COLL 200 ASSESSMENT FALL 2024—STEPS IN THE PROCESS

Institutional Accreditation & Effectiveness (IAE) is facilitating this assessment of COLL 200, involving review of course portfolios (described below). **While there are several objectives of COLL 200 courses, the Learning Expectations below are the basis of this assessment.**

COLL 200 LEARNING EXPECTATIONS (What the faculty expects students to learn and be able to do in COLL 200 courses):

1. Master basic ideas and methods central to the primary knowledge domain(s).
2. Make coherent and meaningful interconnections across the academic domains.

I. **COURSE PORTFOLIO** – shows how your **course** addresses the COLL 200 learning expectations (above). **IAE will send you a link to a Box folder (https://box.wm.edu) for uploading your portfolio components the week of September 9, 2024.**

Your Portfolio consists of the following materials:

A. **Syllabus** *(required)* – your course syllabus. The Educational Policy Committee (EPC) suggests including COLL 200 language (EPC-recommended language uploaded to your course Box folder). For courses taught in a language other than English, please upload your syllabus in English. **NB: Syllabi will be reviewed *strictly* to determine the extent to which the COLL 200 learning expectations above are addressed in courses. Neither the content of your course (e.g., topics, readings, etc.) nor course policies (e.g., attendance, grading, etc.) will be evaluated. IAE *will not* share syllabi with any entity/individual other than the COLL 200 Working Group composed of W&M faculty and professional staff/faculty. Please contact Denise Ridley-Johnston (drridl@wm.edu; 757-221-2608) with questions or concerns.**

B. **Narrative** *(required)* – the Narrative *briefly* describes how your course addresses these COLL 200 features (blank template uploaded to your course Box folder):

1. **Primary Domain(s)** – In which domain(s) is your course anchored?
2. **Reaching Out** – To which domain(s) does your course reach out?
3. **Connection between Course Assignment(s) and Learning Expectations Associated with COLL 200** – How do the specific assignments *included in this course portfolio* relate to and address **Learning Expectations 1 and 2** *(see item C. below)*? Describe at least one major assignment and associated student work that provide(s) students with opportunities to:

   a. **Learning Expectation 1:** Master basic ideas and methods central to the primary knowledge domain(s).
   b. **Learning Expectation 2:** Make coherent and meaningful interconnections across the academic domains.

C. **Instructions for Assignment(s)** *(required)* – instructions to students for completing assignments that address **Learning Expectations 1 and 2**. In some cases, a single assignment may demonstrate both expectations; otherwise, upload the instructions to students for assignments described in the Narrative for Expectations 1 and 2 *(see item B.3. above)*. If assignment instructions are outlined in your syllabus, please highlight them in your syllabus.

D. **Samples of Student Work** *(required)* – please upload a high, mid, and low sample of student work for each assignment described in the Narrative for Expectations 1 and 2 *(see item B.3. above)*.

E. **Additional Materials** *(optional)* – please feel free to upload grade distributions; rubrics/grading guides; and/or additional comments related to the assignment(s), methodology, or your portfolio to further demonstrate to reviewers how the assignments address learning expectations.

NB: Construct a portfolio for *each COLL 200 course* you are teaching. If you are teaching more than one *section* of the *same* course (e.g., AMST 200 01 & 02) or your course has *cross-listed sections* (e.g., APIA 405 01/ENGL 371A 01), you should construct a *single portfolio* for the course.

II. ASSESSMENT

Course Portfolio Review – A working group will evaluate each Course Portfolio using a Course Portfolio Rating Guide and submit a COLL 200 assessment report to IAE for distribution to the Assessment Steering Committee (ASC), EPC, the Center for the Liberal Arts (CLA), departments/programs, and the Dean of Arts & Sciences. IAE will use applicable information in reports to SACSCOC, SCHEV, and others, as appropriate. Report tables show working group ratings overall and at department and course levels. Neither instructors nor students are identified in internal and external reporting. Faculty teaching COLL 200 courses will receive their course portfolio ratings and comments. *Working Group is scheduled to rate course portfolios in January 2025.*