Building a Course Portfolio

Learning Outcomes
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Describe the importance of a liberal education and the ways in which academic study is structured at UWSP.

Describe the importance of critical thinking and information literacy and apply the associated skills.

Identify and apply appropriate note-taking, test-taking, and time-management strategies to their academic studies.

Describe the importance of co-curricular involvement and how it enhances their academic study at UWSP.

Identify and utilize UWSP programs, resources, and services that will support their academic studies and co-curricular involvement.

Develop a plan that demonstrates their responsibility for their own education, specifically how it relates to their interests, abilities, career choices, and personal development.

Problem Statement
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(How well are students learning and how do I know?)

Ask a question, either the one above or a closely related but more focused query.

Gathering the Evidence
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(What evidence must I gather to answer the question? How will I evaluate the evidence?)

Signature Assignments

Student Surveys

Other?

Evaluating the Evidence
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(What have I learned about teaching and learning in my course?)

Why are Students Succeeding or Failing?

Are there Gaps in Learning or Barriers to Success?

Other?

Continuous Improvement
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(What improvements will I make to the course?)

Examine alignment in assignments?

Address Barriers to Learning?

Develop New Measures of Learning?
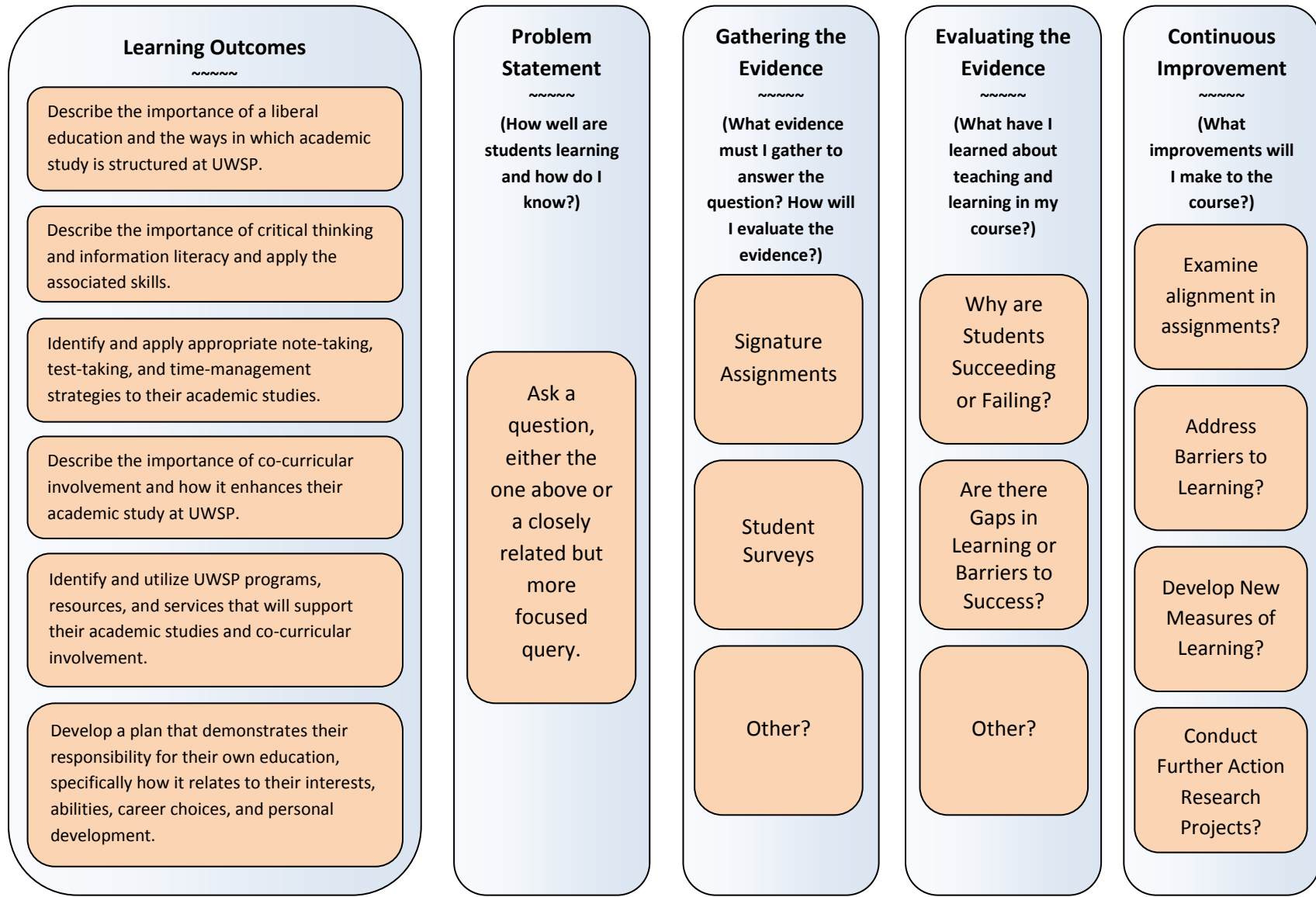
Conduct Further Action Research Projects?

Design Backward   **Deliver Forward**

A course portfolio is a compilation of materials from a given course—including the syllabus and relevant examples of student work—along with reflective statements written by the instructor that explore how the course structures and assessment strategies contributed to student learning. Each course portfolio will contain the following elements:

1. Course Information:
   a. A syllabus, including intended learning outcomes aligned with those of the General Education program. **[March 11]**
   b. A brief narrative describing how the relevant General Education learning outcomes will be met by students through course experiences, assignments, and/or activities. **[April 15]**
2. Assessment Information: **[May 23 for all items below]**
   a. A discipline-appropriate evaluation of student attainment of at least one learning outcome, including a brief explanation of how student learning was assessed. The evaluation should be problem-based, addressing the question "How well are students learning and how do I know?" or a closely related but more focused query. (Note: Although courses should be *designed* to meet all the approved learning outcomes in a particular category, the actual *assessment* can and should focus on a smaller subset of these outcomes.)
   b. Three examples related to the evaluation above showing student work that exceeds acceptable performance, meets acceptable performance, and fails to meet acceptable performance.
   c. Results of feedback mechanisms used in the course (e.g., surveys, classroom assessment techniques, such as one-minute papers, Plus/Delta, guided instructional feedback technique, etc.) that explore student perceptions of course assignments and their alignment with the general education learning outcomes.
   d. A brief statement explaining how assessment results will be used to improve learning in the course in the future.