2019-2020 Course Portfolio Assessment Form for GEP Investigation Level, Part I – Natural Sciences and Social Sciences with Campus Labs

The second round of the assessment of the GEP Investigation Level Categories requires the assessment of all the learning outcomes per category. Our new assessment management system, Campus Labs, allows us to collect data with instantaneous data visualization and aggregation.

I. **The following attachments are required** in Campus Labs (attached only once, i.e. in one LO):

1. Course syllabus & course assignment schedule
2. Sample of student work **Meeting Expectations** for at least one GEP Category LO.
3. Sample of student work **NOT Meeting Expectations** for at least one GEP Category LO.
4. In a single file, entitled "Course Portfolio Comments for FLC," provide the following:
    a) Explanation of alignment of course LOs to GEP LOs
    b) Description of Assessment/ Assignment
    c) Course Learning Activities Targeting the GEP Category

II. **Add results to all LOs and provide the following information:**

A. **Analysis**: Briefly describe which assessment instrument was used (such as rubric or assessment criteria) and explain any analysis you performed on the data or information from your input.

B. **Summary**: In addition to entering your numeric results, please briefly summarize your results/findings. How did the class perform overall?

C. **Use of Results:** Based on your results/findings, in a bulleted list, record what could be done to improve or maintain student achievement or your assessment process in the future.

Attachments (preferably in PDF format)

1. **Course syllabus and course assignment schedule**: Please provide the most current copy of your course syllabus for your GEP designated course. Along with your syllabus, please also include a calendar/schedule of course activities and assignments that are addressed in the course to help a Faculty Learning Community understand when and to what degree GEP Learning Outcomes (LOs) are addressed in your course. It is strongly encouraged to include GEP LOs (and explanation of alignment with your course) on the 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 and helps them to attain GEP LOs.

2.-3. **Samples of Student Work**: Please provide samples of student work that represents at least two levels of achievement, i.e. meeting GEP expectations and not meeting GEP expectations, <u>with clear indication of evaluation process</u>, for example, include <u>rubric scores</u> or explanations of why the samples were chosen. **It is very important for FLC members** to see how you evaluated the student work based on the assessment instrument (rubric or criteria) you chose.

4. **"Course Portfolio Comments for FLC"** should include the following explanations:

   a) **Explanation of Alignment**: For each learning outcome included in this GEP Category, please provide an explanation of how the course is aligned and the degree to which each GEP LO is addressed. Please note that it is not sufficient to list course learning outcomes that are similar to or the same as GEP LOs. Rather, the explanation of alignment is expected to detail the relationship between the specific course outcomes and the GEP LOs.) "Alignment" here means the relationship between each of the GEP LOs and what students learn in the course. In your description of alignment, you are encouraged to include readings students complete, content and skills that are addressed during class sessions, activities/discussions in which students engage inside and outside of class, and assignments/assessments that students complete that specifically address the GEP LOs. The GEP LOs may be integrated with your course learning outcomes/goals and 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 LOs, but it is essential to explain how and the degree to which your course aligns with and helps students achieve each of the GEP LOs. (For a complete listing of current GEP Category Learning Outcomes please see [here](#).)

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b) **Description of Assessment/ Assignment:** Please describe the discipline-appropriate evaluation you will use to assess student attainment of the GEP Category LOs. 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 LOs and explain how the test items assess student achievement of the GEP Category LOs. If you have a separate <u>handout or section of your syllabus</u> that explains the assessment/assignment to your students, please include all the necessary documents.

c) **Course Learning Activities Targeting the GEP Category**: You should provide a detailed 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 criteria you have identified as important for demonstrating achievement of the LOs of the corresponding GEP Category. This section should focus and deepen what you have included in the explanation of alignment by describing how you will build and scaffold student understanding, knowledge, skills, and dispositions related to the GEP LO(s) through a planned series of course readings, media viewings, discussions, activities, and assignments, to prepare them to successfully complete the discipline-appropriate evaluation. For example, if students are expected to demonstrate their achievement of the GEP LO(s) by writing a research paper, then describe how expectations for the research paper are explained to students and how essential knowledge, skills, and dispositions related to the GEP LO(s) and needed to successfully write the research paper are taught in the course through class readings, lectures, media viewings, activities, and discussions and applied/practiced by students through class activities and assignments.
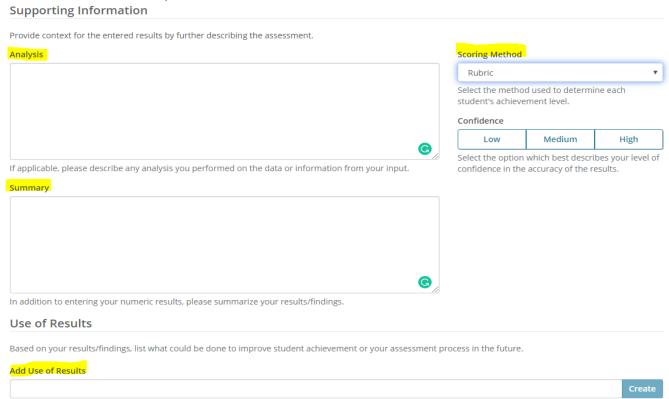
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Brief narrations in Campus Labs

Supporting Information

Provide context for the entered results by further describing the assessment.

Analysis

If applicable, please describe any analysis you performed on the data or information from your input.

Summary

In addition to entering your numeric results, please summarize your results/findings.

Scoring Method

Rubric ▼

Select the method used to determine each student's achievement level.

Confidence

| Low | Medium | High |

Select the option which best describes your level of confidence in the accuracy of the results.

Use of Results

Based on your results/findings, list what could be done to improve student achievement or your assessment process in the future.

Add Use of Results

Create

A. **Analysis and Scoring Method**: Please explain which specific criteria you will be using to assess student work and provide them with feedback/scores/grades. These criteria must have a demonstrable link to this GEP LO. For example, if the assessment you are using is a paper, the criteria should make clear what you will be looking for in the work that demonstrates student understanding, knowledge, skills, and dispositions related to this GEP LO. Make sure to use criteria specifically linked to this GEP LO. If you use an assessment rubric, please attach it.

B. **Summary**: Using your assessment criteria/rubric as your reporting format, please summarize the results of the discipline-appropriate evaluation used to assess your students for attainment of this GEP LO.

C. **Use of Results:** In many ways, this is the most important part of the portfolio because it closes the assessment loop as you think about **Future Plans/Plans for Improvement**. Please reflect on what the assessment evidence of student learning tells you about the success of your course(s) in helping students meet expectations for achievement of this GEP LO and what you plan to do to maintain and/or improve performance related to this outcome.

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