

ALIGNING AND ASSESSING GEP INTEGRATION LEVEL COURSES

Summer 2016
Course Portfolio Workshops
Paula DeHart, Assessment
Coordinator



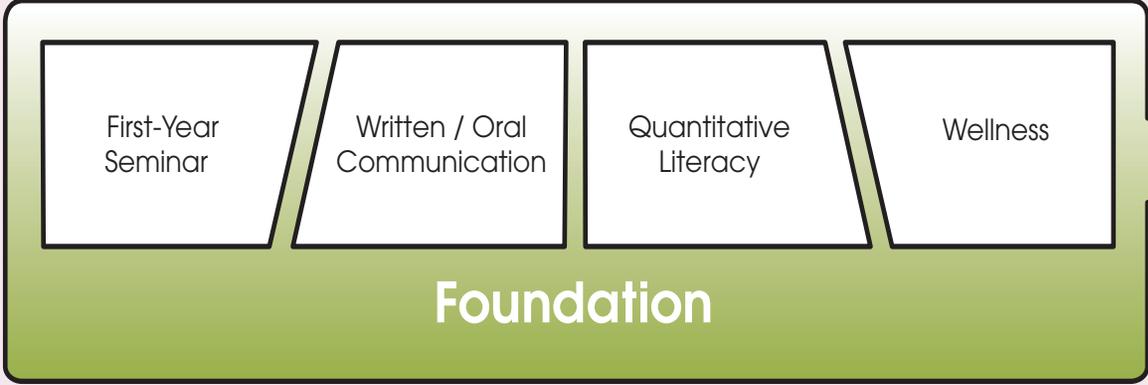
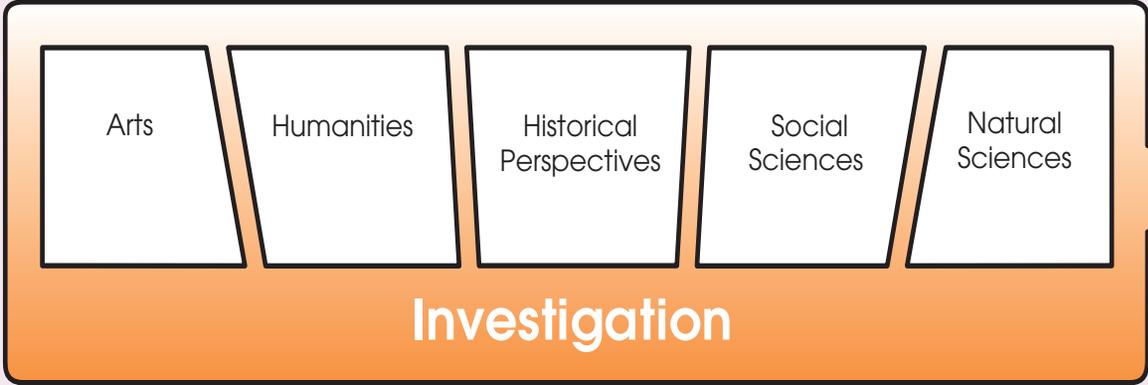
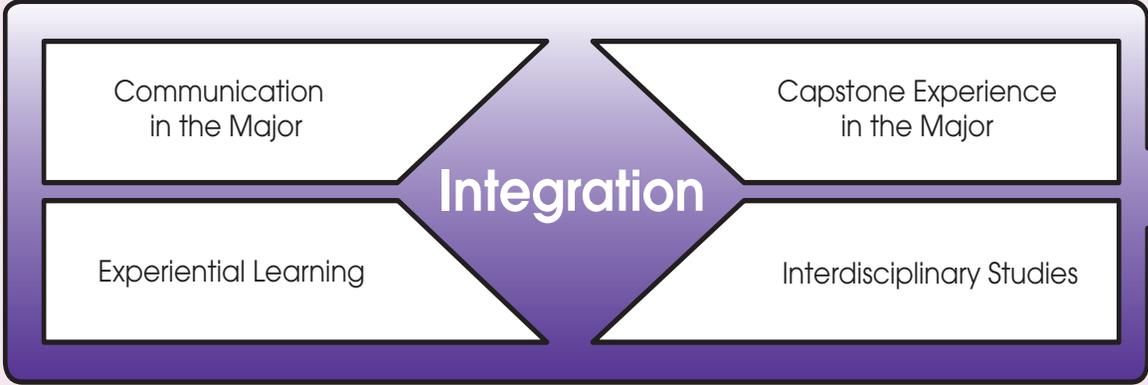
Good teachers possess a capacity for connectedness. They are able to weave a web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.

