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
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

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
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

Harmony of Action / Effort

Three levels of value/benefit:
1. Instructors & FLC participants
2. Departments / Programs
3. GEP & University
## 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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