

**General Education Program:
Assessment Process Overview**

Investigation Level Assessment

Spring “Preview” Sessions 2014

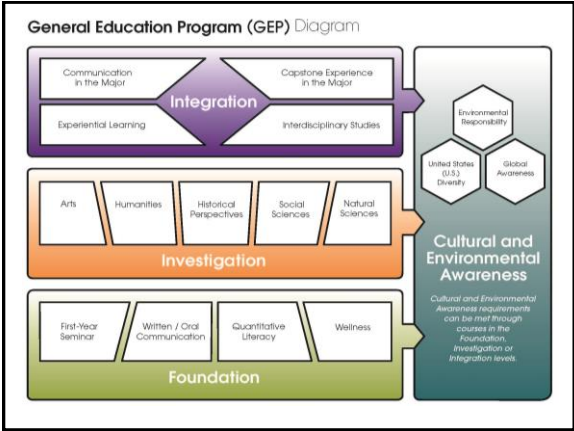
Overview

Aims of the day...

- Provide the context for GEP Assessment efforts
- Highlight the value of assessing the GEP
- Explain the GEP Assessment process (Course ePortfolios and Faculty Learning Communities)
- Share the annual timeline for GEP assessment
- Discuss outcomes and next steps for GEP Assessment

Resources:

- GEP Assessment Process and Timeline (handout)
- Course ePortfolio Feedback Rubric (handout)
- GEP Category Learning Outcomes (handout)
- GEP Approved Courses (handout)
- GEP Assessment Information Page ([link](#))



Why Assess?

- In general: to better understand student learning
 - to make student learning visible
 - to make our learning visible to ourselves and to others
- In the GEP: to better understand alignment
 - between our course and the GEP learning outcomes
 - between our activities and assignments and student learning
- Beyond mere compliance, assessment can:
 - Be Relevant, Useful, and Meaningful (RUM)
 - Provide evidence to support instructional and curricular decisions (pedagogical changes, scaffolding, curricular reforms, etc.)
 - Help to “close the loop” (cycles of inquiry, reflection)
 - Provide opportunities to learn from each other, to share effective practices, to celebrate the good work that we do each day and how it contributes to student learning

Why Assess? (con't)

- Helps us to select the right tool for the task:
 - Match activities and assignments to learning outcomes
 - Match assessment method to the learning being examined
 - Identify assessment criteria and rubrics
- As professional educators:
 - Effective teaching
 - Reflective practice
 - SoTL

GEP Assessment

- Three dimensions of GEP Assessment:
 - **Course ePortfolios & Faculty Learning Communities**
 - Institutional Measures (ETS Proficiency Profile, NSSE)
 - Department-based Assessment (Comm / Capstone)
- Aim to ensure that our efforts:
 - Are complimentary, meaningful, and efficient
 - Support campus/departmental goals for teaching and learning

Course Portfolios

- Course Portfolio submitted by all **Investigation Level** instructors teaching in Fall 2014
- Due: February 1, 2015
- Submitted via D2L using ePortfolio
 - [Mary's sample ePortfolio](#)
- Course Portfolio Components (see handout)
- Resources are available: detailed instructions and video clips, examples, summer and fall workshops on ePortfolios, templates, rubrics, etc.
- Feedback (rubric) given to each instructor by an FLC



Course Portfolio Components

- **Course Syllabus** – Explanation of how the course learning outcomes align with the GEP category learning outcomes
- **Outcomes Measured** – Brief narrative describing how the relevant GEP learning outcomes will be met through course experiences
- **Activities Assessed** – Discipline-appropriate evaluation of student learning for the GEP learning outcomes through course assignments (including rubric/criteria that will be used for assessing student learning)

Course Portfolio Components (cont'd)

- **Assessment Results** – Summary of findings related to assessment of student achievement of GEP learning outcomes
 - Can also include results of other feedback mechanisms like student perceptions of alignment with or attainment of GEP outcomes
- **Samples of Student Work** – Examples of student work at different levels of achievement
- **Plans for Improvement** – Brief statement of how assessment results will be used to improve learning in the course

GEP Category:		GEP Assessment: Course Portfolio Rubric Feedback for Instructors		
Instructor:	Course Number & Title:	Date:		
Course Syllabus 1. Syllabus included	Explain alignment of course outcomes* with GEP category outcomes	<input type="checkbox"/> Clear explanation of how course learning outcomes are aligned with at least one GEP category learning outcome	<input type="checkbox"/> Limited explanation of how course learning outcomes are aligned with at least one GEP category learning outcome	<input type="checkbox"/> No explanation of alignment included
Outcomes 2. Outcomes identified (include all learning outcomes through course assignments, activities, and/or activities)	Describe how course learning experiences are designed to meet the GEP learning outcomes	<input type="checkbox"/> Clear description of alignment between the course learning experiences and at least one GEP category learning outcome	<input type="checkbox"/> Limited description of alignment between the course learning experiences and at least one GEP category learning outcome	<input type="checkbox"/> No description of alignment included
Activities 3. Rubric included	Describe the activity being assessed and the criteria used to evaluate student learning	<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

Assessment Results 4. Charts, graphs, and/or tables are included	Summarize assessment results	<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
	General provide results of any other feedback mechanisms used (e.g., student perceptions of course alignment with GEP outcomes)			
Samples of Student Work	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
Plans for Improvement	Explain how assessment results will be used to make improvements***	<input type="checkbox"/> Clear explanation connecting assessment results with future plans for the course	<input type="checkbox"/> Limited explanation connecting assessment results with future plans for the course	<input type="checkbox"/> No explanation included
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.

last updated February 18, 2014

Course ePortfolio Statistics: Foundation Level (Fall 2013)

	COMM	FYS	QL	WELL
ePortfolios submitted:	12	20	18	4
Students enrolled:	854 (oral) 529 (written)	495	968	671

Total ePortfolios submitted = 54

Total students enrolled = 3,517

June 2, 2014	June 3, 2014
Course Portfolio Workshop Part 1 Understanding GEP Investigation Level Category Learning Outcomes Monday, June 2, 2014 9:00 – 11:30 am, LRC 310 Aligning your course (syllabus, assignments, assessments) and GEP Learning Outcomes	Course Portfolio Workshop Part 2 Choosing Course Assessments for GEP Learning Outcomes Tuesday, June 3, 2014 1:00 – 3:30 pm, LRC 310 Developing assessment criteria/rubrics; Reporting and reflecting on assessment results
June 11, 2014	June 12, 2014
Course Portfolio Workshop Part 1 Understanding GEP Investigation Level Category Learning Outcomes Wednesday, June 11, 2014 1:00 – 3:30 pm, LRC 310 Aligning your course (syllabus, assignments, assessments) and GEP Learning Outcomes	Course Portfolio Workshop Part 2 Choosing Course Assessments for GEP Learning Outcomes Thursday, June 12, 2014 9:00 – 11:30 am, LRC 310 Developing assessment criteria/rubrics; Reporting and reflecting on assessment results

Faculty Learning Communities

- Faculty Learning Communities are established for each GEP category being assessed during that academic year
- Each Faculty Learning Community has at least 4–6 members who teach in the category under review
- Each Faculty Learning Community reviews Course ePortfolios for their area and provides feedback to instructors (feedback is shared only with instructors)
- Each Faculty Learning Community works with the Assessment Coordinator to aggregate data from Course ePortfolios (references to specific courses/instructors are removed)

Faculty Learning Communities (cont'd)

- Assessment Coordinator combines FLC findings with institutional data and submits a summary report to the GEC
- Summary report includes recommendations from FLCs regarding: professional development, curricular changes, credits, sequencing, pedagogical innovations, revision of learning outcomes, etc.
- GEC presents summary report and recommendations to Faculty Senate early fall semester

GEP Assessment Timeline

Annual GEP Assessment Timeline

- **Fall semester:** Instructors teach GEP courses and gather materials for CPs; FLCs formed
- **February 1:** Course ePortfolios due
- **Spring semester:** FLCs provide feedback to instructors; craft summary reports
- **May:** Summary reports from each FLC to Assessment Coordinator, then to GEC
- **Fall semester:** GEC Report to Faculty Senate

GEP Assessment Timeline (con't)

Five-year GEP Assessment Cycle:

- Year 1:** Foundation Level + LO#1
- Year 2:** Investigation Level + LO#2
- Year 3:** Cultural & Environmental Awareness + LO#3
- Year 4:** Integration Level + LO#4
- Year 5:** Comprehensive Review

Looking Ahead

- **2015 Progress Report**
 - Department-based Assessment
 - Interim Assessment Reports
 - GEP Assessment
 - Use of “common measures” (criteria used to evaluate student work / rubrics)
 - NOT a requirement to use the same assignments
- **2015 Monitoring Report**
 - Distance / Online Education
- **2018-2019 Reaffirmation of Accreditation**

Questions??