Welcome to the Spring Semester! Your Spring Break Friday, March 24, 2023, is an institutionalized holiday to help us all recharge before the last quarter of the spring semester begins. I hope that your semester is off to a great start. I appreaciate your hard work and dedication to helping our students understand and demonstrate their knowledge and skills.

On behalf of Dr. Theodorea Regina Berry, Vice Provost and Dean of the College of Institutional Effectiveness Assessment and accreditation, I thank you for your contributions to the GEP course assessments. The information required for UCF’s Institutional Effectiveness Assessment and accreditation purposes is all faculty teaching GEP courses this semester. We also provide the instructors of the semester’s first GEP courses should have received an email with instructions on how to do this.

As the Spring Semester begins, we ask for your help completing GEP course assessments. The information required for UCF’s Institutional Effectiveness Assessment and accreditation purposes is important and necessary starting point for our contributions to UCF’s accreditation requirements.

This semester we will continue the assessment process. Assessments are due on March 24. Faculty members teaching GEP courses this semester should have received an email with information about the upcoming expectation. We will continue to deep into planning faculty development opportunities this spring. Look for announcements in future newsletters about participation in the FCTL Summer Conference in the GEP and for updates on the online consultation and assessment examples from the GEP Faculty Collaborative. We will also be announcing the winners of the first GEP professional development awards.

GEP Faculty, please consider the outcomes that measure at least one of the following GEP outcomes:

- Critical thinking and problem solving.
- Knowledge and application of essential concepts and principles.
- The ability to communicate complex topics.
- Cause and effect.
- Stress that the above outcomes are important and necessary for our contributions to UCF’s accreditation.

Regardless of a course’s focus, students should be able to apply GEP Foundations to understanding and applying course content. We can do this in a number of ways. For example, as faculty members, we understand the how and why of learning; our students don’t. It is our responsibility to help students shift their perception of GEP courses from completing requirements to understanding and applying course content. We do this in a number of ways.

To help the GEP Learning Outcomes and Foundations

- Explain the connection between the course’s Learning Outcomes and your departmental, College, and UCF’s institutional goals. It should reflect the evidence and/or the exercises you will assign as part of your course assessment.
- Unify your help students practice identifying the course’s Learning Outcomes. Ask them what they think they should be able to do by the end of the course and what the GEP Foundations mean to them.
- Encourage students to reflect on the integration points of their current classes. Give them their connection examples from your own learning experiences.
- Have students identify the way they learn best, determine the tools they need, and evaluate the effectiveness of those tools.
- Provide them with the tools to succeed academically and professionally.

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Communicating the GEP Experience

Before starting your class, please consider the outcomes that measure at least one of the following GEP outcomes:

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A musical performance is moving to a new location. The orchestra has to figure out what style and location is the right one for the audience for proper acoustics. How do you figure out what works?

Learning Checkpoints in Coursework

Ask your students how they would explain a concept they learned in a year, basic, or employee. Here are some ideas for way the best key exists, or determine the learners in your course, you have already identified two course outcomes (one is present) with those outcomes.

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