

GEP Assessment: Course ePortfolios & Faculty Learning Communities

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The Role of Course Portfolios in the GEP Assessment Process:

- A Course Portfolio is compiled by the instructor of each GEP level/category being assessed during that academic year.
- The Course Portfolio will include:
 - Syllabus explaining how the course learning outcomes align with the GEP category learning outcomes.
 - Brief narrative describing how the relevant GEP learning outcomes will be met through course experiences, assignments, and/or activities.
 - Discipline-appropriate evaluation of student attainment of at least one GEP learning outcome.
 - Examples of student work related to the GEP learning outcome.
 - Criteria/rubric used to evaluate student work.
 - Results of any other feedback mechanisms (student perceptions of course assignments and alignment with GEP outcomes).
 - Brief statement of how assessment results will be used to improve learning in the course.
- Course Portfolios will also be used along with department level assessment to assess the four overarching GEP learning outcomes

The Role of Faculty Learning Communities in the GEP Assessment Process:

- At least one Faculty Learning Community (FLC) will be established for each area of GEP curriculum being assessed during that academic year.
- Each FLC will have 4–6 members who teach in the category under review.
- Each FLC reviews Course Portfolios for their area and provides feedback to instructors.
- Each FLC works with the Assessment Coordinator to aggregate data from Course Portfolios.
- The Assessment Coordinator utilizes data from the FLCs and the Office of Policy Analysis and Planning to compile a summary report for the General Education Committee on student learning.
- The Assessment Coordinator's summary report will not identify individual students, courses or instructors.
- The General Education Committee has the opportunity to modify this summary report and provide recommendations to Faculty Senate for any needed changes and/or improvements.

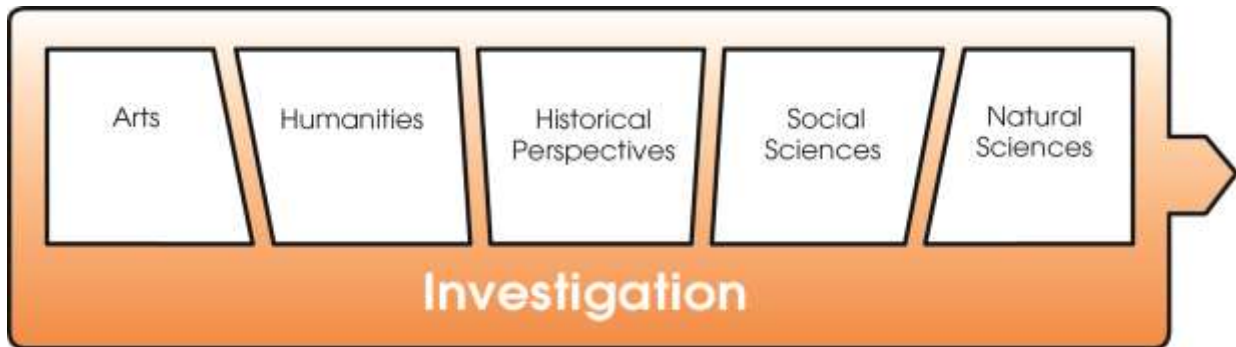
Goals of the GEP Assessment Process:

- Bring together faculty from across campus to focus on student learning in the General Education Program.
- Identify (and celebrate) what students are learning in the General Education Program and share with audiences on and beyond the campus.
- Offer professional development opportunities in response to identified recommendations in the summary report.
- Revise the General Education Program when a need for change is identified.

Sample Timeline for GEP Assessment

Assessment for the 2014-2015 Academic Year: Investigation Level & Learning Outcome #2

- Students will demonstrate broad knowledge of the physical, social, and cultural worlds as well as the methods by which this knowledge is produced.



Fall Semester

- Faculty Learning Communities (FLCs) are formed:
 - Arts (4–6 members)
 - Humanities (4–6 members)
 - Historical Perspectives (4–6 members)
 - Social Sciences (4–6 members)
 - Natural Sciences (4–6 members)
- Instructors teaching Investigation Level courses are reminded about submitting Course Portfolios in the areas under review.

February 1st

- Course Portfolios are submitted using the ePortfolio component within Desire-2-Learn.

February

- Assessment Coordinator assigns Course ePortfolios to appropriate FLC.
- Each FLC begins reviewing Course ePortfolios and provides feedback to instructors.

March

- FLCs complete review of Course ePortfolios and provides feedback to instructors.
- Assessment Coordinator works with FLCs to aggregate data on Course ePortfolios and student learning at the Investigation Level.

April

- After removing all identifying information, Assessment Coordinator combines FLC findings with data from Office of Policy Analysis and Planning to write summary report for the General Education Committee.
- Assessment Coordinator's report summarizes findings for each GEP category being assessed in the Investigation Level, as well as Learning Outcome #2.

May 1st

- Assessment Coordinator submits summary report to the General Education Committee.

Beginning of the Next Academic Year

- The General Education Committee submits summary report with any additional recommendations to Faculty Senate