

**Faculty Learning Community
“Summary Report” Template
GEP Assessment: 2013-2014**

Part I: Summary Data for Foundation Level GEP Assessment

The data for these components will be provided by the Assessment Coordinator and Director of General Education:

GEP Category:	
Number of ePortfolios:	#
Number of Students:	#
Additional Notes:	

Part II: Feedback from FLCs

Instructions:

Each FLC group will receive a separate “Summary Report” template (this document). Those supporting you in these efforts will do our best to fill in the aggregated rubric “DATA” for each of the various rubric components (ideally, an automated process within D2L should provide this data).

Note: you might receive this template (at first) without this data entered. If that’s the case, we hope to have the data to you as soon as we can. Nevertheless, we think you can probably proceed with providing your *qualitative feedback* in the areas below (these are the boxes shaded in GREEN).

Key idea: FLC participants should reflect on the strengths, challenges, trends/patterns, and suggestions for each criterion (row) found on the ePortfolio rubric (shaded in GREEN below). Focus on the most significant points; the expectation is not to provide extensive details for every category.

Also: Please do not include specific information about courses, instructors, or students. Your comments in the GREEN boxes below will be shared with the General Education Committee and will enter faculty governance as part of the official (open) record.

Thank you! We truly appreciate your efforts on behalf of the General Education Program and the university as a whole!

A. Course Syllabus (alignment with GEP learning outcomes)

		Meets Expectations	Developing Toward	Did Not Meet
Course Syllabus		%	%	%
	Syllabi Submitted:			
Strengths:				
Challenges:				
Trends/Patterns:				
Suggestions:				

B. Outcomes Measured

		Meets Expectations	Developing Toward	Did Not Meet
Outcomes Measured:		%	%	%
Strengths:				
Challenges:				
Trends/Patterns:				
Suggestions:				

C. Activities Assessed

		Meets Expectations	Developing Toward	Did Not Meet
Description of the Activity		%	%	%
Assessment Criteria		%	%	%
	Rubrics Included:			
	#			

Strengths:	
Challenges:	
Trends/Patterns:	
Suggestions:	

D. Assessment Results

		Meets Expectations	Developing Toward	Did Not Meet
Summarize assessment results		%	%	%
	Charts, graphs, and/or tables included:			
	#			
Strengths:				
Challenges:				
Trends/Patterns:				
Suggestions:				
Optional: results from other (indirect) feedback mechanisms:				
Strengths:				
Challenges:				
Trends/Patterns:				
Suggestions:				

E. Samples of Student Work

	Meets Expectations	Developing Toward	Did Not Meet
Samples of Student Work:	%	%	%
Strengths:			
Challenges:			
Trends/Patterns:			
Suggestions:			

F. Plans for Improvement

	Meets Expectations	Developing Toward	Did Not Meet
Plans for Improvement:	%	%	%
Strengths:			
Challenges:			
Trends/Patterns:			
Suggestions:			

Part III: Global Feedback for the GEC: Summary of Significant Findings from FLCs

A. Course ePortfolios & Faculty Learning Communities

- Did the ePortfolios include useful information? Was there anything that was extraneous? Was there anything that should (or should not) be included in ePortfolios in the future?
- As a process, what feedback do you have about the use of ePortfolios and Faculty Learning Communities? How could the process be improved?

Please explain:

B. Course/Assignment Design, Instructional Strategies, and/or Assessment Methods

- What course/assignment design worked particularly well for these learning outcomes?
- What instructional Strategies worked particularly well for these learning outcomes?
- What assessment methods worked particularly well for these learning outcomes?

Please explain:

C. New insights related to student learning:

- Are instructors (and/or FLC participants) reflecting on student learning and developing responses to help support student achievement of these learning outcomes?
- Are instructors (and/or FLC participants) identifying any learning outcomes that students are not achieving (i.e., identifying “blockages” to learning in a constructive, developmental way)?

Please explain:

D. Overall feedback:

- Were there any learning outcomes in this GEP category that need to be addressed? For example, were there too many learning outcomes; learning outcomes not written in measurable/observable way; some learning outcomes weren’t addressed in any of the ePortfolios submitted; reports that some learning outcomes were difficult to assess?
- Are there any other GEP issues (curriculum itself, assessment process, administrative, or governance) that should be considered?

Please explain: