

GEP Assessment: Faculty Learning Communities

November 8, 2013

DUC Legacy Room

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Overview

Aims of the day...

- Explain the GEP Assessment process, especially the role of Faculty Learning Communities (FLCs)
- Explore the various benefits of using FLCs
- Gain experience using the rubric for Course Portfolios
- Begin to “populate” the Foundation Level FLCs

Resources / Handouts:

- GEP Assessment Process and Timeline
- Example Course ePortfolio (selected parts; lessons learned)
- Rubrics for providing feedback on Course Portfolios
- GEP Assessment webpage

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Why Assess?

- To better understand student learning
 - to make student learning visible
 - to make our learning visible
- 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

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Course Portfolios

- Collected from GEP courses offered FALL semester that are being assessed
- Submitted by February 1
- Components (see handout)
- Submitted via D2L using ePortfolio
 - [Mary's sample ePortfolio](#)
- Resources available: detailed instructions, examples, workshops on ePortfolios, templates, rubrics, etc.
- Formative feedback shared with instructors
- Recommendations provided to campus

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Faculty Learning Communities

- The FLC review process:
 - FLC reviews ePortfolios, completes rubric, and provides feedback to each instructor
 - FLC works with Assessment Coordinator to identify strengths, challenges, emerging needs, and trends
 - 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 requirements, course sequencing, pedagogical innovations, etc.
 - GEC presents Summary Report and recommendations to Faculty Senate and the administration early fall semester

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Harmony of Action / Effort

Three levels of value/benefit:

1. Instructors & FLC participants
2. Departments / Programs
3. GEP & University

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Small Group Discussions

Resources/handouts needed:

- Example Course Portfolio (14 pages; yellow handout)
- Course Portfolio Rubric (printed in color)

What you will do:

- Review the Course Portfolio materials
- Use the Rubric to evaluate selected components:
 - Explanation of alignment (pages 5-6)
 - Statement explaining how assessment results will be used in the future (pages 10-14)
- Discuss feedback that could be given to instructor

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Small Group Discussions (cont)

Things to keep track of in each small group:

- **Feedback regarding:**
 - the Rubric itself
 - the process of applying the Rubric
- **Identify the potential benefits for:**
 - the instructor & the FLC participants
 - Departments or Programs
 - the GEP & the University
- **Report out to the larger group**

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Report Out, Questions, & Next Steps

- **Feedback from small groups**
 - Rubric and process
 - Potential value at three levels
- **Questions?**
- **Next steps:**
 - Encouraging participation in the process
 - Signing up to participate in a Faculty Learning Community

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