# C150 COURSE PORTFOLIO RATING GUIDE SPRING 2023

Prefix, course, and section number: (e.g., LING 150-01/PSYC 150-02): 

CRN:          Instructor(s) name(s): 

Course title: 

**Instructions:** Rate the extent to which the portfolio demonstrates that COLL 150 features and student learning expectations are addressed in the course. Indicate a rating for each feature/expectation and the overall portfolio, adding interpretive comments for the instructor, as needed.

## COURSE FEATURE RATINGS

**Rating Scale:**
*Well Addressed:* Syllabus, narrative, and student assignment instructions indicate that the feature/learning expectation is well addressed or even emphasized in the course.
*Addressed:* Syllabus, narrative, and student assignment instructions indicate that the feature/learning expectation is addressed at least to some extent.
*Minimally Addressed:* Syllabus, narrative, and student assignment instructions indicate that the feature/learning expectation is addressed only minimally.
*Not Addressed:* Syllabus, narrative, and student assignment instructions indicate that the feature/learning expectation is not addressed in the course.

| Course Feature/Learning Expectation *Portfolio demonstrates that this course addresses the following:* | Rating Scale | | | | Reviewer Comments |
|---|---|---|---|---|---|
| | **Well Addressed** | **Addressed** | **Minimally Addressed** | **Not Addressed** | |
| **Course Content:** Topic provides students opportunities for in-depth analysis and interpretation. | | | | | |
| **Revision Skills:** Assignments give students opportunities to receive, revise, and resubmit. | | | | | |
| **Collaboration Skills:** Activities and/or assignments involve collaboration among students. | | | | | |
| **Ideas and Information:** Students learn and practice the ways in which ideas and information are located, evaluated, and cited (in partnership with Swem Library). | | | | | |
| **Communication Skills:** Handbooks or other resources regarding forms and methods of academic communication are designated. | | | | | |
| **Learning Expectation 1:** Students will thoroughly analyze and interpret topics pertinent to the subject matter of the course. | | | | | |
| **Learning Expectation 2:** Students will work independently to understand texts and form judgments on topics pertinent to the subject matter of the course. | | | | | |

| Course Feature/Learning Expectation | Rating Scale | | | | Reviewer Comments |
|---|---|---|---|---|---|
| Portfolio demonstrates that this course addresses the following: | Well Addressed | Addressed | Minimally Addressed | Not Addressed | |
| **Learning Expectation 3:***<br>Students will communicate effectively on topics pertinent to the subject matter of the course. | | | | | |

*\*Student learning for Expectation 3:  Written Communication is assessed directly through student work rubric scoring.*

**OVERALL COURSE PORTFOLIO RATING**

**Rating Scale (based on above ratings):**
*Exemplary:* course portfolio demonstrates that all learning expectations and course features are "Well Addressed."
*Good:* course portfolio demonstrates that learning expectations and course features are at least "Addressed" (i.e., some could be "Well Addressed;" others "Addressed").
*Adequate:* course portfolio demonstrates that learning expectations and course features are at least "Minimally Addressed," but not greater than "Addressed."
*Poor:* course portfolio demonstrates that one or more learning expectations and course features are "Not Addressed."

| OVERALL COURSE PORTFOLIO RATING | Exemplary | Good | Adequate | Poor |
|---|---|---|---|---|
| Portfolio demonstrates that student learning expectations and course features are addressed, and the course is accomplishing the goals of the curriculum. | | | | |

**Comments for Instructor:**



**Comments for Working Group:**




Reviewer: