Assessment Results & Interpretation	0	0%	5	50%	5	50%
Future Plans/Plans for Improvement	0	0%	4	40%	6	60%
Samples of student work	0	0%	1	10%	9	90%

Quantitative Literacy**n=12**

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	3	25%	9	75%
Explanation of Alignment	1	8%	3	25%	8	67%
Description of Assignment Used for the GEP Assessment	0	0%	2	17%	10	83%
Course Learning Activities Targeting the GEP Category	1	8%	6	50%	5	42%
Assessment Instrument (Criteria/Rubric)	1	8%	5	42%	6	50%
Assessment Results & Interpretation	1	8%	1	8%	10	83%
Future Plans/Plans for Improvement	2	17%	3	25%	7	58%
Samples of student work	0	0%	0	0%	12	100%

Wellness**n=13**

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	4	31%	9	69%
Explanation of Alignment	0	0%	7	54%	6	46%
Description of Assignment Used for the GEP Assessment	0	0%	4	31%	9	69%
Course Learning Activities Targeting the GEP Category	0	0%	9	69%	4	31%
Assessment Instrument (Criteria/Rubric)	1	8%	7	54%	5	38%
Assessment Results & Interpretation	0	0%	5	38%	8	62%
Future Plans/Plans for Improvement	1	8%	5	38%	7	54%
Samples of student work	0	0%	2	15%	11	85%

HUMAN CULTURES AND THE SCIENCES LEVEL

ALL Human Cultures and the Sciences Level Course Portfolios

n= 87

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	1	1%	21	24%	65	75%
Explanation of Alignment	4	5%	32	37%	51	59%
Description of Assignment Used for the GEP Assessment	4	5%	25	29%	58	67%
Course Learning Activities Targeting the GEP Category	10	11%	23	26%	54	62%
Assessment Instrument (Criteria/Rubric)	19	22%	35	40%	33	38%
Assessment Results & Interpretation	2	2%	45	52%	40	46%
Future Plans/Plans for Improvement	4	5%	40	46%	43	49%
Samples of student work	2	2%	14	16%	71	82%

Natural Sciences 2019-2020

n=21

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	2	10%	19	90%
Explanation of Alignment	2	10%	6	29%	13	62%
Description of Assignment Used for the GEP Assessment	0	0%	6	29%	15	71%
Course Learning Activities Targeting the GEP Category	2	10%	6	29%	13	62%
Assessment Instrument (Criteria/Rubric)	2	10%	8	38%	11	52%
Assessment Results & Interpretation	0	0%	11	52%	10	48%
Future Plans/Plans for Improvement	2	10%	8	38%	11	52%
Samples of student work	0	0%	3	14%	18	86%

Social Sciences 2019-2020

n=21

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	1	5%	7	33%	13	62%
Explanation of Alignment	1	5%	8	38%	12	57%
Description of Assignment Used for the GEP Assessment	2	10%	7	33%	12	57%
Course Learning Activities Targeting the GEP Category	3	14%	7	33%	11	52%
Assessment Instrument (Criteria/Rubric)	7	33%	7	33%	7	33%
Assessment Results & Interpretation	1	5%	10	48%	10	48%
Future Plans/Plans for Improvement	1	5%	10	48%	10	48%
Samples of student work	2	10%	4	19%	15	71%

Arts 2020-2021**n=23**

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	10	43%	13	57%
Explanation of Alignment	1	4%	13	57%	9	39%
Description of Assignment Used for the GEP Assessment	2	9%	6	26%	15	65%
Course Learning Activities Targeting the GEP Category	4	17%	5	22%	14	61%
Assessment Instrument (Criteria/Rubric)	7	30%	10	43%	6	26%
Assessment Results & Interpretation	1	4%	15	65%	7	30%
Future Plans/Plans for Improvement	1	4%	12	52%	10	43%
Samples of student work	0	0%	5	22%	18	78%

Historical Perspectives 2020-2021**n=5**

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	0	0%	5	100%
Explanation of Alignment	0	0%	1	20%	4	80%
Description of Assignment Used for the GEP Assessment	0	0%	2	40%	3	60%
Course Learning Activities Targeting the GEP Category	0	0%	3	60%	2	40%
Assessment Instrument (Criteria/Rubric)	1	20%	2	40%	2	40%
Assessment Results & Interpretation	0	0%	2	40%	3	60%
Future Plans/Plans for Improvement	0	0%	2	40%	3	60%
Samples of student work	0	0%	1	20%	4	80%

Humanities 2020-2021**n=17**

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	2	12%	15	88%
Explanation of Alignment	0	0%	4	24%	13	76%
Description of Assignment Used for the GEP Assessment	0	0%	4	24%	13	76%
Course Learning Activities Targeting the GEP Category	1	6%	2	12%	14	82%
Assessment Instrument (Criteria/Rubric)	2	12%	8	47%	7	41%
Assessment Results & Interpretation	0	0%	7	41%	10	59%
Future Plans/Plans for Improvement	0	0%	8	47%	9	53%
Samples of student work	0	0%	1	6%	16	94%

SOCIAL AND ENVIRONMENTAL RESPONSIBILITY LEVEL

ALL Social and Environmental Responsibility Level Course Portfolios

n= 11

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	1	9%	5	45%	5	45%
Explanation of Alignment	0	0%	2	18%	9	82%
Description of Assignment Used for the GEP Assessment	0	0%	4	36%	7	64%
Course Learning Activities Targeting the GEP Category	0	0%	3	27%	8	73%
Assessment Instrument (Criteria/Rubric)	0	0%	4	36%	7	64%
Assessment Results & Interpretation	0	0%	5	45%	6	55%
Future Plans/Plans for Improvement	0	0%	4	36%	7	64%
Samples of student work	2	18%	5	45%	4	36%

U.S. Diversity 2022-2023

n=1

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	0	0%	1	100%
Explanation of Alignment	0	0%	0	0%	1	100%
Description of Assignment Used for the GEP Assessment	0	0%	1	100%	0	0%
Course Learning Activities Targeting the GEP Category	0	0%	0	0%	1	100%
Assessment Instrument (Criteria/Rubric)	0	0%	1	100%	0	0%
Assessment Results & Interpretation	0	0%	1	100%	0	0%
Future Plans/Plans for Improvement	0	0%	1	100%	0	0%
Samples of student work	0	0%	1	100%	0	0%

Global Awareness 2022-2023

n=7

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	1	14%	4	57%	2	29%
Explanation of Alignment	0	0%	2	29%	5	71%
Description of Assignment Used for the GEP Assessment	0	0%	3	43%	4	57%
Course Learning Activities Targeting the GEP Category	0	0%	2	29%	5	71%
Assessment Instrument (Criteria/Rubric)	0	0%	3	43%	4	57%
Assessment Results & Interpretation	0	0%	3	43%	4	57%
Future Plans/Plans for Improvement	0	0%	3	43%	4	57%
Samples of student work	2	29%	3	43%	2	29%

Environmental Responsibility 2022-2023

n=3

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	1	33%	2	67%
Explanation of Alignment	0	0%	0	0%	3	100%
Description of Assignment Used for the GEP Assessment	0	0%	0	0%	3	100%
Course Learning Activities Targeting the GEP Category	0	0%	1	33%	2	67%
Assessment Instrument (Criteria/Rubric)	0	0%	0	0%	3	100%
Assessment Results & Interpretation	0	0%	1	33%	2	67%
Future Plans/Plans for Improvement	0	0%	0	0%	3	100%
Samples of student work	0	0%	1	33%	2	67%

ALL DOUBLE-CATEGORY COURSES

ALL Double-Category Course Portfolios

n= 33

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	0	0%	10	30%	23	70%
Explanation of Alignment	0	0%	13	39%	20	61%
Description of Assignment Used for the GEP Assessment	0	0%	15	45%	18	55%
Course Learning Activities Targeting the GEP Category	0	0%	21	64%	12	36%
Assessment Instrument (Criteria/Rubric)	2	6%	26	79%	5	15%
Assessment Results & Interpretation	1	3%	22	67%	10	30%
Future Plans/Plans for Improvement	4	12%	12	36%	17	52%
Samples of student work	4	12%	17	52%	12	36%

ALL SINGLE-CATEGORY COURSES

ALL Single-Category Course Portfolios

n= 134

Course Portfolio Criteria	Not Meeting		Partially Meeting		Meeting	
	Count	Percentage	Count	Percentage	Count	Percentage
Course Syllabus & Schedule	2	1%	35	26%	97	72%
Explanation of Alignment	5	4%	49	37%	80	60%
Description of Assignment Used for the GEP Assessment	4	3%	39	29%	91	68%
Course Learning Activities Targeting the GEP Category	11	8%	44	33%	79	59%
Assessment Instrument (Criteria/Rubric)	21	16%	54	40%	59	44%
Assessment Results & Interpretation	3	2%	62	46%	69	51%
Future Plans/Plans for Improvement	7	5%	57	43%	70	52%
Samples of student work	5	4%	22	16%	107	80%

APPENDIX B



2024-2025 GEP Assessment of Foundation Level – Round III: Critical Thinking (CT), Written Communication (WC), Qualitative Literary (QL), and Wellness (WL) Course Portfolio Requirements

Initial Info

GEP Category:

Course title and number:

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

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

- 1) Course syllabus
- 2) Course assignment schedule (if in a separate file)
- 3) Samples of student work for one featured LO

Consult the current list of the [UWSP GEP Learning Outcomes](#).

Submission deadlines:

The Fall submissions of the course portfolios will be due on Friday, February 7, 2025, and course portfolios from Spring 2025 will be due on Friday, June 6, 2025.

Submission mode – [Electronic Portfolio in Microsoft Teams](#)

Helpful Tip: *Make a copy of your portfolio first in Word, it will preserve the information and speed up your submission.*

First LO

Please check the box of the appropriate GEP LO and you may delete those that do not apply to your portfolio.

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

1. A. Explain the alignment between your course learning outcomes (CLOs) and this GEP LO.

B. Please specify how you **communicate in writing** the GEP LO to your students. (E.g., The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet).

2. Please provide a numbered list of course learning activities that support the development of student proficiency at this learning outcome, with a concise description of each activity.

3. Describe the assignment used to assess student achievement of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

4. **Assessment results**

CT/WC/ QL/WL	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did not Meet Expectations	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. **Summary** – Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

- B. **Analysis** – Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

- C. **Use of Results** – Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO. (E.g., If your analysis shows deficits in particular component skills or knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?)

--

- D. **Expanding Data Collection** - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of student learning by increasing your sample size, revealing patterns and trends, and showing you any changes over time. How can you make this assessment repeatable each semester you teach this course? (E.g., Using Canvas Rubrics and Outcomes to collect numeric data of student performance.)

--

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

Attach two files of **Student Work Samples**, representing two different levels of achievement. Remember to erase students' identifying information such as names or ID numbers.

A. First level of achievement

[file]
Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

B. Second level of achievement

[file]
Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

7. **Additional Information**

Please attach any relevant materials, combined in one file, that will help the reviewers to better understand the assignment and how the GEP LO was assessed (E.g., the assignment description given to students, the scoring rubric, etc.).

[file name]

Second LO

Please check the box of the appropriate GEP LO and you may delete those that do not apply to your portfolio.

<input type="checkbox"/>	CT LO2:	Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline-specific questions or issues.
<input type="checkbox"/>	WC LO2:	Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.
<input type="checkbox"/>	QL LO2:	Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications.
<input type="checkbox"/>	WL LO2:	Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.

1. A. Explain the alignment between your course learning outcomes (CLOs) and this GEP LO.

B. Please specify how you **communicate in writing** the GEP LO to your students. (E.g., The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet).

2. Please provide a numbered list of course learning activities that support the development of student proficiency at this learning outcome, with a concise description of each activity.

3. Describe the assignment used to assess student achievement of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

4. **Assessment results**

CT/WC/ QL/WL	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did not Meet Expectations	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. **Summary** – Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

B. **Analysis** – Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

C. **Use of Results** – Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO. (E.g., If your analysis shows deficits in particular component skills or

knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?)

--

- D. **Expanding Data Collection** - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of student learning by increasing your sample size, revealing patterns and trends, and showing you any changes over time. How can you make this assessment repeatable each semester you teach this course? (E.g., Using Canvas Rubrics and Outcomes to collect numeric data of student performance.)

--

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

Attach two files of **Student Work Samples**, representing two different levels of achievement. Remember to erase students' identifying information such as names or ID numbers.

- A. First level of achievement

[file]
Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

- B. Second level of achievement

[file]
Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

7. **Additional Information**

Please attach any relevant materials, combined in one file, that will help the reviewers to better understand the assignment and how the GEP LO was assessed (E.g., the assignment description given to students, the scoring rubric, etc.).

[file name]

Third LO

Please check the box of the appropriate GEP LO and you may delete those that do not apply to your portfolio.

<input type="checkbox"/>	CT LO3:	Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.
<input type="checkbox"/>	QL LO3:	Construct a conclusion using quantitative justification.

1. A. Explain the alignment between your course learning outcomes (CLOs) and this GEP LO.

B. Please specify how you **communicate in writing** the GEP LO to your students. (E.g., The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet).

2. Please provide a numbered list of course learning activities that support the development of student proficiency at this learning outcome, with a concise description of each activity.

3. Describe the assignment used to assess student achievement of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

4. **Assessment results**

CT/ QL	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did not Meet Expectations	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. **Summary** – Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

- B. **Analysis** – Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

- C. **Use of Results** – Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO. (E.g., If your analysis shows deficits in particular component skills or knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?)

- D. **Expanding Data Collection** - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of student learning by increasing your sample size, revealing

patterns and trends, and showing you any changes over time. How can you make this assessment repeatable each semester you teach this course? (E.g., Using Canvas Rubrics and Outcomes to collect numeric data of student performance.)

--

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

Attach two files of **Student Work Samples**, representing two different levels of achievement. Remember to erase students' identifying information such as names or ID numbers.

A. First level of achievement

[file]
Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

B. Second level of achievement

[file]
Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

7. **Additional Information**

Please attach any relevant materials, combined in one file, that will help the reviewers to better understand the assignment and how the GEP LO was assessed (E.g., the assignment description given to students, the scoring rubric, etc.).

[file name]

APPENDIX C

Updated GEP Course Portfolio – Microsoft Teams Submission Platform

General Posts Files GEP Course Portfolios

Higher Learning Commission **Course Portfolios**

Spring 2025
Winterim 2025
Fall 2024
Spring 2023
Winterim 2023
Fall 2022
Spring 2022
Fall 2021

101: Intercultural Comm Global Ctnz Section: 01-LEC-Regular

FLNG101 38 CT

Assessment Results Course Syllabus & Assignment Schedule Learning Outcomes Filled Out Submitted Evaluation Follow-up Tasks

250: Intro to World Languages Section: 01-LEC-Regular

FLNG250 38 GA

Assessment Results Course Syllabus & Assignment Schedule Learning Outcomes Filled Out Submitted Evaluation Follow-up Tasks

GEP: General Education Program v1.0.1 published: 1:35am 8/27/2024

General Posts Files GEP Course Portfolios

FLNG101: Intercultural Comm Global Ctnz

Course Instructor: Klekovkina, Vera

Catalog #: 101 Class #: 80787

Students: 38 Categories: CT

Section: 01-LEC-Regular

Progress: Assessment Results Course Syllabus & Assignment Schedule Learning Outcome(s) Report(s)

	Students Enrolled	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations	Withdrawals	Not Assessed
GEP CT LO 1: Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).	38	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	38
GEP CT LO 2.A: Identify reasoning as it is applied to general or discipline-specific questions or issues.	38	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	38
GEP CT LO 2.B: Analyze reasoning as it is applied to general or discipline-specific questions or issues.	38	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	38
GEP CT LO 2.C: Evaluate reasoning as they apply it to general or discipline-specific questions or issues.	38	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	38
GEP CT LO 2.D: Construct reasoning as they apply it to general or discipline-specific questions or issues.	38	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	38
GEP CT LO 3: Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.	38	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	<input type="text" value="0"/>	38

Exit
Only Record Assessment Results
Use For Portfolio

General Posts Files **GEP Course Portfolios**

FLNG101: Intercultural Comm Global Ctzn

Course Instructor: Klekovkina, Vera

Catalog #: 101 Class #: 80787

Students: 38 Categories: CT

Section: 01-LEC-Regular

Progress:

- Assessment Results
- Course Syllabus & Assignment Schedule
- Learning Outcome(s) Report(s)

Please upload course syllabus and course assignment schedule. Please make one PDF file.

Attachments

FLNG 101 Intercultural Communication Syllabus Fall 2024.pdf *Unsaved*

Max. number files reached.

← Back Save Exit Continue →

General Posts Files **GEP Course Portfolios**

FLNG101: Intercultural Comm Global Ctzn

Course Instructor: Klekovkina, Vera

Catalog #: 101 Class #: 80787

Students: 38 Categories: CT

Section: 01-LEC-Regular

Progress:

- Assessment Results
- Course Syllabus & Assignment Schedule
- Learning Outcome(s) Report(s)

GEP CT LO	Students Enrolled	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations	Withdrawals	Not Assessed
<p>▲ GEP CT LO 1</p> <p>Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).</p>	38	0	0	0	0	0	38
<p>▲ GEP CT LO 2.A</p> <p>▲ GEP CT LO 2.B</p> <p>▲ GEP CT LO 2.C</p> <p>▲ GEP CT LO 2.D</p> <p>▲ GEP CT LO 3</p>							

1A. Explain the **alignment** between your course learning outcomes (CLOs) and this GEP LO.

1B. Please specify how you **communicate in writing** the GEP LO to your students.
E.g. The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet.

2. Please provide a numbered list of **course learning activities** that support the development of student proficiency at this learning outcome, with a concise description of each activity.

3. Describe **the assignment used to assess student achievement** of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

Choose Assessment Method

Choose Assessment Instrument

Save and Complete You are missing an attachment for the CT category Edit

General Posts Files GEP Course Portfolios

FLNG101: Intercultural Comm Global Ctrzn

Course Instructor: Klekovkina, Vera

Catalog #: 101 Class #: 80787

Students: 38 Categories: CT

Section: 01-LEC-Regular

Progress:

- Assessment Results
- Course Syllabus & Assignment Schedule
- Learning Outcome(s) Report(s)

← Back Save Exit

Save and Complete You are missing an attachment for the CT category Edit

Learning Outcome	Students Enrolled	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations	Withdrawals	Not Assessed
GEP CT LO 1 Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).	38	0	0	0	0	0	38
GEP CT LO 2.A							
GEP CT LO 2.B							
GEP CT LO 2.C							
GEP CT LO 2.D							
GEP CT LO 3							

4. Interpretations of Assessment Results

A. Summary - Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

B. Analysis - Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

C. Use of Results - Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO.

E.g. If your analysis shows deficits in particular component skills or knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?

D. Expanding Data Collection - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of

General Posts Files GEP Course Portfolios

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Students: 38 Categories: CT

Section: 01-LEC-Regular

Progress:

- Assessment Results
- Course Syllabus & Assignment Schedule
- Learning Outcome(s) Report(s)

← Back Save Exit

Save and Complete You are missing an attachment for the CT category Edit

Learning Outcome	Students Enrolled	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did Not Meet Expectations	Withdrawals	Not Assessed
GEP CT LO 1 Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).	38	0	0	0	0	0	38
GEP CT LO 2.A							
GEP CT LO 2.B							
GEP CT LO 2.C							
GEP CT LO 2.D							
GEP CT LO 3							

D. Expanding Data Collection - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of student learning by increasing your sample size, revealing patterns and trends, and showing you any changes over time. How can you make this assessment repeatable each semester you teach this course?

Choose Data Collection Means

Short Explanation (E.g. Using Canvas Rubrics and GEP Outcomes in Canvas to collect numeric data of student performance.)

6. Attach two files of **Student Work Samples**, representing two different levels of achievement. Remember to erase students' identifying information such as names or ID numbers.

Choose The First Level of Achievement

There is nothing attached.

Attach file

Provide a short explanation of the assessment results for sample 1, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

Choose The Second Level of Achievement

There is nothing attached.

Attach file

General Posts Files **GEP Course Portfolios**

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Catalog #: 101 Class #: 80787

Students: 38 Categories: CT

Section: 01-LEC-Regular

Progress:

- Assessment Results
- Course Syllabus & Assignment Schedule
- Learning Outcome(s) Report(s)

← Back
 Save
 Exit

Save and Complete

▲ GEP CT LO 1

Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).

- ▲ GEP CT LO 2.A
- ▲ GEP CT LO 2.B
- ▲ GEP CT LO 2.C
- ▲ GEP CT LO 2.D
- ▲ GEP CT LO 3

You are missing an attachment for the CT category

Students Enrolled	38
Exceeded Expectations	0
Met Expectations	0
Partially Met Expectations	0
Did Not Meet Expectations	0
Withdrawals	0
Not Assessed	38

Edit

There is nothing attached.

Attach file

Provide a short explanation of the assessment results for sample 1, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

Choose The Second Level of Achievement

There is nothing attached.

Attach file

Provide a short explanation of the assessment results for sample 2, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

7. Additional Information - Please attach any relevant materials, combined in one file, that will help the reviewers to better understand the assignment and how the GEP LO was assessed (E.g. the assignment description given to students, the scoring rubric, etc.).

There is nothing attached.

Attach file

Save

APPENDIX D

Scoring GEP Assessment Feedback Rubric in Excel

Course Portfolio	Evaluator's Name:		
Evaluation 1	Score	0	0%
(20 points)	0%	70%	100%
Rubric: UWSP FLC Feedback Rubric for GEP Assessment	Not Meeting GEP Expectations <i>The course/ program portfolios need re-submission.</i>	Partially Meeting GEP Expectation. <i>Some elements will need re- submission.</i>	Meeting GEP Expectations <i>The course/ program portfolios meet the requirements.</i>
Course Syllabus & Schedule <i>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)</i>	0pts	2.10pts	3pts
Course syllabus & calendar/schedule of course activities and assignments are not included.	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.	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.	
Syllabus	<input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			
Explanation of Alignment <i>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)</i>	0pts	2.10pts	3pts
There is no alignment between the course learning outcomes and ALL of the GEP Category LOs.	The alignment between the course learning outcomes and ALL of the GEP Category LOs is partially present or imprecise.	The alignment between the course learning outcomes and ALL of the GEP Category LOs is clear from the syllabus and/or the provided explanation.	
Alignment	<input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			
Description of Assignment used for the GEP Assessment <i>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)</i>	0pts	2.10pts	3pts
No description is provided for the discipline-appropriate evaluation/activity or little connection is made to the targeted GEP Category LOs.	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.	Clear description is provided of the discipline appropriate evaluation/activity used to assess the targeted GEP Category LOs.	
Assignment	<input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			

Course Learning Activities Targeting the GEP Category <i>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)</i>	0pts	1.40pts	2pts
	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.	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.	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.
	Learning Activities <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			
Assessment Instrument (Criteria/Rubric) <i>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)</i>	0pts	1.40pts	2pts
	No criteria are included, or the criteria used for assessing student work have little to no connection to the targeted GEP Category LOs.	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.	The criteria used for assessing student work are clearly connected to the targeted GEP Category LOs.
	Instrument <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			
Assessment Results & Interpretation <i>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)</i>	0pts	2.10pts	3pts
	Little to no summary or interpretation is included, or little to no connection is made between results and the achievement of GEP Category LOs.	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.	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.
	Results <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			

Future Plans/Plans for Improvement <i>Reflection on success of your course(s) in helping students meet expectations for the targeted GEP Category LOs and discussion of plans to maintain and/or improve performance related to these outcomes. (3 pts)</i>	0pts	2.10pts	3pts
	No explanation is included, or explanation makes little to no connection between future plans to support and/or improve student learning of the targeted GEP Category LOs, including students not meeting expectations.	Some explanation shows how assessment results are driving plans to support and/ or improve student learning of the targeted GEP Category LOs, but further explanation is needed to make clear how the plans will support student learning of the targeted GEP Category LOs, including students not meeting expectations.	Clear explanation shows how assessment results are driving plans to support and/ or improve student learning of the targeted GEP Category LOs, including students not meeting expectations. Action plans could affect instruction, assessment, or curricular changes.
	Future Plans <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			
Samples of student work <i>Samples of student work representing at least two levels of achievement (meeting and not meeting GEP expectations) with clear indication of evaluation process. (1 pts)</i>	0pts	0.7pts	1pts
	No samples of student work is included, or the student work included does not represent achievement of the targeted GEP Category LOs.	Student work provided represents one level of achievement of the targeted GEP Category LOs.	Student work provided represents at least two levels of achievement of the targeted GEP Category LOs, i.e. meeting and not meeting expectations.
	Student Work <input checked="" type="radio"/> Not Met	<input type="radio"/> Partially Met	<input type="radio"/> Met
Comments			
General Comments:			

APPENDIX E

GEP Assessment Feedback & Review in Microsoft Teams Reviewing Platform

The screenshot displays the 'GEP Assessment Feedback & Review' interface. The title bar shows 'GEP PAW' and 'GEP Assessment Rubric'. The main heading is 'GEP Assessment Feedback & Review'. The current section is 'Course Syllabus & Schedule'. The text states: '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)'. Below this are three radio button options: '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.', and '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.' A 'Reviewer's Comments' section with a rich text editor is visible. To the right, a 'Report Data' area contains 'Uploaded Syllabus and/or Schedule:' and 'Additional Attachments:'. A navigation bar at the bottom shows a series of circles, with the first one filled, indicating the current step.

The screenshot displays the 'GEP Assessment Feedback & Review' interface. The title bar shows 'GEP PAW' and 'GEP Assessment Rubric'. The main heading is 'GEP Assessment Feedback & Review'. The current section is 'Explanation of Alignment'. The text states: '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)'. Below this are three radio button options: '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.', and '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.' A 'Reviewer's Comments' section with a rich text editor is visible. To the right, a 'Report Data' area is present. A navigation bar at the bottom shows a series of circles, with the second one filled, indicating the current step.

GEP PAW Posts Files GEP Assessment Rubric

GEP Assessment Feedback & Review

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

Report Data:

Reviewer's Comments:

Format | **B** / U | | | ...

GEP PAW Posts Files GEP Assessment Rubric

GEP Assessment Feedback & Review

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.

Report Data:

Reviewer's Comments:

Format | **B** / U | | | ...

GEP PAW Posts Files GEP Assessment Rubric

GEP Assessment Feedback & Review

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 | [Link] [Image] [List] [More]

[Progress indicator: 10 red circles, 11th blue circle]

GEP PAW Posts Files GEP Assessment Rubric

GEP Assessment Feedback & Review

Rubric Completed, Please Click Submit to Finish.

[Submit Review](#)

[Progress indicator: 10 red circles, 11th blue circle]



**GEP Assessment Workshop in collaboration
with CITL – Preparing for Round III
Foundation Level (CT, WC, QL, WL)**

January 16, 2024

Vera Klekovkina, Assessment Coordinator

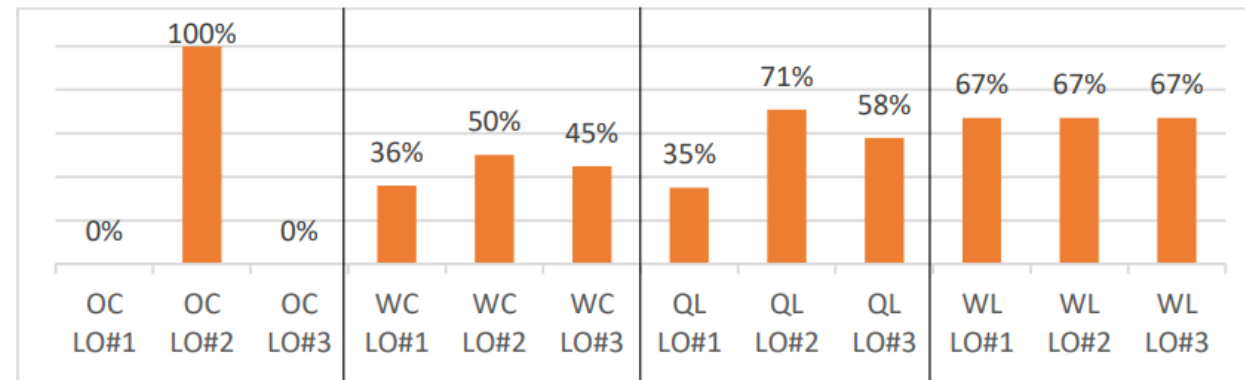
Lessons Learned from Rounds I & II

- [2018-2019-Round-II-Year1-GEP Assessment-Foundation-Level.pdf \(uwsp.edu\)](#)
- [2013-2014 Year 1 GEP Assessment Report Foundation Level.pdf \(uwsp.edu\)](#)
- [2017-2018 Year 5 GEP Assessment Report Reflection Year.pdf \(uwsp.edu\)](#)

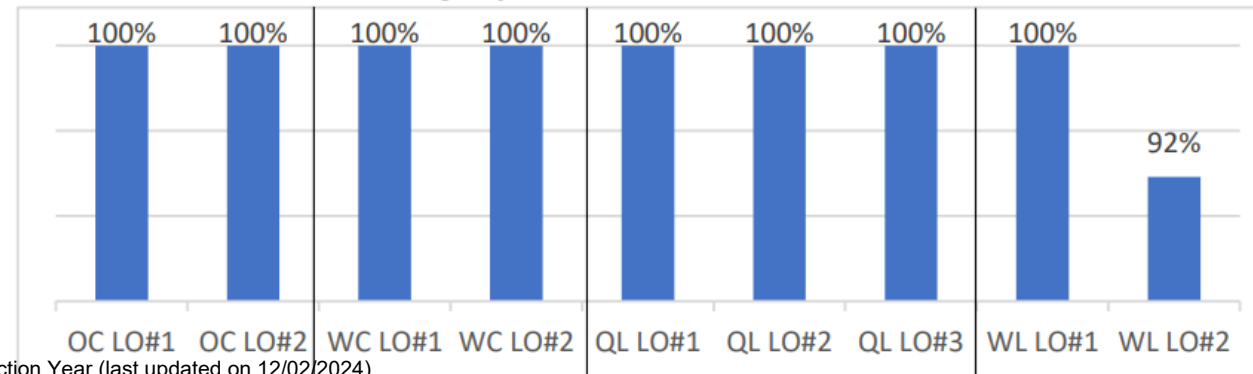
[General Education Program](#)
[Assessment - Academic](#)
[Affairs | UWSP](#)

Foundation Level – Rounds I & II – GEP PLOs Measured

GRAPH 3: Round I, Year 1 (2013-2014): Percentages of Learning Outcomes Assessed for Each Category in GEP Foundation Level (w/o First-Year Seminar)

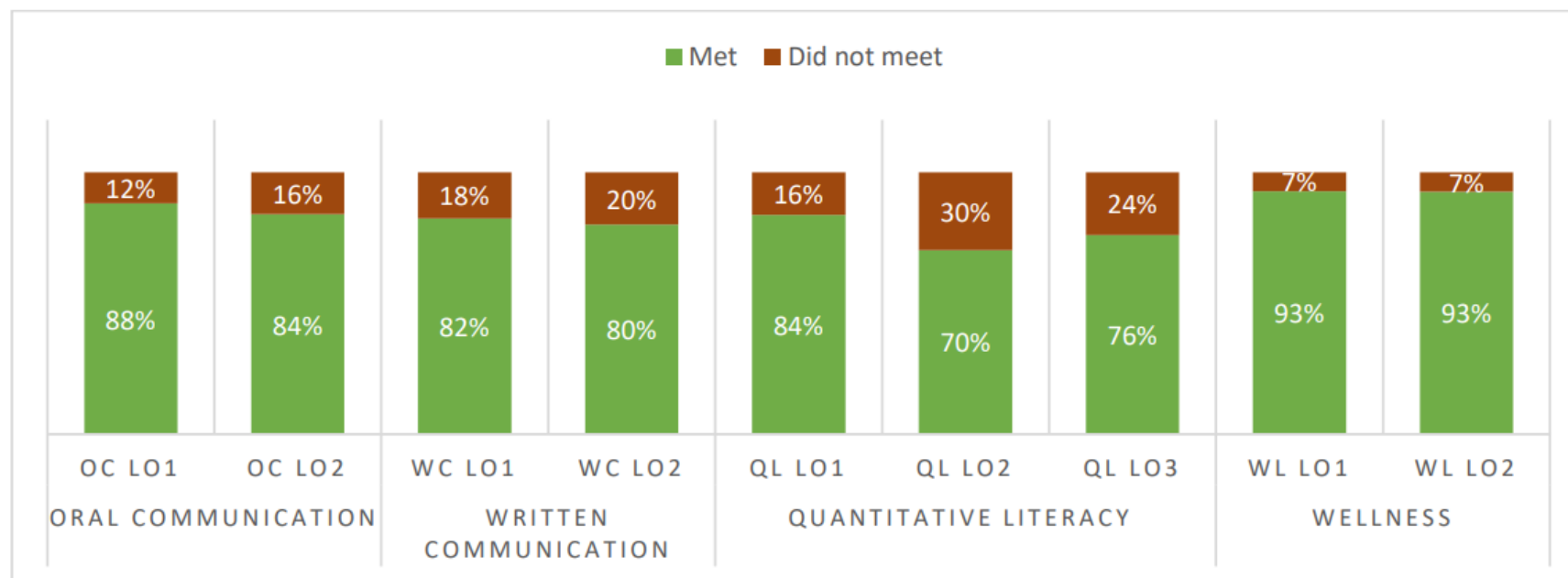


GRAPH 4: Round II, Year 1 (2018-2019): Percentages of Learning Outcomes Assessed for Each Category in GEP Foundation Level



Foundation Level – Round II - Student Learning

GRAPH 1: Round II, Year 1 - Percentages of student artifacts meeting/ not meeting the GEP expectations per GEP Category in the Foundation Level, 2018-2019

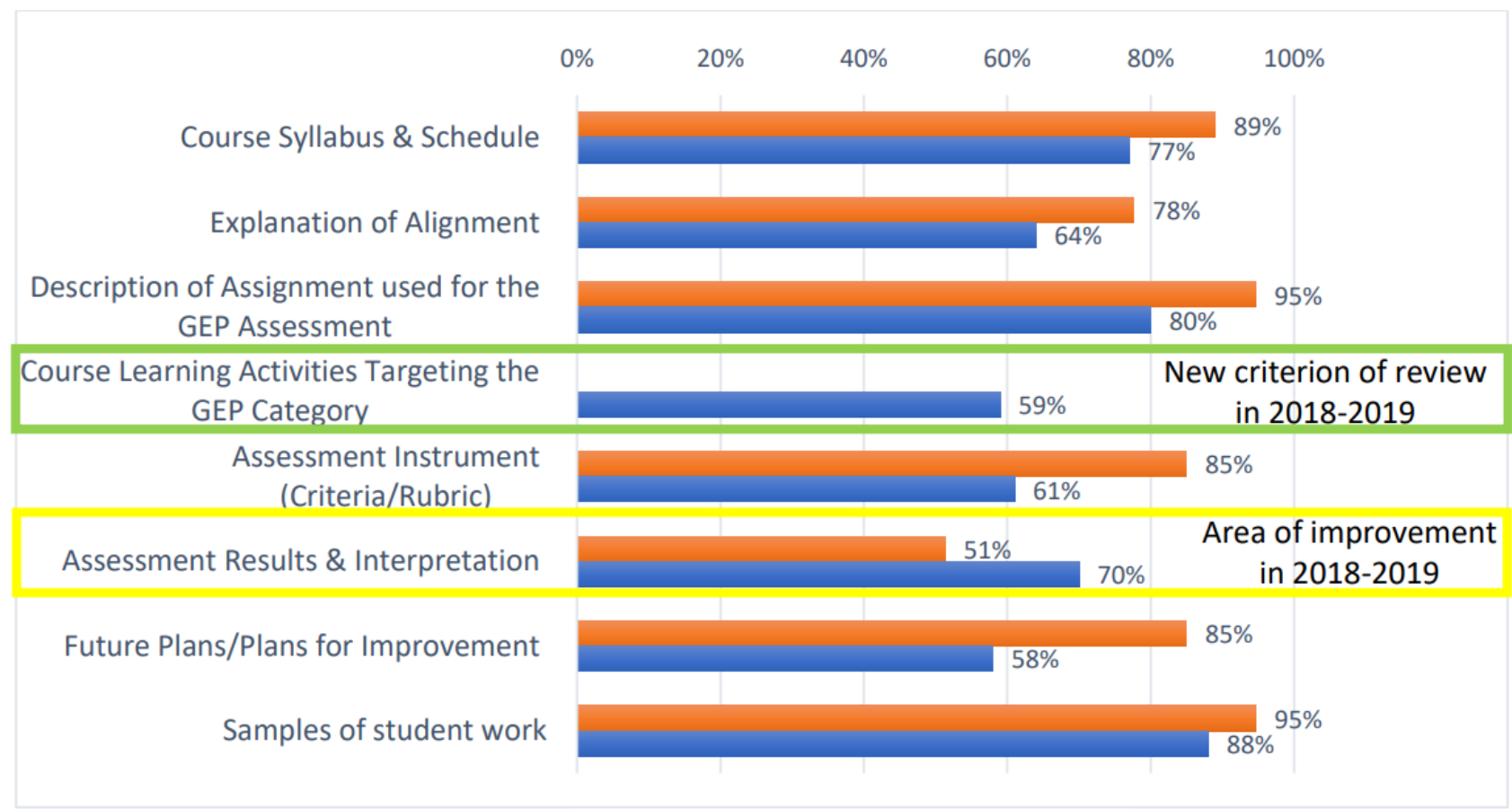


GRAPH 2: Round II, Year 1 - Number of student artifacts meeting/ not meeting the GEP Category Learning Outcomes, 2018-2019:

	OC LO1	OC LO2	WC LO1	WC LO2	QL LO1	QL LO2	QL LO3	WL LO1	WL LO2
■ Met	517	492	280	208	272	230	251	1164	866
■ Did not meet	69	94	60	52	53	97	79	91	69

Foundation Level – Rounds I & II – Feedback on Portfolios

GRAPH 5: Percentage of Course Portfolios Meeting GEP Expectations in Rounds I & II, based on the FLC Feedback



- Areas of Needed Improvement:**
- Explanation of Alignment (64%)
 - Course Learning Activities Targeting the GEP Category (59%)
 - Assessment Instrument (61%)
 - Assessment Results & Interpretation (70%)
 - Future Plans (58%)

GEP Course Portfolio Checklist – Part 1

ALIGNMENT

- Does your syllabus include the GEP Category Learning Outcomes (LOs)?
- Are these outcomes current?
<https://www3.uwsp.edu/gep/Documents/gep-category-learning-outcomes.pdf>
- Does your syllabus include a short statement indicating that this is a general education course (*for the sake of transparency for students*)?
- Does your syllabus include a brief explanation of the alignment of the course content & skills with the GEP Category LOs/ expectations for students (*for the sake of transparency for students*)?
- Do your assignment(s), used for the GEP Category LOs' assessment align with these LOs?
Meaning, are you using similar assessment verbs/actions?
- Have you listed, or indicated where to find in your syllabus, all the learning activities related to each GEP Category LOs?

GEP Course Portfolio Checklist – Part 2

ASSESSMENT

- What assessment method are you using to assess each LO?
Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances
- What assessment instrument such as a rubric or a list of criteria are you using for each LO? Will you attach the assessment instrument or simply copy and paste it in #3?
- Is this assessment instrument aligned with the GEP Category LO(s)? *Meaning, are you using similar assessment verbs/actions?*
- Have you provided the numeric assessment results for **ALL** GEP Category LOs and the results represent students and not the percentages?
- Have you reflected on what the assessment results tell you about student learning of each LO?
- What about the effectiveness of the assignment(s) used to assess each LO?
- For the featured LO, have you included a short statement (or a filled-out rubric) in the student work samples explaining why these samples merit their performance levels?

P.S. Multiple GEP LOs can be assessed with one course assignment. Seek our [CITL course designers' help](#)

Updated Template

[2024-2025 GEP
Assessment Course
Portfolio Template.docx](#)

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

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

3. Description of assignment used to assess this learning outcome, specifying the assessment method and instrument (Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances; Examples of instruments: rubrics, list of criteria, surveys, etc.)

4. Assessment results

CT/WC/ QL/WL	Exceeded Expectations ≥ 90%	Met Expectations ≥ 80%	Partially Met Expectations ≥ 70%	Did not Meet Expectations < 70%	Not assessed
LO1					

N (number of students assessed for this LO) =

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

5. Interpretations of Assessment Results

A. Analysis

B. Summary

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

Transparency in Learning and Teaching (TILT) Workshop

January 16th, 2024

Content in this presentation has been adapted from [Transparency in Teaching and Learning](#) by Pat Hutchins and Mary-Ann Winkelmes as licensed under [Creative Commons Attribute-NonCommercial-ShareAlike 4.0 International License](#).



Purpose

- Understand how TILT improves student success.
- Consider how you can use TILT to prepare for assessment.

Task

- Review benefits of TILT.
- Discuss examples.
- Identify well-aligned assessment methods.
- Apply the TILT framework to an assessment.

Criteria: You'll leave with

- A start on an assessment plan for your GEP course.
- A draft of a TILTed assignment.

Overview of TILT Framework



What is Transparent Instruction?

Transparent teaching and learning methods explicitly focus on:

- *how* students are learning course content,
- *why* we manipulate their learning experiences in particular ways
- *how* students will use this learning in their lives after college.

What is the TILT Framework?

The TILT framework is a way of writing assessments that clearly explains the:

Purpose

- Skills practiced & knowledge gained
- Long-term relevance to students' lives

Task

- What to do (and what not to do...)
- How to do it (and how not to do it...)

Criteria

- Checklist/rubric *in advance* so students can self-evaluate*
- Real-world work samples where faculty and students apply criteria.

[Transparent Assignment Design Template for Teachers](#)

Why Transparent Instruction?

Research in which instructors engaged in professional development around the framework and TILTed two assignments showed the following impact on **students**:

- Increase in academic confidence and sense of belonging.
- Increase in metacognitive awareness of skill development.
- Greater gains for underserved students.
- Higher retention rates.

Why Transparent Instruction?

Anecdotally, **instructors** who use the TILT framework have reported the following benefits:

- Fewer last-minute questions about how to complete assignments.
- Fewer complaints about assignments being “pointless”
- Higher submission rates for assignments.
- Higher quality work submitted.

Why Transparent Instruction?

Using the TILT framework can make completing assessment easier.

- The Purpose section ensures alignment to GEP learning outcomes.
- The Task section describes the assessment method and can be used in your assessment report.
- The Criteria for Success explains how you assess progress towards the learning outcome and can be used in your assessment report.
 - Data from your rubric/checklist can be pulled from Canvas and used in your assessment report.

Break!



Example of a TILTed Asssignment



Example D: Communications

In groups (8 minutes)

Read through the example and discuss:

1. What knowledge does the student gain?
2. What skills does the student gain?
3. Why is the instructor having the student do the assignment?
4. Where in the assignment (#1-8) does it specify this?

[Example D](#) (read 1st page only)

Example D: Communications

Report Back (8 minutes)

1. What knowledge does the student gain?
2. What skills does the student gain?
3. Why is the instructor having the student do the assignment?
4. Where in the assignment (#1-8) does it specify this?

As a student, how would you feel about this assignment?

Example D: Communications

In groups (8 minutes)

Read the revised assignment and discuss:

1. How does the revised assignment differ?
2. How could the revised assignment be even more transparent?

[Example D](#) (read 2nd page)

Example D: Communications

Report Back (8 minutes)

1. How does the revised assignment differ?
2. How could the revised assignment be even more transparent?

As a student, how would you feel about this assignment?

Having a clear understanding of how the assignment/activity

- fits into the course
- fits into the program
- is related to meaningful/transferrable skills

is key to successfully TILting your assignments.

Assessment and Alignment

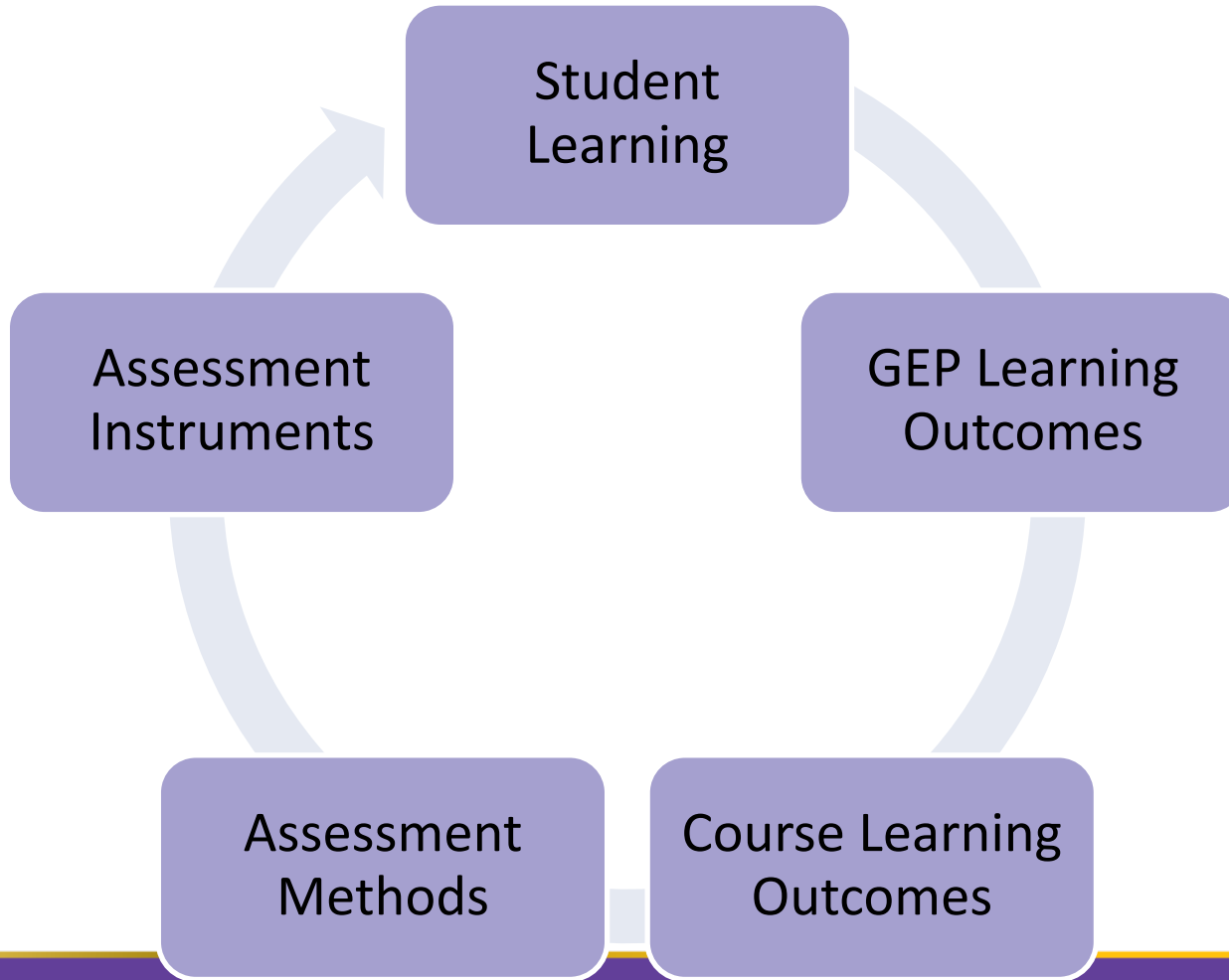


Assessment

- Critical evaluation of student learning to determine the effectiveness of the learning/teaching.
- Required for accreditation.
- Valuable tool for improving student learning

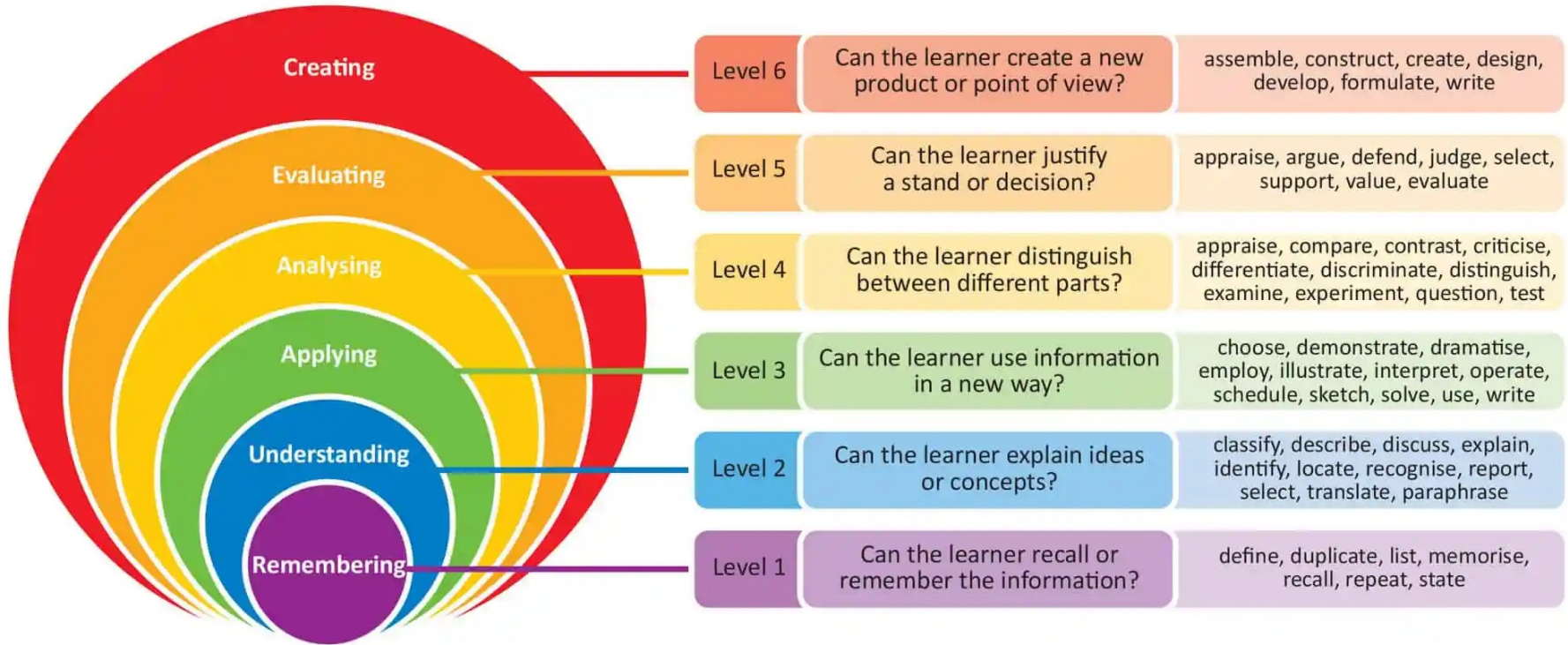
Alignment

- The way that different components of a course facilitate both student achievement of learning outcomes and the measurement of that achievement.
- Explanation of alignment can help student motivation.
 - Reasons not rules.



Bloom's Taxonomy

Bloom's taxonomy (revised)



GEP Categories	<i>Upon completing this requirement, students will be able to:</i>
Foundational Skills and Dispositions:	
Critical Thinking	<ol style="list-style-type: none"> 1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving). 2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline-specific questions or issues. 3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.
Written Communication	<ol style="list-style-type: none"> 1. Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience. 2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.
Quantitative Literacy	<ol style="list-style-type: none"> 1. Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format. 2. Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications. 3. Construct a conclusion using quantitative justification.
Wellness	<ol style="list-style-type: none"> 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. 2. Develop an individual plan for healthy living that demonstrates an understanding of the principles of wellness.



Let's get Aligning!

- Work on the self-guided worksheet.
 - List of Bloom's verbs
 - List of Bloom's subcategories
 - List of possible assessments based on Bloom's categories
- Don't be afraid to ask questions!

Lunch!

During Lunch do one or more of the following:

- Look at the other examples of TILTed assignments at your table.
 - What do you like or not like about them?
- Discuss how the level of detail you provide in the criteria section depends on the type of assessment/activity (summative vs formative; in-class vs. take-home).
- Share your alignment documents and get feedback.
- **Important! After lunch make sure you are sitting next to a disciplinary stranger.**

Let's get TILTING!

Purpose

- Apply transparent design principles to your context by focusing on an assessment of your choice.

Task

- Revise an assignment to fit the TILT framework.

Criteria

- Get helpful insights from a colleague, as a novice.
- See TILT checklist (on your tables)

In the second half of the workshop you will be working largely in pairs. Your partner should be in a different discipline than you!

Peer Feedback

Step 0: Introduce yourself 😊

Step 1: Review a copy of your partner's assignment
OR listen to an explanation of your partner's assignment (2 min each, ~5 min total)

Step 2: Individually, spend 3 minutes writing a list of the actions you would take to do complete your colleague's assignment if you were a student in their course.

Step 3: Individually, take 3 minutes to jot down answers to the questions below for your colleague's assignment.

Five years after taking the course

- What essential knowledge would you retain from doing this assignment?
- What skills would you be able to perform from doing this assignment?
- Why are these important to you?

Step 4: Take turns spending 5 minutes sharing your answers from step 2 and step 3 with your partner. Describe your thinking process as a novice in the field.

Do NOT coach or correct your partner when they talk about your assignment. Your goal is to see how a novice views the assignment.

Do take notes about what you need to revise/rethink. (space on the Reflections document)

Step 5: Spend 5 minutes jotting down feedback for your partner on their criteria for success, specifically:

As a novice:

- Are you confident you are doing the task effectively?
- Are you confident you are doing excellent work?
- Do you have examples of good work you can look at?

If not, what would you need to answer yes.

Step 6: Spend 5 minutes each sharing your answers from step 5 with your partner. Describe your thinking process as a novice in the field.

Do NOT coach or correct your partner when they talk about your assignment. Your goal is to see how a novice views the assignment.

Do take notes about what you need to revise/rethink.

Step 7: Discuss with your partner how you might do each of the following. (5 min each)

- Illustrate what the criteria look like in practice.
- Make sure that students understand what the criteria are?

Note these could be done in class or in earlier assignments.

Step 8: Spend 10 minutes jotting down your

- Insights
- Reactions
- Surprises
- Ideas for how to revise your assignment.

Work Time

Now that you have feedback on your assignment and ideas for how to improve it. Use this time to make those changes!

APPENDIX H



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**Workshop for 2024-2025 GEP Assessment of
Foundational Skills and Dispositions Level -
*Critical Thinking [CT], Written Communication [WC],
Quantitative Literacy [QL], and Wellness [WL].*
August 27, 2024**

**By the time we are done with this workshop, you will be
able to:**

- ✓ Become familiar with the updated Course Portfolio Requirements/
Template - [2024-2025 GEP Assessment Course Portfolio Template
Updated.docx](#)
- ✓ Know how to get assistance and find resources to help with GEP
Assessment
- ✓ Become familiar with the updated Assessment Submission Platform
in Microsoft Teams ([GEP Course Portfolios](#))

[General Education Program Assessment - Academic Affairs | UWSP](#)



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Current GEP LOs

Make sure to
update your
syllabus, if
necessary!

GEP Categories	Upon completing this requirement, students will be able to:
Foundational Skills and Dispositions:	
Critical Thinking	<ol style="list-style-type: none"> 1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving). 2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline-specific questions or issues. 3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.
Written Communication	<ol style="list-style-type: none"> 1. Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience. 2. Apply your understanding of elements that shape successful writing to critique and improve your own and others' writing through effective and useful feedback.
Quantitative Literacy	<ol style="list-style-type: none"> 1. Select, analyze, and interpret appropriate numerical data used in everyday life in numerical and graphical format. 2. Identify and apply appropriate strategies of quantitative problem solving in theoretical and practical applications. 3. Construct a conclusion using quantitative justification.
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[GEP-category-learning-outcomes.pdf \(uwsp.edu\)](https://uwsp.edu/gep-category-learning-outcomes.pdf)



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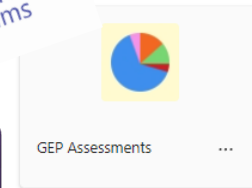
How many GEP Category LOs to assess?



- [General Education Program Assessment - Academic Affairs | UWSP](#)
- [Home - Center for Inclusive Teaching and Learning \(CITL\) | UWSP](#)
- [GEP Assessment at UWSP \(Canvas Course\)](#)
- [GEP Course Portfolio Checklist - Fall 2024.pdf](#)
- [GEP Assessment - Spirit of LOS - All levels - Fall2024.pdf](#)



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Assessment Submission Platform v1.0.1

Higher Learning Commission **Course Portfolios**

Spring 2025
Winterim 2025
Fall 2024
Spring 2023
Winterim 2023
Fall 2022
Spring 2022
Fall 2021

FLNG101 **101: Intercultural Comm Global Ctzn Section: 01-LEC-Regular**

38

GEP Categories: CT

Assessment Results

Course Syllabus & Assignment Schedule

Learning Outcomes Filled Out

Submitted

Evaluation

Follow-up Tasks

FLNG250 **250: Intro to World Languages Section: 01-LEC-Regular**

38

GEP Categories: GA

Assessment Results

Course Syllabus & Assignment Schedule

Learning Outcomes Filled Out

Submitted

Evaluation

Follow-up Tasks

GEP: General Education Program v1.0.1 published: 1:35am 8/27/2024

[GEP Assessments → General → GEP Course Portfolios](#)



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2024-2025 Course Portfolio Template in Word



2024-2025 GEP Assessment of Foundation Level – Round III:
Critical Thinking (CT), Written Communication (WC), Qualitative Literary (QL), and Wellness (WL)
Course Portfolio Requirements

Initial Info

GEP Category:

Course title and number:

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

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

- 1) Course syllabus
- 2) Course assignment schedule (if in a separate file)
- 3) Samples of student work for one featured LO

Consult the current list of the [UWSP GEP Learning Outcomes](#).

Submission deadlines:

The Fall submissions of the course portfolios will be due on Friday, February 7, 2025, and course portfolios from Spring 2025 will be due on Friday, June 6, 2025.

Submission mode – [Electronic Portfolio in Microsoft Teams](#)

Helpful Tip: *Make a copy of your portfolio first in Word, it will preserve the information and speed up your submission.*

2024-2025 GEP Assessment Course Portfolio Template

can be found in Canvas
(GEP Assessment at UWSP)

or

on the [GEP Assessment Website](#)



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2024-2025 Course Portfolio Template in Word

1. A. Explain **the alignment** between your course learning outcomes (CLOs) and this GEP LO.

B. Please specify how you **communicate in writing** the GEP LO to your students. (E.g. The GEP LO is included in the syllabus, Canvas, class handout(s), course assignment(s), personal course website, or not yet).

2. Please provide a **numbered list of course learning activities** that support the development of student proficiency at this learning outcome, with a concise description of each activity.

3. Describe **the assignment used to assess student achievement** of this learning outcome, specifying the assessment method and instrument. To create your assessment instrument, please use the assessment verbs from the GEP LO to ensure assignment between your evaluation of student performance and the intended outcome.

4. **Assessment results**

CT/WC/ QL/WL	Exceeded Expectations	Met Expectations	Partially Met Expectations	Did not Meet Expectations	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"*



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2024-2025 Course Portfolio Template in Word

5. Interpretations of Assessment Results

- A. **Summary** – Please summarize the assessment results for this course by stating the number of students assessed and the distribution of their scores for each level of expectations. You can use percentages to better compare the current assessment results to the previous ones, if available.

- B. **Analysis** – Please comment on how evaluation criteria were met and if there are any trends in strengths and weaknesses of student learning relevant to this GEP LO.

-
- C. **Use of Results** – Please explain how you plan to use these results to maintain or improve student achievement of this GEP LO. (E.g. If your analysis shows deficits in particular component skills or knowledge, do you plan to change instruction, formative assignments to improve students learning? If the measurement was problematic, do you plan to change the manner of assessment? Are students performing well enough that you will make no changes at this point?)

- D. **Expanding Data Collection** - Assessing student achievement of learning outcomes every time you teach your course can improve your understanding of student learning by increasing your sample size, revealing patterns and trends, and showing you any changes over time. How can you make this assessment repeatable each semester you teach this course? (E.g. Using Canvas Rubrics and Outcomes to collect numeric data of student performance.)



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2024-2025 Course Portfolio Template in Word

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

Attach two files of **Student Work Samples**, representing two different levels of achievement. Remember to erase students' identifying information such as names or ID numbers.

A. **First level of achievement**

[file]

Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

B. **Second level of achievement**

[file]

Provide a short explanation of the assessment results for each sample, describing how they performed on the scoring/evaluation rubric, or the relevant criteria that you outlined in Question 3. Please clarify to the reviewers HOW each sample demonstrates that the GEP LO was met/exceeded, or partially/not met.

7. **Additional Information**

Please attach any relevant materials, combined **in one file**, that will help the reviewers to better understand the assignment and how the GEP LO was assessed (E.g. the assignment description given to students, the scoring rubric, etc.).

[file name]



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Round III of GEP Assessment





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GEP Course Portfolio Checklist

Alignment

- Does your syllabus include the GEP Category Learning Outcomes (LOs)? Or how do you communicate in writing to students about the GEP LOs?
- Are these outcomes current?
<https://www3.uwsp.edu/gep/Documents/gep-category-learning-outcomes.pdf>
- Does your syllabus (or any other course materials) include a short statement indicating that this is a general education course (*for the sake of transparency for students*)?
- Does your syllabus include a brief explanation of the alignment of the course content & skills with the GEP Category LOs/ expectations for students (*for the sake of transparency for students*)?
- Do your assignment(s), used for the GEP Category LOs' assessment align with these LOs?
Meaning, are you using similar assessment verbs/actions?
- Have you listed, or indicated where to find in your syllabus, all the learning activities related to each GEP Category LOs?

[GEP Course Portfolio Checklist - Fall 2024.pdf \(uwsp.edu\)](#)



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GEP Course Portfolio Checklist

Assessment

- What assessment method are you using to assess each LO?
Examples of methods: exams/tests/quizzes, essays/papers, presentations, projects, portfolios, performances
- What assessment instrument such as a rubric or a list of criteria are you using for each LO? Will you attach the assessment instrument or simply copy and paste it in #3?
- Is this assessment instrument aligned with the GEP Category LO(s)? *Meaning, are you using similar assessment verbs/actions?*
- Have you provided the numeric assessment results for **ALL** GEP Category LOs and the results represent students and not the percentages?
- Have you reflected on what the assessment results tell you about student learning of each LO?
- What about the effectiveness of the assignment(s) used to assess each LO?
- For the featured LO, have you included a short statement (or a filled-out rubric) in the student work samples explaining why these samples merit their performance levels?
- How can you make this assessment repeatable each semester you teach this course? Example – Use Canvas Rubrics and Outcomes to collect numeric data of student performance.

P.S. Multiple GEP LOs can be assessed with one scaffolded course assignment. Seek our [CITL course designers' help](#) your efficiently design the GEP assessment(s) in your course(s).

[GEP Course Portfolio Checklist - Fall 2024.pdf \(uwsp.edu\)](#)



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Thank you, CITL!

Center for Inclusive Teaching and Learning (CITL)

University College

University of Wisconsin-Stevens Point > Center for Inclusive Teaching and Learning (CITL)

Home

CITL Home

University College
Home

UWSP Online Home

UWSP Home

About CITL

Course Design
Support

Instructional
Technology Support

Teaching Support

Grants

Newsletters

Welcome to the Teaching Center



The Center for Inclusive Teaching and Learning (CITL) is a comprehensive professional development center for the UW-Stevens Point campuses, serving both faculty and staff. The CITL provides training and support for inclusivity, teaching methods, and technology use in education.

[Home - Center for Inclusive Teaching and Learning \(CITL\) | UWSP](#)



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**TEAMWORK IS THE SECRET
THAT MAKES COMMON PEOPLE
ACHIEVE UNCOMMON RESULTS.**

– Ifeanyi Enoch Onuoha



Thank you!



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Academic Affairs

University of Wisconsin-Stevens Point > Academic Affairs > General Education Program Assessment


General Education Program Assessment

Round III of the UWSP General Education Program's Assessment Schedule

To ensure a more equitable workload distribution, the 5-year assessment cycle will be divided in the following manner. Submission of all GEP course portfolios is in Microsoft Teams — [GEP Assessments — Course Portfolio](#):

Year 1 Round III of the GEP Assessment — Foundational Skills and Dispositions Level

2024-2025 The following GEP Categories are to be assessed in 2024-2025: Critical Thinking [CT], Written Communication [WC], Quantitative Literacy [QL], and Wellness [WLN].

Use  [2024-2025 GEP Assessment Course Portfolio Template Updated.docx](#) to prepare a course portfolio meeting the GEP requirements for Round III of the GEP Assessment.

Year 2 Round III of the GEP Assessment — Human Cultures and Sciences Level – Part I

2025-2026 The following GEP Categories are to be assessed in 2025-2026: Natural Sciences [NSC] and Social Sciences [SS]

Year 3 Round III of the GEP Assessment — Human Cultures and Sciences Level – Part II

2026-2027 The following GEP Categories are to be assessed in 2026-2027: Arts [ART], Historical Perspectives [HP], and Humanities [HU]

Year 4 Round III of the GEP Assessment — Social and Environmental Responsibility Level

2027-2028 The following GEP Categories are to be assessed in 2027-2028: U.S. Diversity [USD], Global Awareness [GA], and Environmental Responsibility [ER]

AND

Assessment of **Double-Category Courses** for the Human Cultures and Sciences & Social and Environmental Responsibility Levels

Year 5 Round III of the GEP Assessment — Reflection Year

2028-2029

Useful Links & Materials:

- The general procedures and assessment plan for GEP are described in University Handbook, [Chapter 7, Section 2 - Assessment](#).
- [GEP Assessment at UWSP \(Canvas Course\)](#) — This course has enabled open enrollment. Students can self-enroll in the course once you share with them this URL: <https://uwstp.instructure.com/enroll/3C7DDX>
- GEP Course Portfolio Checklist: [GEP Course Portfolio Checklist - Fall 2024.pdf](#)**
2023-2024 Year 6 GEP Assessment – Reflection Year (last updated on 12/02/2024)

- **Spirit of GEP Learning Outcomes:** [GEP Assessment - Spirit of LOS - All levels - Fall2024.pdf](#)
This guide is prepared by CITL to help instructors align their courses and learning activities with the GEP Category Learning Outcomes by suggesting possible assessment actions/ 'verbs', assessment instruments/ assignments, and assessment methods.

▼ Annual Assessment Reports

Round I of 5-year Cycle Assessment

- [2013-2014 Year 1 GEP Assessment Report Foundation Level.pdf](#)
- [2014-2015 Year 2 GEP Assessment Report Investigation Level.pdf](#)
- [2015-2016 Year 3 GEP Assessment Report Cultural and Environmental Awareness.pdf](#)
- [2015-2016 Year 3 GEP Assessment Report Foundation Level Wellness Second Round.pdf](#)
- [2016-2017 Year 4 GEP Assessment Report Integration Level.pdf](#)
- [2017-2018 Year 5 GEP Assessment Report Reflection Year.pdf](#)

Round II of 6-year Cycle Assessment

- [2018-2019 Round II - Year 1 GEP Assessment Report - Foundation Level](#)
- [2019-2020 Round II - Year 2 GEP Assessment Report - Investigation Level, Part I - Natural & Social Sciences](#)
- [2020-2021 Round II - Year 3 GEP Assessment Report - Investigation Level, Part II - Arts, Historical Perspectives,](#)

▼ 2022-2023 Social and Environmental Responsibility Level

Materials for 2022-2023 Social and Environmental Responsibility Level

- [2022-2023 GEP Assessment Course Portfolio Template.docx](#)
- [GEP Course Portfolio Checklist.pdf](#)
- [GEP Assessment - Spirit of GEP Learning Outcomes](#)

Professional Development Workshops:

- May 25, 2023 - [Workshop_for_GEP_Assessment_USD-GA-ER-Courses-05-23-2023.pdf](#)
- January 19, 2023 - [Workshop_for_GEP_Assessment_USD-GA-ER-Courses-01-19-2023.pdf](#)
- August 30, 2022 - > [Workshop_for_GEP_Assessment_USD-GA-ER-Courses-08-30-2022.pdf](#)
- Consult Canvas course to see the video recordings of these sessions - [GEP Assessment at UWSP](#)

▼ 2021-2022 Investigation Level, Part III

Materials for 2021-2022 Investigation Level, Part III - Double-Category Courses

- [2021-2022 GEP Assessment Course Portfolio Template.docx](#)

Professional Development Workshops:

- General Education Learning Outcome Alignment Workshop on 10/29/2021
 - [GEP Assessment - Spirit of LOS-Fall 2021.pdf](#)
 - [Workshop for GEP LO-Alignment-Oct-29-2021.pdf](#)
 - Consult Canvas course to see the video recording of this session - [GEP Assessment at UWSP](#)
- GEP Assessment Workshop on 8/24/2021
 - [Workshop for GEP Assessment Double Category Courses-slides-8-24-21.pdf](#)
 - Consult Canvas course to see the video recording of this session - [GEP Assessment at UWSP](#)
- GEP Assessment Workshop on 5/24/2021 and 5/26/2021
 - Consult Canvas course to see documents and video recordings - [GEP Assessment at UWSP](#)
 - CITL Workshop, "Course Alignment to Ease Assessment" presented by Lindsay Bernhagen
 - GEP Assessment Workshops for the Double-

▼ 2020-2021 Investigation Level, Part II

Materials for 2020-2021 Investigation Level, Part II - Arts, Historical Perspectives, and Humanities

- [2020-2021 GEP Assessment Course Portfolio Template.docx](#)
- [UWSP FLC Feedback Rubric for GEP Assessment.pdf](#)
- [2020-2021 GEP Courses in both semesters.pdf](#)
- [Example-2020-2021 GEP Assessment Course Portfolio-FLNG381-01-ART with attachments.pdf](#)

Professional Development Workshops:

- GEP Assessment Workshop on 5/24/2021
 - Consult Canvas course - [GEP Assessment at UWSP](#)
- GEP Assessment Workshop on 2/3/2021
 - Consult Canvas course - [GEP Assessment at UWSP](#)
- GEP Assessment Workshop on 1/20/2021
 - Consult Canvas course - [GEP Assessment at UWSP](#)
- GEP Assessment Workshop on 8/25/2020 via Zoom
 - [PowerPoint Slides](#) & Canvas Rubric with GEP LOs (Example: [FLNG 381](#))

- Video recording of Session A (11:00-11:45 am): [GEP-Assessment-Workshop-SessionA-8-25-20-v2.mp4](#) (Start at 3:40 for the presentation of the workshop)
- [Canvas Knowledge Base > Instructor Guide > How do I create an outcome for a course?](#)
- [Canvas Knowledge Base > Instructor Guide > How do I add a rubric to an assignment?](#)
- **Remember:** to FIND the GEP LOs in Canvas, click on **OUTCOMES** → **Find an Account**

▼ 2019-2020 Investigation Level, Part I

Materials for 2019-2020 Investigation Level, Part I - Natural and Social Sciences

- [GEP Course Portfolio Form for Investigation Level with Campus Labs 8-20-19.pdf](#)
- [Visual Guide for Campus Labs Outcomes Module for GEP Assessment Fall2019.pdf](#)
- [Campus Labs Outcome Module](#) (link)
- [UWSP FLC Feedback Rubric for GEP Assessment.pdf](#)

Professional Development Workshops:

- GEP Assessment Workshop on 8/27/2019, ALB 650

Video Explanation of how to submit your course portfolios in Campus Labs:

0:01 / 15:46

▼ 2018-2019 Foundation Level and Launch of Campus Labs

Launch of Campus Labs for GEP Assessment, May 21, 2018

Recordings:

- [Outcomes Module Overview for GEP \(13 min\)](#)
- [Entering Outcomes Data for GEP \(15 min\)](#)

Guides:

2023-2024 Year 6 GEP Assessment – Reflection Year (last updated on 12/02/2024)

- [Visual Guide for Campus Labs Outcomes Module for GEP Assessment](#)
- [2018-2019 GEP Course Portfolio Form for Foundation Level with Campus Labs](#)

Common Rubrics for the GEP Foundation Level:

- [Oral Communication LO1](#) & [Oral Communication LO2](#)
- [Written Communication LO1](#) & [Written Communication LO2](#)
- [Quantitative Literacy \(LO 1-3\)](#)
- [Wellness \(LO 1-2\)](#)

▶ **Best Practices in GEP Assessment**

For further questions about the GEP Assessment, please contact the Assessment Coordinator:

Vera Klekovkina
Assessment Coordinator
Phone: (715) 346-3232
Email: vklekovk@uwsp.edu

[Academic Affairs Home](#) | [UWSP Home](#)
Room 202 Old Main, 2100 Main Street,
[UW-Stevens Point](#), Stevens Point, WI 54481-3897
Phone: 715-346-4686
Direct comments to webmaster@uwsp.edu

APPENDIX J

2024-2025 University Handbook

Publication Search

Search Publication

[Advanced Search](#)

Catalog Navigation

Chapter 7 - Academic Programs and Curriculum



<p>Section 1 - Academic Program Proposals</p> <ul style="list-style-type: none"> New and Revised Undergraduate and/or Graduate Courses Undergraduate Majors and Minors Graduate Programs General Education Program Requirement Course Proposals UW System Guidelines for Academic Program Planning and Approval <p>(To see who has authority to approve changes to this section, please see the Approval of Changes page).</p>
<p>Section 2 - Assessment</p> <ul style="list-style-type: none"> The Assessment Plan Department-Level Program Assessment <p>(To see who has authority to approve changes to this section, please see the Approval of Changes page).</p>
<p>Section 3 - Program Review</p> <ul style="list-style-type: none"> The Program Review Process Uses of Program Review Responses to Delinquent Reviews The UWSP Department Review Self-Study Report Template <p>(To see who has authority to approve changes to this section, please see the Approval of Changes page).</p>
<p>Section 4 - Articulation Agreement</p> <ul style="list-style-type: none"> Responsibilities of the Administration and Shared Governance <p>(To see who has authority to approve changes to this section, please see the Approval of Changes page).</p>
<p>Section 5 - Grade Review Subcommittee</p> <ul style="list-style-type: none"> Membership Grounds for Appeal Procedures <p>(To see who has authority to approve changes to this section, please see the Approval of Changes page).</p>
<p>Section 6 - UWSP General Education Program: Overview</p> <ul style="list-style-type: none"> Mission Statement GEP Learning Outcomes



- [Model & Relationship to Degree Types](#)
 - [Procedure for Waivers and Substitutions for GEP Requirements](#)
- [Course Criteria](#)
 - [General Criteria](#)
 - [Foundational Skills and Dispositions](#)
 - [Written Communication](#)
 - [Critical Thinking](#)
 - [Quantitative Literacy](#)
 - [Wellness](#)
 - [Human Cultures and the Sciences](#)
 - [Social and Environmental Responsibility](#)
- [General Education Assessment](#)
- [The General Education Assessment Process](#)
- [The Use of Assessment Results](#)
- [Procedures in the event that, as a result of reviewing course portfolios, a course or program prompts concern about alignment with the learning outcomes in its current GEP category](#)
 - [Step 1](#)
 - [Step 2](#)
 - [Step 3](#)
- [Removal of a Course from the General Education Program](#)
 - [Voluntary removal of a GEP designation](#)
 - [Removal of a GEP designation by the GEC](#)

(To see who has authority to approve changes to this section, please see the [Approval of Changes](#) page).

Section 7 was deleted

Section 8 - Reorganizing Academic Units

- [Procedures for Reorganizing Academic Units](#)
- [Procedures to be Followed in Developing the Proposal/Plan](#)
- [Procedures to be Followed by the Common Council After Receiving the Proposal/Plan for Reorganization](#)

(To see who has authority to approve changes to this section, please see the [Approval of Changes](#) page).

Section 9 was deleted

Section 10 - Deleting Majors, Minors, and Certificates (Program Discontinuance)

CHAPTER 7 ACADEMIC PROGRAMS AND CURRICULUM

SECTION 1: ACADEMIC PROGRAM PROPOSALS

(New and Revised, including delete, renumber, rename, and re-prefix)

Departments and others wishing to submit undergraduate proposals for consideration by the Curriculum Committee or graduate proposals for consideration by the Graduate Council shall prepare the p detail according to the process outlined on the Common Council website under "Committees" ([Curriculum Committee](#), [Graduate Council](#)). Carefully prepared proposals will enable the Curriculum Com Graduate Council, Common Council and the administration to review and reach a sound decision on the relative merits of the proposal.

Email undergraduate proposals to the Chair of the Curriculum Committee at curriculum.committee@uwsp.edu, the Dean(s) of any College(s) concerned, and the Chair(s) of any department(s) that cou by the proposal. Submit graduate proposals to the Graduate Council chair and the Dean(s) of the College(s) concerned.

In order to assure sufficient time for consideration by the appropriate committee or council, proposals should be submitted as far in advance as possible.

NEW AND REVISED UNDERGRADUATE AND/OR GRADUATE COURSES

Proposals for new or revised (including delete, renumber, rename, and re-prefix) undergraduate or graduate courses shall be prepared according to the [Course Revision Form](#) on the Common t website.

NOTES:

1. No unapproved courses shall be listed in the University Timetable unless the proposed course has been submitted to the proper committees before April 1 for the following spring s November 1 for the following fall semester.
2. In the case of a slash course, the curriculum committee must have acted on the undergraduate course prior to the submission of the course proposal to the Graduate Council.
PLEASE NOTE: Slash course proposals will automatically be forwarded to the Graduate Council by the Curriculum Committee Secretary once approved by the Curriculum Commi

UNDERGRADUATE MAJORS AND MINORS

NEW MAJORS

Proposed new majors should be prepared using the UW System Guidelines for Academic Program Planning and Approval, found later in this Section.

REVISED MAJORS AND MINORS

Proposals to revise undergraduate majors and minors shall be prepared according to the [Program Revision Form](#).

NEW MINORS

Proposals to create new minors shall be prepared according to the [Program Revision Form](#).

GRADUATE PROGRAMS

NEW PROGRAMS

Proposed new graduate programs should be prepared using the UW System Guidelines for Academic Program Planning and Approval, found later in this Section.

REVISED PROGRAMS

Proposals to revise graduate programs shall show the existing program, then the new program, and clearly point out the proposed revisions and rationale and justification for such revisi

NEW COURSES INCLUDED IN NEW OR REVISED PROGRAMS

New courses being proposed in conjunction with a new or revised program should be fully explained as though the course was being introduced independently. In such cases, the Grad will consider the course additions and/or changes first and then consider the proposed and/or revised program.

PROCEDURE IN GRADUATE COUNCIL CONSIDERATION



The Graduate Council will rely basically upon the written documents submitted for its determination of the rationale and justification for the proposed change; however, the requesting department is expected to have a representative at the meeting to answer any questions which might arise.

REFERRAL BACK TO DEPARTMENT

Any proposals submitted in a format different from that described above will be rejected and will be returned to the department or individual proposing the change until submitted in proper format.

GENERAL EDUCATION PROGRAM COURSE PROPOSALS

The General Education Committee oversees all components of the university-wide General Education Program. A major function of the committee is screening courses for inclusion among those used to fulfill general education requirements. No existing or new course will be accepted automatically as fulfilling a general education requirement.

Proposals to add or revise a General Education Program designation to a course shall be prepared according to the [General Education Program \(GEP\) Course Application Form](#).

UW SYSTEM GUIDELINES FOR ACADEMIC PROGRAM PLANNING AND APPROVAL

Departments considering the development of a new academic program should discuss the proposed program with the dean and the provost and vice chancellor for Academic Affairs. UW System policies related to program planning, delivery, review, and reporting are detailed in [UW System Administrative Policy 102](#). Specifically, [UW System Administrative Policy 102, Section 2](#) outlines the approval process for developing and implementing new academic degree programs. Additional information including the UW Board of Regents Program Authorization Guide and program budget templates are available at <https://www.wisconsin.edu/program-planning/>.

Once UW System approval is obtained, proposals for new undergraduate majors should be prepared according to the instructions on the [Program Revision Form](#).

SECTION 2: ASSESSMENT

UWSP will assess student learning within both the General Education Program and the various department-level academic programs. The purpose of assessment is to ensure the continuous improvement of student learning by informing all choices related to the curricular and instructional changes, programs, and policies that contribute to student success. In this way, assessment is intended to provide the foundation for academic planning and decision making.

THE ASSESSMENT PLAN

The evaluation of student learning will move beyond the purely anecdotal and personal experiences of individual faculty or departments to study the undergraduate experience as a whole. In this assessment will provide information to use in decision making related to the continuous improvement of teaching and learning, department review, and other key institutional outcomes. Intentional efforts are the key to the assessment plan, with each effort centered on a model of continuous improvement with student learning as the focus. Program-level assessment will be carried out by departments that submit reports to the Assessment Subcommittee; the assessment of general education will be the responsibility of the General Education Committee; and institutional-level assessment (which will inform the work of both the Assessment Subcommittee and the General Education Committee) will be administered by the Office of Institutional Research and Effectiveness.

The assessment of undergraduate programs at UWSP will have four components:

1. an analysis of new student attributes and prior experiences;
2. an evaluation of learning within the general education curriculum
3. an evaluation of learning within department-level academic programs; and
4. institutional-level measures, including surveys of student perceptions and a value-added measurement of student learning from the freshman to senior years.

ANALYSIS OF NEW STUDENT ABILITIES

The knowledge, skills and perspectives outlined previously need to be analyzed first among our new students, primarily the incoming freshmen. The regent-mandated placement tests on quantitative skills already help place students in the most appropriate English, math and foreign language courses as well as identify students in need of remedial work. The placement tests are integrated as a second component of a freshman profile in the larger assessment program. Finally, an inventory administered to new freshmen helps identify our new students' value perspectives. These components help us understand freshman knowledge, skills and perspectives.

GENERAL EDUCATION ASSESSMENT

Assessment of the General Education curriculum is described in [Section 6](#) of this chapter.

DEPARTMENT-LEVEL PROGRAM ASSESSMENT

Each department* has the responsibility to assess student learning within its undergraduate and graduate programs** and to analyze and use the results to modify the program outcomes or curriculum necessary to ensure the continuous improvement of student learning.

*Here, "department" is defined to include departments, divisions, and schools depending on the college involved, or in some cases, interdisciplinary programs. In the case of the College of Natural Resources, "department" refers to the entire college excluding the Department of Paper Science and Chemical Engineering.

**And "programs" refers to curricula of study, e.g., majors, minors, certificates.

Departments shall determine the methods of assessment and the instruments to be used that best meet assessment needs. These must provide information that can be used to identify both current instructional strengths and opportunities for improvement.

Oversight of department-level program assessment will be the responsibility of the Assessment Subcommittee, a permanent subcommittee of the Academic Affairs Committee (AAC). **The role of the committee will be to:**

1. develop the policies and procedures for academic program assessment, addressing deficiencies in, and making improvements to, the assessment process.
2. provide feedback on program reports and identify areas of success and potential improvement;
3. develop, administer, and approve institutional level student learning assessment procedures and instruments consonant with UWSP's Mission;
4. oversee compilation of program assessment data by the Assessment Coordinator for production of a dashboard for public access to assessment results and an annual assessment report;
5. in conjunction with the Assessment Coordinator, provide guidance and resources for programs as they update and review their assessment efforts;
6. in conjunction with the Assessment Coordinator, promote assessment of student learning through professional development.

The subcommittee will NOT

1. conduct department reviews;
2. evaluate departments or courses;
3. assess the worth of departments or programs on the basis of assessment data submitted.

The Department-Level Program Assessment Process

At this time, the majors in each department are the only programs to be reviewed by the Assessment Subcommittee (i.e., not minors and certificates).

Each department will keep on file with the Assessment Subcommittee a current five-year Assessment Plan for each major within the department denoting year-by-year how the department will gather and use assessment information. The plan should include the learning outcomes for the major; a curriculum map illustrating the progression of courses and experiences that students must achieve each program learning outcome, and how each of these courses contributes to student achievement of the aligned program learning outcome; and an explanatory list of assessment techniques or strategies that will be used to evaluate student learning within the program as demonstrated by their level of achievement of program learning outcomes.

In addition, each department will be required to report to the Assessment Subcommittee on its evaluation of student learning and process improvement for (at least) one learning outcome (hereafter, focal learning outcome) for each program in each academic year. Each program learning outcome should be evaluated in turn before any learning outcomes are evaluated as part of a program-specific cycle. This reporting of assessment results is intended to be a collegial and formative process and will have the following steps:

1. The department will evaluate student learning in a written assessment report for each program using the format described below. (During years in which the entire department is reviewed, annual assessment reports will be summarized in the larger Program Self-Study Report. See UWSP Handbook, [Chapter 7, Section 3](#).) The department must enter its assessment components into the Program Assessment interface.

- The Assessment Subcommittee will evaluate submissions using a detailed rubric, and provide the department with written feedback of its assessment report outlining the conclusions and recommendations. This feedback will include the rubric used by the subcommittee in forming its opinions. This feedback will be delivered to the department improving assessment, instruction, and curriculum.

An aggregated summary of assessment results across programs will be made publicly available through an online assessment dashboard. Assessment reports from individual programs intended to be campus resources and will be available to anyone who requests them. The Assessment Coordinator is the curator of all department assessment reports, and the with the program assessment plans, will be maintained in the Common Council files.

Responses To Delinquent Assessment Reports

Because each department assessment report is intended to provide the foundation for decision making within the unit, it is important that the reports be completed in a timely fashion. If a department fails to complete its annual assessment report according to the program-specific cycle of the department's five-year assessment plan, the provost may hold all staffing decisions for the delinquent department in abeyance. Extenuating circumstances can relax this policy, at the discretion of the provost, if they are communicated by the dean and Assessment Coordinator.

Content of the Assessment Report

Each annual report should be entered into the Assessment Subcommittee interface by the first Friday in February of each year and have the following parts:

- Program Learning Outcomes:** List all program learning outcomes, specifically indicating the knowledge, skills, and dispositions students will develop. The focal program learning outcome being assessed should be indicated.
- Current Curriculum Map:** Include the program curriculum map illustrating the progression of courses or experiences that allow students to achieve each program learning outcome. Describe how each of those courses or experiences contributes to student achievement of the aligned program learning outcomes.
- Summary of Previous Results:** If the focal learning outcome has been assessed previously, provide a brief (<250 words) abstract of those results.
- Brief Description of Departmental Improvements and Changes** as related to assessment: If the focal learning outcome has been assessed previously, describe specific actions that have been made (to curriculum, assessment methods, etc.), based on that previous assessment.
- Current Assessment Strategies/Measures/Techniques/Methods:** Include brief descriptions of assessment methods used in the program to assess student learning. Example assessment methods include exams, portfolios, pre- and post- tests, direct observation of performance, surveys (current students, alumni, employers), focus groups, and other additional resources (such as FTE positions; classroom, lab space, and other facilities; library material, or computing equipment), and guide planning efforts. Consequently, the process of program review the on-going assessment of student learning through the program assessment process described in Section 2 of this Handbook chapter.
- The program's benchmark** for the proportion of students meeting or exceeding the criteria for focal PLO achievement should be provided, along with the program's rationale for this benchmark. This benchmark should reflect the **program's** performance level upon which the program is attempting to improve. If the focal PLO has not been assessed previously, a benchmark is required. If a PLO has been previously assessed, the results from the most recent assessment should serve as the benchmark for the current assessment report.
- Current Assessment Results/Findings/Interpretation:** The report should summarize what was measured; describe specifically what the assessment results reveal about student learning in the context of the stated focal program learning outcome; and compare the current results to the benchmark. Useful details to include are whether there are any patterns in performance relative to specific course sequences. The results should include **only** those students enrolled in the program under consideration.
- Reflection on Assessment Process and Data:** Reflect upon what your program can learn from the data collected about the platform for student achievement provided by the department. Describe how results will be used by the department to enhance student learning, including proposed changes to the curriculum, assessment techniques, and/or learning outcomes. If the benchmark was not met, analyze possible causes and solutions. If the benchmark was met or exceeded, analyze additional ways that your program could enhance and improve student learning.
- Dissemination of Findings:** Describe when the findings of the departmental assessment work were discussed and approved by the faculty, along with any other plans for disseminating the findings. An updated five-year assessment plan will accompany the annual assessment report. The plan should include details on when, where, and how in the upcoming five years the assessment will be assessed, and the year in which assessment data will be reported to the Assessment Subcommittee.

SECTION 3: PROGRAM REVIEW

The effective evaluation of student learning within academic programs should provide the foundation for decision making within a sponsoring unit, serving to identify strengths and challenges, inform resource allocation, and guide planning efforts. Consequently, the process of program review the on-going assessment of student learning through the program assessment process described in Section 2 of this Handbook chapter.

Program* review will be an integral part of faculty governance through the Program Review Subcommittee (PRS), a permanent subcommittee of the Academic Affairs Committee (AAC) responsible for all local program* reviews. The purposes of program reviews are 1) to provide each sponsoring unit a formal mechanism to evaluate and communicate to appropriate decision makers the academic program's strengths, challenges and needs; 2) to garner collegial support and perspective for meeting the unit's needs; and 3) to evoke a commitment from administration concerning continuation of the unit's program and/or intent to address the identified needs. The goal will be to review the programs within each sponsoring unit every five years according to the Program Review Cycle drafted by the Associate Vice President for Teaching, Learning, and Strategic Planning, approved broadly by the AAC, maintained by the Program Review Subcommittee, and available on the Academic Affairs Committee webpage.

* Program is defined here as an academic degree program for which a specific Classification of Instructional Programs (CIP) code and major code is recorded in the UW System program array (See here: <https://www.wisconsin.edu/opar-frontier/uws-academic-majors/>)

THE PROGRAM REVIEW PROCESS

Program review is intended to be a collegial and formative process that will take place in the following steps:

- The faculty and staff of the unit sponsoring the program under review engage in critical analysis of the program's performance. This "self-study" is an evaluation of the program's curriculum, success, facilities, faculty, and revenue from sources other than General Purpose Revenue (GPR) (e.g., non-GPR program revenue, grants, advancement, etc.) The sponsoring unit completes findings in a written Self-Study Report, using the template linked below. The sponsoring unit will send copies of the Self-Study Report as an electronic file to its dean, the provost, the chair and the chair of the Assessment Subcommittee.
- An External Review is optional and may be requested by the sponsoring unit, dean, or provost. Units sponsoring a program for which an external review is being requested are directed to the Office of Academic Affairs to coordinate reviewer selection, visit schedule, and the reimbursement of associated reviewer costs.
- The PRS will review the Self-Study Report, and the report of the External Reviewer, if applicable, and write an evaluation that includes its recommendations to the sponsoring unit and the administration. The evaluation should also address the quality of the curriculum, student success, facilities, and faculty. The committee will compile this material together into a single Summary Report to be submitted to the sponsoring unit for clarifications and corrections. Once the sponsoring unit has reviewed the Summary Report and provided clarification, the Summary Report is forwarded to the dean's comment. The Summary Report is also shared with Academic Affairs Committee.
- A meeting of the provost, the dean, unit leader(s), and chair of the PRS will be the final formal discussion of the PRS Summary Report. The provost then provides a written comment on the review, to be appended to the PRS Summary Report. The dean will have the option of appending a second response to the Summary Report as well.
- The PRS will then forward the provost's comments, dean's comments, and final Summary Report to the Academic Affairs Committee (AAC). Following acceptance by the Common Council minutes, the provost will write a second response to the departmental review, which will include a final decision regarding the continued support of the program. This will conclude the review process.

USES OF PROGRAM REVIEW

Program review is intended to provide a primary source of information for administrative decisions regarding the sponsoring unit. A program review is current if the review was completed within five years. The reports are intended to be campus resources and will be available to anyone who requests them. The PRS is the custodian of the reports and the reports will be maintained in the Common Council files.

RESPONSES TO DELINQUENT REVIEWS

The program review reports are important planning documents that inform decisions throughout the institution. It is therefore important that the reviews and reporting be completed in a timely fashion. If a sponsoring unit fails to complete its self-study according to the "Reporting Cycle for Program Review," it makes such decision making difficult. Therefore, the provost may hold all staffing decisions for the delinquent sponsoring unit in abeyance. Extenuating circumstances can relax this policy, at the discretion of the provost, if they are communicated by the dean to the provost and

THE UWSP DEPARTMENT REVIEW SELF-STUDY REPORT TEMPLATE (See "Program Review Self-Study Template")

SECTION 4: ARTICULATION AGREEMENTS



RESPONSIBILITIES OF THE ADMINISTRATION AND SHARED GOVERNANCE

The submission of a cooperative agreement with another institution, either domestic or foreign, indicates not only commitment of the project coordinator, but of the university. These agreements can result in a significant impact on the university. Therefore, UWSP has a vested interest in the agreement since the university is ultimately accountable to insure that the conditions as outlined are met. Each inter-institutional agreement must be reviewed and approved by the appropriate administrative personnel and shared governance bodies before it is formally submitted to another institution.

The official UWSP Permission to Develop an Articulation/Inter-institutional Agreement form (available from the Office of Academic Affairs) is designed to facilitate this process. Please attach a draft of the proposed agreement plus any other appropriate supporting materials to this permission form. Agreements which involve more than one department, school, college or UW System unit must be approved by the appropriate officials of each unit, appropriate shared governance bodies, and ultimately the Provost and Vice Chancellor for Academic Affairs. The purpose of this approval process is to question the professional skill or approaches of the project coordinator, but rather to give assurance that the university supports the plans for the project, and that these plans are consistent with the priorities, and mission of the university. The opportunity that this formal approval process presents to inform the campus of the proposed activities is important to the faculty member as well as to the shared governance bodies and administrators. The responsibilities of the administrative staff in this approval process are as follows:

- **The Department Chair or Director will:**
 1. review the agreement to assure that faculty and support staff time commitments are reasonable and compatible with departmental workloads, present and planned,
 2. determine that the percentage of time and salaries are accurate, and
 3. agree that the space, facility, and service requirements are within the department's present or planned resource capability if not specifically provided for in the proposal.
- **The Dean or Line Officer will review the proposal for completeness and confirm that:**
 1. space, service and support requirements are adequately provided for
 2. responsibility is accepted for assuring the availability of local in-kind funds promised in the proposal, and
 3. that the agreement's budget, salary rates, job titles and classifications are reasonable, appropriate, and consistent with UWSP policy.
 4. In addition, the Dean/Director should ascertain to what degree the agreement will commit the college/school or unit to long-term support of project personnel or a program which may result from the agreement.

The Provost and Vice Chancellor will review the proposal to ensure that it conforms to UWSP and Board of Regents' policies and state laws; that it is in proper form for submission to the appropriate shared governance bodies; that it is conducive to the university's mission by promoting the best academic interests of the university and that implied or definite university commitment of funds, space, and services can be met; and that the commitments for matching funds can be met by the university.

Faculty and staff should allow sufficient time for on-campus processing of the proposals to develop a cooperative agreement. The review responsibilities assigned to administrative personnel and shared governance bodies are of such a nature and extent that "walking a proposal through channels" in a brief period of time is difficult.

Articulation agreements are specific credit transfer agreements between our institution and one or more Wisconsin Technical College System (WTCS) institutions. Prior to seeking shared governance approval for an articulation agreement with a WTCS partner, the agreement should be forwarded to the Transfer Counselor in the Admissions Office for review.

After permission is gained from the appropriate administrative and shared governance bodies, the agreement coordinator is then responsible for drafting the formal articulation agreement. The formal agreement needs to be formatted in compliance with [UW System Administrative Policy 140 \(formerly UWS ACIS 6.2\)](#). The formal agreement is routed by the agreement coordinator for signatures of those authorized to enter into these agreements on behalf of UWSP and other non-UWSP partners. Once the formal articulation agreement is signed by all required signatories, the agreement is then forwarded to UW System to be added to the listing of UW System articulation agreements.

SECTION 5: GRADE REVIEW SUBCOMMITTEE

MEMBERSHIP

1. **The subcommittee shall consist of the following voting members:**
 - a. Three faculty members representing three distinct academic departments, with the Chairperson appointed by the Academic Affairs Committee, one member elected by the Student Government Association, and one temporary member for each case, appointed by the chairperson of the department of the instructor whose grade is under review.
 - b. An alternate faculty member shall be appointed by the Executive Committee of the Common Council to serve whenever it is necessary to maintain the condition of three faculty members representing three distinct academic departments, but in no case shall there be more than one member from the department of the instructor whose grade is under appeal.
 - c. Two student members shall be selected by the Student Government Association. (Two graduate students will be selected by the Student Government Association for appeals brought by graduate students.)
2. The term of office, except for the temporary member, shall be one year. Members shall take office at the beginning of the fall semester. The Chairperson of the Grade Review Subcommittee shall expedite the formulation of the committee, which shall be complete no later than the third week of the fall semester.
3. The Office of the Provost/Vice Chancellor of Academic Affairs shall designate a Coordinator to review grade appeals and assure continuity and consistency in the screening of grade appeals. The Coordinator will work with the Chairperson of the Grade Review subcommittee throughout the appeal process.

GROUNDS FOR APPEAL

Grounds for a grade appeal shall ordinarily be as follows:

1. The alleged failure of the instructor to provide to the students, not later than the end of the second week of classes, a written statement of how grades will be determined.
2. The alleged failure of the instructor to assign grades according to the manner described.

PROCEDURES

1. Before a student may initiate an appeal of a grade, the student is required to consult with the instructor concerned. However, if the Coordinator for Grade Review determines that such consultation would place undue burden or stress on the student or the instructor or both, the Coordinator shall have the authority to waive this consultation requirement. If the Coordinator waives this requirement, the Coordinator shall inform both the student and the instructor of this action.

After the student and the instructor have consulted, or after a waiver of the consultation requirement has been authorized, if the student wishes to initiate an appeal, he/she must present a written request to the Coordinator for Grade Review in the Academic and Career Advising Center no later than the end of the fourth week of classes of the subsequent regular academic year session.

2. **The Coordinator for Grade Review shall, upon receipt of a written request for grade review, take the following steps:**
 - a. Meet with the student and discuss the grounds for appeal, the appeal process, and the options available to the Grade Review Subcommittee if the appeal is sustained.
 - b. Provide a copy of the student's allegations or grievances to the instructor concerned and solicit a written statement of explanation from the instructor.
 - c. The instructor shall have twenty working days to respond. Once the Coordinator has received the written response from the professor, he/she has up to five working days to send a written response to the student.
 - d. After receiving the response, or at the end of the twenty working days, if no response is received, the Coordinator shall evaluate the allegations and make a determination as to the validity of the appeal.
 - e. If the Coordinator, on the basis of preliminary evaluation and investigation, concludes that any kind of grade change may possibly be warranted, or if the instructor has failed to respond in writing, s/he shall forward all relevant data to the Subcommittee for Grade Review, with a directive that the allegations be investigated and a determination as to its validity made.
 - f. If the student wishes to appeal the decision of the Coordinator, a second appeal may be made to the Chairperson of the Grade Review Subcommittee. The Coordinator shall notify the Chairperson of this action. If further investigation is warranted, the Chairperson will act accordingly. A rejection of an appeal by the Chairperson is final and may not be further appealed within the shared governance system. If the Chairperson has a personal conflict with a case the Chairperson of the Academic Affairs Committee will appoint an acting Chairperson.
3. Under ordinary circumstances (i.e., with all parties on campus), the Grade Review Subcommittee shall adhere to a deadline of the end of the semester in which the appeal was initiated to complete its deliberations and decide on the appeal.
4. If the Subcommittee for Grade Review determines that a valid evaluation of grievance requires special academic expertise, or at the request of the instructor concerned, the Subcommittee shall request an independent evaluation in writing from a body of three impartial experts appointed by the Chairperson of the instructor's department, in consultation with the instructor and the Subcommittee Chairperson. The Subcommittee for Grade Review shall accept the evaluation and recommendations of the impartial body of experts on matters of academic content when such evaluation and recommendations are solicited.

After its investigation, the Subcommittee for Grade Review shall inform both the student and the instructor of its decision in writing. In the event that the Subcommittee finds that a grade change is warranted, it shall in addition recommend to the instructor the appropriate grade change. If the instructor refuses to make the recommended grade change within ten school days of the Subcommittee notification, the Subcommittee shall take one or more of the following steps to protect the student's interest:

- a. attach to the student's transcript a statement of the recommended change of grade and the reasons for not changing the grade;
 - b. exempt the challenged grade from any calculation in the student's grade point average, unless the student wishes the grade to be included;
 - c. authorize the student's graduation minus the credit hours represented by the challenged grade in the event that the original grade was an F.
5. Decisions made by the Grade Review Subcommittee may not be appealed further in the faculty governance system.

SECTION 6: UWSP GENERAL EDUCATION PROGRAM OVERVIEW

Mission Statement

The General Education Program (GEP) provides the framework of a liberal education, equipping students with the knowledge and skills to facilitate intellectual and personal growth, pursue their studies, and improve the world in which they live.

At UW-Stevens Point (UWSP), we believe that a liberal education is essential to living in today's global society. We also believe that global citizenship must begin at home with individuals learn world from perspectives other than their own. Some of these perspectives are cultural and develop from the study of other languages, ethnicities, and beliefs. Some perspectives come from horizontal skills, by learning math and science, for example, or cultivating an understanding of the past and an appreciation of the arts and literature. And some perspectives are the products of unities such as getting involved in a community or studying abroad.

Ultimately, the more students are encouraged to step outside their familiar habits and beliefs, the more they gain the wisdom to see connections between themselves and the world around them. They learn to empathize with the differences they encounter, and the willingness to place their newfound abilities in the service of a larger community. In this way, a liberal education at UWSP prepares students to be responsible global citizens.

GEP Learning Outcomes

The GEP seeks to develop these qualities of global citizenship in four distinct ways. **After completing the general education curriculum, students will:**

- Demonstrate critical thinking, quantitative, and communication skills necessary to succeed in a rapidly changing global society.
- Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
- Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.

Model & Relationship to Degree Types

The GEP applies to all Baccalaureate degree types. See the *Degree Types* section of the Catalog.

Procedure for Waivers and Substitutions for GEP Requirements

A request for a waiver or substitution for a GEP requirement should begin during a meeting of the student with his/her advisor. Such a request should not be regarded as routine but made to address a specific situation faced by the individual student—typically, as a remedy when fulfilling the requirement through ordinary means would delay the student's imminent graduation. A statement explaining why the student and advisor believe the waiver/substitution is justified must be part of the request.

The Authorization to Adjust GEP Requirements form must be signed by the advisor, the Chair/Head of the department (or equivalent unit) of the student's major, the Dean of the student's major, and finally the Associate Dean of General Education and Honors.

In a doubtful case, the Associate Dean will contact the Dean, Chair, advisor, and/or instructor of the course before deciding to approve or deny the request.

The completed form, with all required signatures, is submitted to Office of the Registrar.

Notes:

- Waivers or substitutions under the 2014 to 2020 GEP requirements that are embedded in the major (Capstone and Communication in the Major requirements) are handled as exceptions for major requirements (typically, authorized by the department chair).
- Students under the pre-2014 general degree requirements (GDRs) should use the "Authorization to Adjust General Degree Requirements" form, which does not require Director of General Education approval.
- Transfer courses that have not been identified as equivalent to a specific UWSP course will be evaluated for GEP credit by the transfer credit admissions advisor in consultation with the Associate Dean of General Education and Honors.

Course Criteria

GENERAL CRITERIA

1. These criteria apply to the Foundational Skills and Dispositions, Human Cultures and the Sciences, Social and Environmental Responsibility levels of the GEP.
2. All courses to be considered for the GEP must be proposed by an academic department or functional equivalent.
3. All courses to be considered for the GEP must be approved by the General Education Committee through the submission of a course proposal. The proposal will typically include:
 1. Basic course information, including course number, title, credits, and catalog description.
 2. A representative course syllabus, including learning outcomes aligned with those of the GEP.
 3. A narrative describing how student learning will be assessed.
4. All courses must address the approved learning outcomes in the category in which they are taught.
5. All courses will be taught by an instructor with teaching, research, or professional expertise in an appropriate area of study in order to satisfy the relevant learning outcomes in each category.

Criteria for instructor qualifications for teaching courses in the Quantitative Literacy category: A master's degree, or 18 graduate credits, in one or more disciplines that have mathematical applications or statistical analysis. Such disciplines include, but are not limited to, Mathematics, Statistics, Social Sciences, Life Sciences, and Physical Sciences.

Criteria for instructor qualifications for teaching courses in the Environmental Responsibility, United States Diversity, Global Awareness, and Wellness categories:

- Instructor holds a terminal degree or a master's degree in a discipline or field appropriate to the GEP category of the course
- or
- Instructor has completed some combination of 18 hours of graduate coursework, comprehensive examination work, and/or graduate thesis work on topic(s) relevant to the category of the course
- Faculty seeking to teach in a General Education category for which they have not been previously approved must have their graduate school transcripts reviewed by the Associate Dean of General Education and Honors in order to determine if they are qualified as per the requirements of the Higher Learning Commission. The process is as follows:
 - If the faculty member is determined to be qualified to teach in the requested category, the faculty member will submit the completed GEP Course Application to the Chair of the General Education Committee.
 - If the Associate Dean of General Education and Honors determines that the faculty member is not qualified to teach in the requested category, that faculty member must request a second review by the Associate Vice Chancellor for Teaching, Learning, and Strategic Planning, who will make a final determination as to whether the faculty member is qualified to teach in the General Education category in question.
- 6. No course in the Foundational Skills and Dispositions may satisfy more than one general education requirement. Courses in the Human Cultures and the Sciences category may satisfy one of the following categories: Global Awareness, U.S. Diversity, or Environmental Responsibility.
- 7. Courses that exceed the GEP credit requirements satisfy the requirement.

FOUNDATIONAL SKILLS AND DISPOSITIONS

Written Communication

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1. The Written Communication outcomes will be satisfied by English 101: Freshman English and English 202: Sophomore English.
2. English 150: Advanced Freshman English may be substituted for English 101/202, with the appropriate placement.
3. English 101 should be taken during the student's freshman year.
4. English 202 should be taken during the student's sophomore year and will have a prerequisite of English 101.
5. Written Communication courses should have sufficiently small enrollments so that students will receive appropriate individual feedback.

Critical Thinking

1. Courses designated with the Critical Thinking GEP designation serve all students regardless of major; such courses should not presume academic or disciplinary preparatory Critical Thinking courses, as with any General Education course, should not require prerequisites. Departments must provide a rationale when proposing General Education prerequisites.
2. All faculty and staff teaching Critical Thinking General Education courses must complete the Critical Thinking training overseen by the Director of UWSP's Critical Thinking C

Quantitative Literacy

1. All Quantitative Literacy courses will have a prerequisite of Math 90 or higher.

Wellness

1. Wellness is a one-credit requirement that may be satisfied by a one-, two-, or three-credit course.

HUMAN CULTURES AND THE SCIENCES

1. All courses in Human Cultures and the Sciences should be designed to serve all students regardless of major; such courses do not presume academic or disciplinary preparation. Courses in Human Cultures and the Sciences will not have prerequisites beyond Foundational Skills and Dispositions. Departments must provide a rationale when proposing General Education courses with prerequisites.
2. A single course may not be designated for more than one Human Cultures and the Sciences category.

SOCIAL AND ENVIRONMENTAL RESPONSIBILITY

1. Courses offered in this area can fulfill one other requirement in the General Education curriculum at the same time, but only in Human Cultures and the Sciences.
2. A single course may not be designated for more than one Social and Environmental Responsibility category.

GENERAL EDUCATION ASSESSMENT

The GEP Assessment Cycle

Assessment of student learning within the General Education Program (GEP) curriculum takes place on a six-year cycle. The first five years of the cycle are focused on courses in the categories of the GEP. Based on these results, the sixth year of the Assessment Cycle is devoted to a comprehensive review of the General Education Program and Assessment Plan.

Year 1:

- Foundational Skills and Dispositions (Written Communication, Quantitative Literacy, Critical Thinking, and Wellness)

Year 2:

- Human Cultures and the Sciences I (Social Sciences, and Natural Sciences)

Year 3:

- Human Cultures and the Sciences II (Arts, Humanities, Historical Perspectives)

Year 4:

- Social and Environmental Responsibility (Environmental Responsibility, U.S. Diversity, Global Awareness)

Year 5:

- Double-Category courses

Year 6:

- Comprehensive Review of General Education Program and Assessment Plan

In addition, during each of the first five years of the GEP Assessment Cycle, information is gathered related to the three overarching General Education Program Outcomes:

1. Demonstrate critical thinking, quantitative and communication skill necessary to succeed in a rapidly changing global society.
2. Demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.
3. Recognize that responsible global citizenship involves personal accountability, social equity, and environmental sustainability.

Role of the GEC in General Education Assessment

Oversight of assessment of the General Education Program is the responsibility of the General Education Committee (GEC) which will:

1. recommend policies and procedures for the General Education assessment to the Common Council;
2. facilitate the process by which General Education assessment data is gathered, evaluated, and communicated;
3. make recommendations to Common Council regarding improvements to the General Educational Program;
4. support instructional development and curricular improvements;
5. review and update the General Education assessment process regularly.

Role of Departments and Faculty in General Education Assessment

Departments are responsible for developing a plan to assess all courses bearing the GEP designation at least once during the cycle year corresponding to the GEP Level. The GEC and the Assessment Subcommittee (AS) are available to provide input on such a plan specifying in which semester and which section(s) will be assessed. The departments are granted latitude to determine a sufficient sample of sections in multi-section courses to adequately capture student achievement of the GEP learning outcomes.

Faculty members teaching designated General Education courses will be required to prepare a course portfolio containing the following components:

1. Course syllabus with a schedule of course assignments.
2. Explanation of alignment of the course learning outcomes (LOs) to each GEP Category LO.
3. Brief description of course learning activities targeting each GEP Category LO.
4. Description of assignment(s) used to assess each GEP Category LO.
5. Numeric assessment results, capturing student performance as exceeding, meeting, partially meeting, or not meeting expectations, and the number of students assessed for each GEP Category LO.
6. Interpretations of assessment results (analysis, summary, and the use of results) for each GEP Category LO. The explanation of the use of assessment results is vital for the closing of the loop.
7. Samples of student work for featured LO(s) representing at least two distinct levels of performance such as exceeding, meeting, partially meeting, or not meeting expectations. For single-credit courses, one featured LO is required. For double-category GEP courses, two featured LOs are required (one for each category).

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 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 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 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 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 instructor 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. This 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 the campus community and others.

The Use of Assessment Results

Assessment results are intended for two purposes: 1) to provide feedback to individual instructors to assist in their efforts to improve student learning within their courses; and 2) to make judgment effectiveness of the GEP and to inform recommendations for its improvement. **To achieve these aims, assessment results will be shared in the following manner:**

1. Each instructor submitting a course portfolio will receive individual feedback from the assessment group, including an evaluation of the assessment method utilized in the course and record for the improvement of student learning. This evaluation will include the rubric used by the Peer Assessment Workgroup (PAW) in forming its opinions.
2. Working in concert with the assessment group, the Assessment Coordinator will compile reports on student learning for the GEC, removing references to specific courses and instructors. final report will contain:
 - a. A summary of student attainment of the learning outcomes in the relevant General Education areas.
 - b. Recommendations based on these assessment results for the improvement of the General Education curriculum. These recommendations may include proposals for further action projects related to particular courses, GEP categories, GE Program Outcomes, or specific groups of students.
3. The GEC will report annually to the Common Council sharing its evaluation and recommendations with the Provost, the Deans, and the department chairs or equivalent. The report will also be available to the campus community and others.
4. In conjunction with the Associate Dean of General Education and Honors and the Assessment Coordinator, the GEC will work with various units on campus in order to provide professional development opportunities for faculty and staff. In this manner, the GEC will help to "close the loop" by allowing assessment of student learning lead to curricular and pedagogical improvements. Such professional development opportunities might include:
 - a. Workshops on effective assessment of student learning in the General Education curriculum.
 - b. Instructional development necessitated by Common Council-approved changes to the curriculum or learning outcomes.
 - c. Action research projects intended to provide further information on student learning within the curriculum.

Procedure in the event that, as a result of reviewing course portfolios, a course fails to meet the GEP category learning outcomes:

Step 1:

Instructor(s) and their department chair(s) or equivalent will be notified by the Assessment Coordinator that the course and/or the portfolio must be revised.

Step 2:

The instructor and/or department will revise the course/portfolio in consultation with CITL.

Step 3:

The course will be reevaluated by the Assessment Coordinator in the following academic year.

In the absence of satisfactory revisions after Step 3:

- The Associate Dean of General Education and Honors, the Associate Vice Chancellor for Teaching, Learning, and Strategic Planning, in consultation with the Chair of the GEC, will notify the department/unit that the GEP designation will be removed from the course prior to the next catalog publication.
- The department/unit has the option to re-apply for the GEP designation.

Removal of a Course from the General Education Program

Voluntary removal of a GEP designation

A GEP designation may be removed voluntarily by a department/academic unit due to curricular changes, personnel changes, or other priorities. The department/academic unit will submit a request to the GEC Chair requesting that the GEP designation be removed from the course. This will be brought as an action item to the General Education Committee.

Removal of a GEP designation by the GEC

Under Article 12 of the Constitution, the General Education Committee has the authority to remove GEP designations from courses. A designation may be removed if:

1. A course fails to meet the GEP category learning outcomes during portfolio assessment. See previous section (In the absence of satisfactory revisions after Step 3).
2. The course has not been taught in 5 years. Prior to requesting that the GEC vote on the removal of the course, the Associate Dean of General Education and Honors will confirm with the department there are no plans to offer the course in the next academic year.
3. The instructor(s) teaching the course does (do) not have the relevant HLC-required credits to teach in that GEP category and another HLC qualified instructor cannot be identified.

The General Education Committee gives authority to the Associate Dean of General Education and Honors to apply the Governance-Approved Faculty Qualification documents and the course's General Education designation if the instructor(s) teaching the course does (do) not have the relevant required credentials to teach in that GEP category. The Associate Dean of General Education will notify the Chair of the General Education Committee, the Associate Vice Chancellor for Teaching, Learning and Strategic Planning, as well as the relevant faculty and the department chair of this decision. Appeals may be brought to the Associate Vice Chancellor for Teaching, Learning and Strategic Planning.

SECTION 7

(Section 7 was deleted from the Handbook)



SECTION 8: REORGANIZING ACADEMIC UNITS

PROCEDURES FOR REORGANIZING ACADEMIC UNITS

- A. Any academic unit listed in the current [College and School Hierarchy](#) list of the university catalog, or a line administrator may initiate a proposal/plan for reorganization at UW-Stevens Point.
- B. The members of the school, or absent a school, college, of the proposing unit needs to vote on the reorganization proposal. In the event of a proposal that moves a unit from one school/college to another, both schools/colleges need to vote on the proposal.
- C. A final proposal/plan for reorganization that changes reporting lines from academic units to dean and beyond must be submitted to the Executive Committee of the Common Council for its consideration. Votes from B above shall be included in the proposal.
- D. The Executive Committee of the Common Council shall submit proposals and plans for re-organization to the Common Council with sufficient time for the Senate to deliberate and make a recommendation to the Chancellor prior to the proposed date of implementation.
- E. **The written proposal/plan for reorganization is expected to address the following items:**
 1. A description of the proposed/planned reorganization, including appropriate organizational charts.
 2. A list of job responsibilities for new or modified administrative positions.
 3. A rationale which explains and supports the recommended organizational changes.
 4. Votes from the administrative home (school or college) of the proposing unit, or in the event of a reorganization proposal that moves a unit from one school/college to another, vote: schools/colleges.
 5. A statement of support or opposition from any and/or all university employees affected by the proposed/planned reorganization.

PROCEDURES TO BE FOLLOWED IN DEVELOPING THE PROPOSAL/PLAN

- A. **All meetings should be conducted in accordance with the Wisconsin Open Meetings Law. In particular,**
 1. all meetings should be publicly announced in advance, and
 2. minutes that include the action items approved in those meetings should be kept.
- B. All staff members whose units are directly affected by the proposed/planned reorganization should be consulted and their input sought throughout the planning process.

PROCEDURES TO BE FOLLOWED BY THE COMMON COUNCIL AFTER RECEIVING THE PROPOSAL/PLAN FOR REORGANIZATION

- A. The proposal/plan will be distributed to the campus community and the Common Council will invite written input regarding the plan from any individual or unit on campus.
- B. The above input will be collated and appended to the proposal/plan.
- C. The plan/proposal will be placed on the agenda for a meeting of the Common Council.

SECTION 9

(Section 9 was deleted from the Handbook)

SECTION 10: DELETING MAJORS, MINORS, AND CERTIFICATES (PROGRAM DISCONTINUANCE)

Discontinuing an academic program directly affects curriculum, students, faculty, staff, budget and planning processes. Decisions of program discontinuance should be made based on careful planning reaction to an immediate or temporary economic crisis or situation. Any decision to discontinue a program should be data informed, and should reflect a long-range judgment that the educational mission as a whole will be enhanced by program discontinuance. This includes the reallocation of resources to other programs with higher priority based on educational considerations. Such long-range judgment generally will involve the analysis of financial resources and the needs, value and quality of the program and any related college or school. Budget considerations should not be the primary reason for program discontinuance.

If an academic program is being considered for discontinuance, decision makers should ensure that students are not unfairly impacted by program discontinuance or restructuring.

Academic programs may be deleted in three ways:

1. A proposal to discontinue a major program due to educational considerations that will result in faculty layoff pursuant to Regent Policy Document 20-24 must follow the procedure laid out in Chapter 4A, Section 2 of the UWSP handbook).
2. A proposal that will not result in faculty layoff will use the following process: may be initiated by the academic department that oversees the program, using the process described below.
3. A proposal may also be initiated by the Dean of a college involved in the program, the Provost, or the Chancellor, using the process described below.

PROGRAM DELETION INITIATED BY AN ACADEMIC DEPARTMENT

The department shall follow the instructions on the form REQUEST TO DELETE, RENUMBER, OR RENAME. Contact the Common Council Secretary for a copy of the form or go to myCommon Council.

The department shall include a justification for eliminating the program. Considerations such as the following may be addressed as appropriate:

- The quality of the program in the areas of teaching and learning, and the contributions of its faculty in research, creative activity, and service;
- The contribution of the program to the mission and strategic plan of the institution, the overall quality of academic offerings, and the strategic plan of the institution;
- Student demand for the program as measured by student enrollment, retention, graduation trends, and applicable variables;
- The resource implications of retaining or eliminating the program;
 - The uniqueness/redundancy of the program within the institution and across the UW System;
- Opportunities for collaboration with other programs within the institution or at other UW institutions; and
- The impact of program elimination on systemwide array and student access to programs.

PROGRAM DELETION INITIATED BY THE DEAN, PROVOST, OR CHANCELLOR

A. Initiation of a proposal

1. The Dean, Provost, or Chancellor will compile a proposal based on the criteria described below. If a Dean or the Chancellor initiates the proposal, they shall submit it to the Provost
2. **The proposal must contain the following supporting information, as applicable:**

- Initiating party
- Name of proposed program
- Program description
- Rationale for discontinuance
- Proposed budget, detailing projected costs and savings associated with discontinuance
- Impact on students currently enrolled
- Impact on faculty currently teaching in the program
- Impact on staff currently needed for program implementation
- Impact on other campus programs
- Impact on facilities currently used in the program
- Impact on collaborating institutions or articulated programs
- Impact on course transfer opportunities
- Impact on regional stakeholders, external funders, or donors
- Impact on diversity at UWSP
- Impact of discontinuance on mission of the department, college, and institution
- Impact on accreditation or other external requirements



- A detailed plan and timeline for phasing out the program with the minimum possible impact on students, faculty, staff and the community. The plan must describe how current students shall continue their programs of study or meet their educational objectives through alternative means.
3. If the Provost approves the proposal, it will then be reviewed by a Discontinuance Committee.

B. Review of a proposal

1. **Proposals will first be reviewed by a committee of individuals not affiliated with the program under consideration. This committee may include:**
 - One dean representing a college not affiliated with the program under consideration, nominated by the Chair of Common Council;
 - Two students not affiliated with the program under consideration, nominated by the SGA Vice President and Speaker of the Senate, with consent of the Senate;
 - Two faculty representatives from colleges not affiliated with the program under consideration, nominated by the Chair of Faculty Council;
 - An academic staff representative not affiliated with the program under consideration, nominated by the Chair of the Academic Staff Council;
 - A university staff representative not affiliated with the program under consideration, nominated by the Chair of the University Staff Council.
2. **Based on their report and recommendation, a second committee of individuals directly affiliated with the program under consideration may be appointed. The second may include:**
 - The dean of the college in the program or a representative nominated by the dean;
 - The chair/head of department or area coordinator of the program under consideration
 - Two students in the program, nominated by the SGA Vice President and Speaker of the Senate, with consent of the Senate
 - Faculty representatives in the program under consideration nominated by tenured and tenure-track faculty involved in the program
 - An academic staff representative in the program under consideration, nominated by the chair/head of department or the coordinator of the areas in the program
 - A university staff representative in the program under consideration, nominated by the chair/head of department or the coordinator of the areas in the program
 - If possible, at least one graduate of the program under consideration nominated by the faculty in the program.
3. Both committees will be appointed by the Provost in agreement with the Executive Committee of Common Council. The chair for each committee will be established by the committee.
4. **In addition to the proposal elements described above, the committee's review and evaluation may be based on the following considerations, where relevant:**
 - The centrality of the program to the institution's mission;
 - The academic strength and quality of the program, and of its faculty in terms of national ratings if applicable;
 - Whether the work done in the program complements that done in another essential program;
 - Whether the work done in the program duplicates academic instruction and course content delivered in other programs at the institution;
 - Student and market demand and projected enrollment in the subject matter taught in the program;
 - Current and predicted comparative cost analysis/effectiveness of the program;
 - Current and past Program Review and Assessment reports; and
 - Other relevant factors that the committee deems appropriate.
5. The Committee shall provide adequate opportunity for evidence and viewpoints to be presented, and consult the affected program faculty and students. Within three months, the committee shall prepare a preliminary report and recommendation. Additional time may be requested if the committee must review more than one program discontinuance proposal. Faculty members on the program under consideration for discontinuance shall have full access to all documents related to the review.

C. Committee recommendation

1. **Based on careful consideration of the data, the Committee will evaluate the program under consideration using the Program Discontinuance Rubric and vote on one of the following:**
 - Recommendation to Continue: A program will be recommended to continue when - after full consideration - it is decided that it is in the best interest of the department, school, university, its students, and the larger community to do so.
 - Recommendation to Continue with Qualification: A program may be recommended to continue with qualifications. These qualifications may include a remediation plan designed to improve the viability and responsiveness of the program. A specific timeline should be provided during which the remediation plan will occur and expected outcomes should be advanced. After the specific qualification period is completed, the program will be reviewed again.
 - Recommendation to Discontinue: A recommendation to discontinue a program will occur when, after a full evaluation study, it is concluded that maintaining the program is not in the best interest of the university, its students, and the larger community.
2. The Committee chair will complete a report that includes the committee membership, the initial proposal, the rubric used to evaluate the recommendation, the committee's recommendation, and the rationale for the recommendation.

D. Dissemination and review of report

1. The Committee chair will send the report to all faculty, staff, and students affiliated with the program under consideration, as well as the Provost, Deans, SGA President, and the Common Council chair.
2. Any of these reviewers may request that the Provost appoint a second Committee within 2 weeks of receiving the preliminary report. Should the Provost appoint a second Committee, the committee will follow the procedure described above and submit their own report.
3. The Common Council chair will submit the Committee report, and second Committee report (if requested), through proper governance channels for feedback in a timely manner. The Common Council chair will gather that feedback, summarize, and include with Committee(s) report(s).

E. Final Report

- F. The Committee final report(s) are then sent to the Provost, Deans, SGA President, and Common Council chair, with a recommendation for the Chancellor.