*From “The Courage to Teach”
by Parker Palmer*

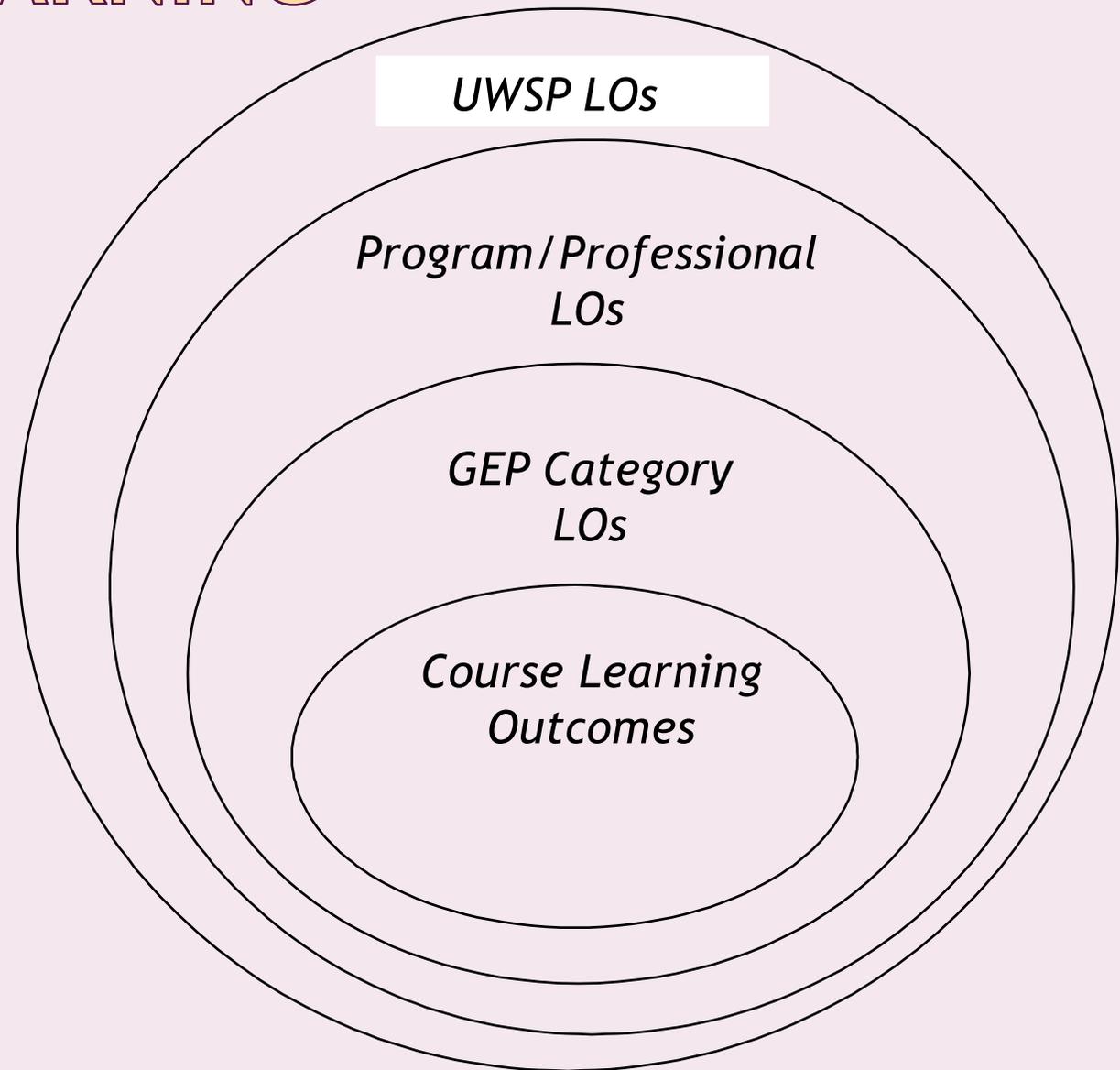


WORKSHOP AGENDA

- **Overview of Course Portfolio Components**
 - Syllabus and Schedule
 - Assessment Form
 - Samples of Student Work
- **Specifics of GEP Assessment Form**
 - Alignment with GEP Learning Outcomes
 - Description of Assessment
 - Assessment Criteria
 - Learning Activities
 - Assessment Results and Interpretation
 - Future Plans/Plans for Improvement



ALIGNING LEARNING OUTCOMES



PROGRAM PORTFOLIO VS. COURSE PORTFOLIO

- ◉ If one representative course is being used for assessing Communication in the Major (CM) and/or Capstone in the Major (CM), then the Program Portfolio is nearly identical to a Course Portfolio
- ◉ If more than one course is being included in the Program Portfolio and the courses share a common assessment and/or common assessment criteria/rubric, then it might make sense to submit a syllabi for each course, but combine the rest of the information on one form
- ◉ If the courses included don't share a common assessment or common criteria/rubric, then it makes more sense to submit a syllabus and form for each course
- ◉ One additional item on the Program Portfolio Form: Connecting Findings to the Major

GETTING ORGANIZED NOW

- ◉ For Program Portfolios, determine which course(s) will be included, notify instructor, and notify Paula so their names can be added to list
- ◉ Address alignment between Course(s) and GEP Category Learning Outcomes (CLOs) now/while planning for fall
- ◉ Create an electronic folder called “GEP Investigation Level Course Portfolio, Course #, and Title,” or “GEP Program Portfolio for CAP/CM”
- ◉ Consider using D2L for submission of student work to be assessed for portfolio, otherwise remember to scan and save student work
- ◉ Create student assessment that is a strong match for the GEP CLOs (or tweak existing assignment/assessment to make it a strong match)
- ◉ Consider creating/using a rubric for assessing student work (can be applied in D2L)

INDIVIDUAL COMPONENTS OF THE COURSE/PROGRAM PORTFOLIO

- ◉ Course Syllabus (including course schedule)
- ◉ Explanation of Alignment of Course and GEP Category Learning Outcomes(CLOs)
- ◉ Description of Assessment
- ◉ Assessment Criteria/Rubric
- ◉ Learning Activities that Support Achievement of Targeted GEP Learning Outcomes and Successful Completion of the Assessment
- ◉ Assessment Results and Interpretation
- ◉ Results of Other Feedback Mechanisms (Optional)
- ◉ Future Plans/Plans for Improvement
- ◉ Connecting Findings to the Program/Major (for Program Portfolios only)
- ◉ Samples of Student Work

ALIGNMENT OF
COURSE TO GEP
CATEGORY LEARNING
OUTCOMES

EXPLANATION OF ALIGNMENT

- ◉ Explanation of alignment to every GEP CLO must be included
- ◉ Alignment must be explained, it is not enough to list course learning outcomes that are similar to or the same as GEP CLOs
- ◉ Include examples of course readings, course content that is addressed, skills that are taught, and/or activities completed by students to illustrate the connection between your course and the GEP CLOs

LEARNING OUTCOMES FOR INTERDISCIPLINARY STUDIES:



Students can/will be able to:

- Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue
- Explain the benefits of being able to combine these contributions

LEARNING OUTCOMES FOR COMMUNICATION IN THE MAJOR (CM)



Students will be able to:

- ✦ Apply discipline-specific standards of oral and written communication to compose an articulate, grammatically correct, and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, and audience
- ✦ Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication

LEARNING OUTCOMES FOR CAPSTONE IN THE MAJOR



Students will be able to:

- ✦ Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline
- ✦ Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond

UNDERSTANDING AND ALIGNING TO GEP LEARNING OUTCOMES

- Look at the GEP CLOs for your category to explore their meaning
 - Ask yourself if you are comfortable explaining the alignment between your course and the outcomes
- Choose one of the GEP CLOs and see if you can write out an explanation for how your course aligns
 - Be specific about what you do and have students learn/do in your class that addresses the targeted GEP CLOs (e.g., readings, lectures, discussions, activities, assignments)
- If you are a chair, think about which courses might be included in the Program Portfolio

DESCRIPTION OF
ASSESSMENT THAT
MEASURES
ACHIEVEMENT OF AT
LEAST ONE GEP CLO

ASSIGNMENTS/ASSESSMENTS

- ✦ Should require students to apply and demonstrate the understanding, content knowledge, skills, and dispositions defined as key or significant for the targeted GEP CLO(s)
- ✦ Often framed in a real world context to add authenticity and meaning (What would a real person in a real situation/context do related to the learning outcomes—knowledge, skills, and dispositions)

LEARNING OUTCOMES CAN BE PRACTICED AND ASSESSED IN A VARIETY OF WAYS

- Project
- Essay
- Portfolio
- Discussion
- Exam
- Power Point
- Debate
- Problem solution
- Research/Lab Report
- Performance
- Poster
- Re-enactment
- Menu
- Speech
- Business plan
- Architectural Design
- Model

EXAMPLE ASSESSMENT ALIGNED WITH GEP LEARNING OUTCOME(S)

◉ Interdisciplinary CLO

- Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of the issue

◉ Possible Course Assessment

- Students will create a Power Point presentation, developed for a City Council meeting, that addresses the issue of Opioid addiction and what might be done about it using a health/medical lens (natural science) and a legal/law enforcement lens (social science). Presentation must discuss how each lens contributes to an understanding of Opioid addiction

DEVELOPING AN ASSESSMENT FOR IS

- **Goal:**
- **Role:**
- **Audience:**
- **Situation:**
- **Purpose / Product:**
- **Standards: In the product students will:**
 - Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue
 - Explain the benefits of being able to combine these contributions



INTERDISCIPLINARY STUDIES ASSESSMENT

- ◉ **Goal:** Help City Council members understand Opioid addiction and its impact on the community
- ◉ **Role:** Expert on Opioid addiction
- ◉ **Audience:** City Council members
- ◉ **Situation:** City Council is concerned about Opioid addiction in the community and have invited an expert to help them understand this issue
- ◉ **Purpose / Product:** Power Point presentation explaining Opioid addiction utilizing two Integration Level disciplines
- ◉ **Standards:** In the product students will:
 - ✦ Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue

COMMUNICATION IN THE MAJOR GRASPS

- ◉ **Goal:**
- ◉ **Role:**
- ◉ **Audience:**
- ◉ **Situation:**
- ◉ **Purpose / Product:**
- ◉ **Standards:** In the product students will:
 - ✦ Apply discipline-specific standards of oral and written communication to compose an articulate grammatically correct and organized presentation/piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose and audience
 - ✦ Critique their own and others' writing/oral presentations to provide effective and useful feedback to improve their communication



CAPSTONE IN THE MAJOR GRASPS

- **Goal:**
- **Role:**
- **Audience:**
- **Situation:**
- **Purpose / Product:**
- **Standards:** In the product students will:
 - ✦ Complete a project that integrates knowledge, skills, and experiences related to those General Education Program Outcomes appropriate to the discipline
 - ✦ Demonstrate skills, processes, and resources needed to make a successful transition from college to the world beyond



DEVELOPING A STUDENT ASSESSMENT

Using GRASPS as a guide, develop an assessment that can be used to assess targeted GEP CLOs (if your chosen assessment is an exam, draft one exam question that is aligned with GEP LOs and incorporate aspects of GRASPS)

- Goal:
- Role:
- Audience:
- Situation:
- Purpose / Product:
- Standards: In the assessment/product students will (GEP Category Learning Outcomes):

DEVELOPING
ASSESSMENT
CRITERIA/RUBRICS
FOR ASSESSING
STUDENT WORK
(ACTIVITIES
ASSESSED)

ASSESSMENT OF LEARNING

- ◉ Evaluating student achievement of CLOs requires a more delineated way of structuring assessment
- ◉ When the focus is learning outcomes, knowledge, skills, AND dispositions may be included, and the assessment must provide students with the ability to demonstrate the targeted knowledge, skills, and dispositions
- ◉ A rubric can be very useful for assessing student work that demonstrates CLOs

HORIZONTAL = LEVEL OF UNDERSTANDING/PROFICIENCY

Level	Exemplary	Proficient	Developing	Beginning
Value	4	3	2	1

VERTICAL = CRITERIA TO BE ASSESSED (EXAMPLE CRITERIA FOR IS)

Criteria				
Includes two different GEP disciplines as lenses on identified issue (Knowledge)				
Utilizes quality resources relevant to the topic (Skill)				
Explains the benefits of combining these disciplines (Disposition)				
Presentation is well organized (Specific to task/discipline)				

DEVELOPING CRITERIA/RUBRICS TO ASSESS STUDENT WORK

- ◉ Look through the rubrics provided (reference AAC&U VALUE Rubrics)
- ◉ Choose one/two rubric criteria (rows) from the rubrics you could potentially use in a rubric for your chosen course assessment (tweak if necessary to align with the GEP Category Learning Outcomes)
- ◉ Determine if there is language in the rubric “levels of proficiency” that you would revise to make it better fit your course assessment

TIPS ON RUBRICS

- ◉ Include assessment criteria linked explicitly to GEP CLOs
- ◉ Use descriptive language that makes very clear what proficiency looks like
- ◉ Keep your rubric limited to the most critical criteria (2 - 5 criteria)
- ◉ Use your rubric for grading student work and providing them with feedback, in addition to using it to provide you with assessment results
- ◉ Look through the AAC&U VALUE Rubrics for an array of criteria suggestions

DESIGNING LEARNING
ACTIVITIES THAT
SUPPORT THE
ACHIEVEMENT OF
GEP CLOS
AND SUCCESSFUL
COMPLETION OF
ASSESSMENT

IF THIS IS YOUR INTERDISCIPLINARY ASSESSMENT...

- ◉ **Goal:** Help City Council members understand Opioid addiction and its impact on the community
- ◉ **Role:** Expert on Opioid addiction
- ◉ **Audience:** City Council members
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- ◉ **Standards:** In the product students will:
 - ✦ Identify an issue or question related to the interdisciplinary course(s), and describe what each discipline contributes to an understanding of that issue

THEN THESE MIGHT BE SOME OF THE LEARNING ACTIVITIES INCLUDED

- Course learning experiences that scaffold learning and support the achievement of GEP Category Learning Outcomes and successful completion of work to be assessed
 - Explain the IS assignment and all of the required components to students
 - Complete course readings related to Opioid addiction
 - Watch video clips that examine Opioid addiction through multiple lenses
 - Model how to locate relevant articles and build a bibliography (includes visit to the UWSP library)
 - Practice citing professional literature in a presentation
 - Practice making oral (Power Point) presentations to the public that presents information from multiple lenses

DEVELOPING COURSE ACTIVITIES/ASSIGNMENTS

- Using your targeted GEP Category Learning Outcomes and chosen assessment to guide you, list the course activities that would be necessary/helpful to include in your course (and discuss in your course portfolio) to scaffold learning and help students successfully achieve the learning outcomes and complete the chosen assessment

**CRITERIA/RUBRIC AS
REPORTING TABLE:
SUMMARIZING,
REPORTING, AND
INTERPRETING
ASSESSMENT RESULTS**

SUMMARY OF RESULTS

Copy and paste a table like this of your results in Form, include raw numbers and percentages

	Beginning	Developing	Proficient	Exemplary
Criteria 1	0/0%	0/0%	29/67%	14/33%
Criteria 2	0/0%	38/88%	5/12%	0/0%
Criteria 3	5/11%	0/0%	38/88%	0/0%
Criteria 4	0/0%	2/5%	25/58%	16/37%

n = 43 students

INTERPRETING YOUR ASSESSMENT RESULTS

- As you interpret your results, think about the questions an FLC might have like:
 - What were your expectations for student performance (for an introductory level course, performing at the “Developing” level might meet expectations, for a more advanced class, expectations will probably be higher)?
 - Why do you think students performed the way they did?
 - What do the results tell you about what worked and didn’t work for helping students achieve the GEP learning outcomes?
 - What will you do in the future for students who don’t meet expectations for achieving the GEP CLO(s) based on what you learned from this assessment?

SUMMARY OF RESULTS

For GEP Assessment data aggregation (report actual number of students, not a percentage):

Learning Outcome	Met	Did not meet
L01	36	7
L02	NA	NA

FUTURE PLANS/PLANS FOR IMPROVEMENT

FUTURE PLANS/PLANS FOR IMPROVEMENT BASED ON RESULTS

- Make clear how your plans for improvement relate directly to the assessment results and to the GEP CLOs (articulate the connections)
- If the results reveal that student performance is not at the acceptable/desirable level, you may have ideas for changing course curriculum (what is taught), course instruction (how it is taught), the student work being assessed, and/or the criteria/rubric being used for assessment
- Must include discussion of what you plan to do in your future teaching to help improve the performance of students not meeting expectations
- If the results reveal that student performance is at the acceptable/desirable level, it is fine to say that you are going to continue to do what you are currently doing

**CONNECTING RESULTS
TO PROGRAM/MAJOR
(FOR CAP AND CM
ONLY)**

CONNECTING RESULTS TO PROGRAM/MAJOR

- Explain how results are representative of the program's planned development of CM skills or CAP experience
- Explain why you chose to include the course(s) you did
- Discuss how the included assessment information/data are similar to what would be found for other courses with a CM or CAP designation for your major

SAMPLES OF STUDENT WORK

SAMPLES OF STUDENT WORK

- ◉ As you are assessing student work, think about examples that would illustrate different levels of achievement
- ◉ Include at least one example of student work illustrating at least two levels of achievement (i.e., exemplary/beginning, exemplary/proficient/beginning)
- ◉ Remove student name/identification from the work included
- ◉ If oral communication presentations are recorded, be sure to get students' permission (might include copies of Power Point slides or presentation outline instead of a video)