

Course Portfolio Framework for GEP Assessment and ePortfolio Submission

The newly revised format for GEP Course Portfolios will include three main categories (see framework below). What is required for inclusion is very similar to what was required for Investigation Level portfolios, with a few revisions/additions based on feedback from Investigation Level instructors and Faculty Learning Community members. The Course ePortfolio template in D2L has been revised and will match the framework below.

Alignment with GEP Learning Outcomes and Assessment of Learning

Course syllabus: Please provide the most current copy of your course syllabus for your GEP Category course. (Please include a calendar/schedule of course activities and assignments that are addressed in the course.) It is not a requirement, but you are encouraged to include GEP Category Learning Outcomes (and explanation of alignment) on your syllabus, either listed just as they are written, or integrated with your course learning outcomes/goals to help students understand how your course aligns with the GEP.

Explanation of Alignment: Please list each GEP Category Learning Outcome followed by an explanation of how your course aligns with each. "Alignment" here means the relationship between each of the GEP Category Learning Outcomes and what students learn in your course. In your description of alignment, you might discuss readings that students complete, content and skills that are addressed during class sessions, activities/discussions in which students engage inside and outside of class, and/or assignments/assessments that students complete. Your course learning goals may be worded in a way that is more specific to your discipline and/or may include additional skills, knowledge, or dispositions beyond those included in the GEP Learning Outcomes, but it is critical to explain how your course aligns with and helps students achieve the GEP Learning Outcomes.

Description of Assessment: After identifying which GEP Category Learning Outcomes you will assess in this course portfolio, please describe the discipline-appropriate evaluation you will use to assess student attainment of the targeted GEP Category Learning Outcome. Typical assessments include papers, projects, performances, presentations, and exams. If you are using an exam, you should identify the specific test items that correspond with the GEP Category Learning Outcomes. (If you have a separate handout or section of your syllabus that explains the assessment, please include here.)

Assessment Criteria/Rubric: Please provide specific criteria you'll be using to assess student work. For example, if the assessment you are using is a research paper, what will you be looking for in the work that will determine the score or grade (i.e., a clear thesis statement, solid theoretical grounding, and/or demonstration of discipline specific knowledge). If you use an assessment rubric please include here.

Learning Activities: Based on the GEP Category Learning Outcomes that you identified for assessment, you should provide a brief narrative describing specific course

activities, assignments, and/or experiences that will prepare students to successfully complete the discipline-appropriate evaluation you have chosen and meet expectations for the targeted General Education Program Learning Outcomes.

Assessment Results and Future Plans

Assessment Results and Interpretation: Using your assessment criteria/rubric as your reporting format, please summarize the results of discipline-appropriate evaluation you used to assess your group of students. Please include both raw numbers and the percentage of students scoring at each level of attainment on each criteria assessed. In addition to reporting the results, please also explain what the results tell you about what students were and were not able to attain **related to the GEP Category Learning Outcomes**. (Grades for the entire course or course means generally are not useful here because they are a composite of students' achievement and don't help connect to the GEP Learning Outcomes or to the specific criteria used for assessment.) One last requirement in this category is to translate the results from your discipline-appropriate evaluation to an overall assessment of how many students in your course met expectations and how many did not for each of the GEP Category Learning Outcomes assessed. Please use raw numbers of students for reporting how many met and did not meet expectations for the targeted GEP Learning Outcomes.

Results of any other feedback mechanisms (optional): share any other mechanisms used in the course to explore student perceptions of course assignments and their alignment with the GEP Category Learning Outcomes (i.e., a survey or questionnaire on how the course prepared them to meet the GEP Learning Outcomes)

Future Plans/Plans for Improvement: In many ways this is the most important part of the course portfolio. Please reflect on what the assessment evidence of student learning tells you about the success of your course in helping students meet expectations for achievement of the **GEP Category Learning Outcomes** and what you plan to do to maintain and/or improve performance. ***A General Education Committee requirement for this section is to include discussion for what you will do to help improve the performance of students who are not meeting expectations for the targeted GEP Category Learning Outcomes.**

Samples of Student Work: Examples of student work on the discipline-appropriate evaluation utilized should be included showing student achievement at a minimum of two levels (meeting expectations and not meeting expectations). You may want to include a sample of student work for each grade or performance level included in your rubric/assessment criteria.