

GEP Category:

# GEP Assessment: Course Portfolio Rubric

## Feedback for Instructors

Instructor:

Course Number & Title:

Date:

		Meets Expectations	Developing Toward Expectations	Does Not Meet Expectations
<b>Course Syllabus</b>  <input type="checkbox"/> Syllabus included	<i>Explain alignment of course with <a href="#">GEP category outcomes</a> *</i>	<input type="checkbox"/> Clear explanation of how course is aligned with ALL of the GEP category learning outcomes	<input type="checkbox"/> Limited explanation of how the course is aligned with ALL of the GEP category learning outcomes	<input type="checkbox"/> No explanation of alignment included
		Comments:		
<b>Learning Experiences</b> <i>(designing course experiences, assignments, and/or activities to support student achievement of GEP learning outcomes)</i>	<i>Explain how course learning experiences, assignments, and/or activities are designed to support student achievement of <b>targeted</b> GEP learning outcomes (must address at least one)</i>	<input type="checkbox"/> Clear explanation of the course learning experiences that are designed to support student achievement of the <b>targeted</b> GEP learning outcomes (must address at least one)	<input type="checkbox"/> Limited explanation of the course learning experiences that are designed to support student achievement of the <b>targeted</b> GEP learning outcomes (must address at least one)	<input type="checkbox"/> No explanation of course learning experiences provided
		Comments:		
<b>Activities Assessed</b>	<i>Describe the activity being assessed and the criteria used to evaluate student learning</i>  <input type="checkbox"/> Rubric included	<input type="checkbox"/> Clear description is provided of the activity being assessed	<input type="checkbox"/> Limited description is provided of the activity being assessed	<input type="checkbox"/> No activity described
		<input type="checkbox"/> Clear description of the criteria used to assess at least one learning outcome	<input type="checkbox"/> Limited description of the criteria used to assess at least one learning outcome	<input type="checkbox"/> No criteria described
Comments:				

<b>Assessment Results</b>	Summarize assessment results  <input type="checkbox"/> Charts, graphs, and/or tables are included	<input type="checkbox"/> A complete summary of assessment results is provided	<input type="checkbox"/> A partial summary of assessment results is provided, but lacks detail and/or clarity	<input type="checkbox"/> No summary included
	Optional: provide results of any other feedback mechanisms used to gauge students' perceptions of course alignment with GEP outcomes	Comments:		
<b>Samples of Student Work</b>	Include examples of student work **	<input type="checkbox"/> Student work provided represents at least two levels of achievement	<input type="checkbox"/> Student work provided represents one level of achievement	<input type="checkbox"/> No samples of student work included
		Comments:		
<b>Future Plans</b>	Explain how assessment results will be used to support and improve student learning in the course ***	<input type="checkbox"/> Clear explanation connecting assessment results with future plans to support and improve student learning in the course	<input type="checkbox"/> Limited explanation connecting assessment results with future plans to support and improve student learning in the course	<input type="checkbox"/> No explanation included
		Comments:		
Additional (open-ended) feedback for course instructor				

\* While all GEP category outcomes do not have to be assessed or addressed in depth, the course syllabus and learning outcomes should explain how all the GEP category outcomes are being addressed in the course.

\*\* A minimum expectation is one student sample for at least two levels of achievement.

\*\*\* Note: if the course and assignments were successful and no change is planned, it is still advised to provide a brief statement explaining how the assessment results obtained led to the decision to keep the course and assignments the same