



**COURSE PORTFOLIO
GUIDEBOOK:
HOW TO CREATE A COURSE PORTFOLIO
IN 2 SEMESTERS OR LESS ...**



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CQI Course Portfolio Team
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QUICK START GUIDE FOR FACULTY

STEP 1: Create the Department/Program Course Portfolio Blackboard Site

- _____ If Blackboard site is not already available, Lead Teacher/Director contacts CETL Instructional Technologist for creation of Blackboard site
- _____ Lead Teacher/Director compiles list of all department/program faculty
- _____ Lead Teacher/Director checks Blackboard site and completes any additional enrollments of faculty
- _____ Department/Program decides on general information to include on the Blackboard site, such as faculty profiles (including courses typically taught, interests, etc.), program information, program policies, general grading policies, accreditation standards, safety policies, mission statements, etc.
- _____ Lead Teacher/Director posts general information to Blackboard site

STEP 2: Include Target Goals for Course Portfolios Development in Unit Plan

- _____ Department/Program meets to decide which course portfolios to develop during current school year
- _____ Department/Program decides on service credit (for FT faculty) or compensation (for PT faculty) for development of each course portfolio
- _____ Department/Program selects a Course Coordinator for each course portfolio that will be developed
- _____ Lead Teacher/Director documents selected course portfolios and Course Coordinators on Course Portfolio Inventory Wiki (CPI Wiki)
- _____ If PT faculty are selected as Course Coordinators, dean is consulted about assigning work and approving compensation

STEP 3: Assign a representative group of faculty to develop course portfolios.

- _____ Course Coordinator compiles list of department faculty (FT, PT, and all campuses) teaching course
- _____ Representative group of faculty (assigned or volunteer) selected to work on each course portfolio
- _____ Course Coordinator and assigned faculty meet to finalize timeline for portfolio development
- _____ Course Coordinator updates CPI Wiki with target date for completion

STEP 4: Course Coordinator and assigned faculty collaborate, as needed, to compile portfolio materials

- _____ Course Coordinator facilitates meeting(s) with selected faculty
- _____ Course Coordinator and selected faculty compile and review minimum components for course portfolio to determine if any revisions or updates are needed
- _____ Course Coordinator and selected faculty decide which optional components to include
- _____ Course Coordinator and assigned faculty make changes to minimum and optional components
- _____ Course Coordinator revises timeline for portfolio completion and updates target date in CPI Wiki
- _____ Course Coordinator posts required and optional components to Blackboard
- _____ CETL Assessment Consultant and CETL Curriculum Consultant are employed, as needed, for assistance in developing portfolio documents

QUICK START GUIDE FOR FACULTY, CONTINUED

STEP 5: Present Course Portfolio to Department/Program for Review and Approval

- _____ Course Coordinators notify department/program faculty that portfolio is available through Blackboard for review by posting announcement to Blackboard and sending email
- _____ Course Coordinator sets deadline for feedback and suggestions
- _____ Department faculty have opportunity to provide feedback and suggestions
- _____ Course Coordinator and assigned faculty review feedback from department/program and make changes to portfolio materials as needed

STEP 6: Course Coordinator posts final course portfolio to department/program Course Portfolio Blackboard Site

- _____ Course Coordinator ensures that all necessary changes/revisions have been made based on feedback from department/program faculty
- _____ Course Coordinator posts final portfolio materials to the appropriate folders on the department's/program's Course Portfolio Blackboard Site
- _____ Course Coordinator sends updated outline of instruction to CETL Curriculum Consultant
- _____ Course Coordinator records completion date on Course Portfolio Inventory
- _____ Course Coordinator posts Blackboard announcement and sends email to department/program faculty to indicate final portfolio is available

STEP 7: Course portfolio access provided to new instructors

- _____ Course Coordinator informs relevant administration and support staff that portfolio is available
- _____ Appropriate contact (Course Coordinator, Lead Teacher/Director, Dean, Campus Manager, etc.) informs any new teachers of portfolio availability
- _____ Course Coordinator or Lead Teacher/Director enrolls teacher in Course Portfolio Blackboard Site
- _____ New teachers access portfolio materials
- _____ Form provided in portfolio for feedback and suggestions from instructors who use the materials

QUICK START GUIDE FOR DEANS

ACTIONS TO COMPLETE DURING THE FALL SEMESTER:

- _____ Collect and analyze annual course portfolio data

- _____ Provide data to Vice President for Learner Success office for Process Dashboard, prior to Fall unit planning.

- _____ Verify that Unit Plans include which course portfolios will be developed or revised, and identify Course Coordinators.

- _____ Address compensation requests if PT instructors are involved in the course portfolio work.

- _____ Check Course Portfolio Inventory to confirm target dates for portfolio completion.

ACTIONS TO COMPLETE DURING THE SPRING SEMESTER:

- _____ Check Course Portfolio Inventory, usually between April and June, to verify that the department/program has completed the course portfolio work outlined in the Unit Plan outcomes.

- _____ Deans and Campus Managers – communicate with faculty regarding expectations for development of portfolios before Spring Convocation “Curriculum Review Day”.

QUICK START GUIDE- VICE PRESIDENT FOR LEARNER SUCCESS

ACTIONS TO COMPLETE DURING THE FALL SEMESTER:

_____ Vice President's for Learner Success office or designate collects course portfolio data from Center Deans annually, prior to Fall unit planning.

_____ Vice President's office for Learner Success or designate updates *Course Portfolio Process Dashboard with Center Data from Deans.

_____ Vice President's office communicates the yearly update in Course Portfolio Process Dashboard data with MATC Community. (Includes recognition of accomplishments for that year)

* The Course Portfolio Process Dashboard will be a webpage on the MATC website.

SOUND FAMILIAR?

Instructor 1 was a part-time faculty member hired three days before the Fall Semester began to teach a section of Course A. Coming to MATC from a professional position, Instructor 1 had never taught an introductory course at the college level before, and, with the semester bearing down, had no sense of where to begin. The first few weeks of the course were incredibly stressful, as he tried to stay ahead of the students. By the end of the semester, Instructor 1 reflected on the course and thought about how much better the course would be the next time because he wouldn't have to start from scratch...

Instructor 2 was a full-time faculty member hired over the summer. She had been teaching for several years at a university, and taught Course B, a similar course to the section she was hired to teach at MATC. However, Instructor 2 had never taught at the technical college level before, and was unfamiliar both with MATC's specific goals for Course B and with what to expect of MATC students. With no materials to work with, she simply replicated the materials she used previously for the university course. Over the semester, there were several activities and assignments that suffered because they weren't better targeted toward MATC students...

Instructor 3 taught at MATC for 15 years. Instructor 3 had consistently taught the same introductory course over that time frame. Little in her approach to the course had changed after the first few years, and Instructor 3 settled in to a fairly comfortable approach to the course. Recently, though, it seems the curriculum might not work as well as it used to, and other colleagues seem to be taking different approaches. Worried about seeming out of touch, she quietly continues to teach the same materials...

Instructor 4 came from a highly technical career field to MATC as a newly hired full-time instructor. Instructor 4 received a course portfolio upon his arrival, and was excited to have resources to aid in planning his class. However, he soon realized that the textbook was written for a more advanced reader, the outline of instruction had not been updated in over 6 years, and there were no lecture notes or lab manual. In short, the portfolio offered little that was actually useful. It was almost like having no course portfolio at all...

Chances are, one or more of these scenarios sounds familiar. What do these 4 scenarios have in common? All could be helped, perhaps even prevented, through the development of effective course portfolios. Portfolios help new teachers understand the framework of a course and allow them to build from existing goals, outcomes, and ideas. Portfolios also encourage teachers familiar with the course to reflect, share, and challenge themselves to improve. By combining time, energy, and ideas, with adequate support, compensation, and resources, departments and programs can produce course portfolios that will instantly help faculty and students alike.

GUIDING PHILOSOPHIES **FOR COURSE PORTFOLIO PROJECT**

- 1) Both faculty and students at MATC will benefit from the development of effective course portfolios.
- 2) Ample time, energy, and resources are necessary to produce effective course portfolios.
- 3) Departments/Programs should have a common base from which to work in developing their portfolios.
- 4) Departments/Programs should retain substantial control over the decisions made concerning their portfolios.
- 5) While a target goal is to create and maintain course portfolios for all classes offered at MATC, departments and programs should initially agree on a timeline that prioritizes the development of courses where portfolios would offer greater benefits (e.g., a course with many sections taught by PT faculty).
- 6) Portfolios should provide foundational documents for courses while maintaining respect for academic freedom.

OUR GOALS FOR THIS GUIDEBOOK

- 1) To make the process as accessible and constructive as possible.
- 2) To provide resources to streamline the process and help produce effective portfolio materials.
- 3) To provide a systematic framework for developing a portfolio that can be molded to fit the particular needs of every department/program, but will simultaneously ensure a common foundation.
- 4) To provide a systematic framework for developing a portfolio that encourages faculty collaboration and addresses the needs of all MATC campuses.
- 5) To help ensure that work on course portfolios is adequately recognized, supported, and compensated.

WHY DO A COURSE PORTFOLIO?

Course portfolios provide resources for teachers new to a course.

This instructor could be a part-time faculty member, a newly hired full-time faculty member, or even a long time faculty member who is simply teaching a new class. Having access to the materials in a typical course portfolio provides any of these instructors with a constructive starting point in developing their course. Portfolios also help new instructors know what has worked in the past. Such knowledge is usually only gained at the end of teaching the course for the first time, but can be provided up front with a course portfolio.

Students are better served by new teachers supported by portfolios.

Often, first time teachers suffer from the “stay one class ahead of the students” syndrome. Portfolios help provide these teachers with a framework for their course. Supporting instructors’ preparation with portfolios provides for more effective lesson planning, assignments, and activities, which in turn provides students with an environment more conducive to learning and improves the overall quality of instruction.

Development of course portfolios encourages important curricular discussions and decisions within departments and programs.

Too often it’s easy to fall into our isolated approaches to courses. By working on course portfolios, faculty are provided time to share philosophies, goals, assignments, textbooks, classroom activities, etc. It’s the kind of collaboration and reflection that can produce better materials for everyone involved.

Course portfolios save time for administration and staff.

Many times new instructors will direct their questions toward various support staff who are only indirectly connected with a specific course. Portfolios can help by ensuring that new teachers have plenty of information and know specifically whom they can contact with questions about a course. The result is time saved for both support staff and new teachers.

CONSIDERING DEPARTMENT/PROGRAM GOALS FOR COURSE PORTFOLIOS

An important early step in the process of developing a course portfolio is to decide as a Program/Department on the main goals for your portfolio.

A primary goal of any portfolio should be to provide resources for teachers in developing their own curriculum and class materials.

In addition, course portfolios can be used to:

- Illustrate and share the content taught in a course as agreed upon by the department/program.
 - o Provide all instructors access to materials, tests, lessons, etc.
 - o Provide models for larger assignments
 - o Standardize course outcomes
- Offer 2-3 different approaches to the same course that meet the same outcomes, allowing for new teachers to work from successful models in planning their own materials.
- Encourage individual faculty to develop a personal course portfolio that could also be used as a teaching portfolio.
- Provide materials useful for non-teaching purposes such as LSQIP, Unit Planning, accreditation, articulation agreements, etc.
- Promote examination and discussion of effective textbook choices, assessment techniques, and classroom activities.

FAIR SHARE PHILOSOPHY

We recommend that all departments and programs adopt a fair share philosophy in developing course portfolios. Any materials included in the portfolio should be considered examples that other instructors can use in developing their own courses and curriculum.

WHAT SHOULD BE INCLUDED IN A COURSE PORTFOLIO?

A practical course portfolio consists of shared materials that provide guidance, insight, and inspiration to new instructors or to continuing instructors who are teaching a course for the first time. The portfolio may also stimulate creativity among instructors who have taught a course several times and wish to incorporate additional learning strategies or an alternative organization into their course plan. It is necessary to state from the outset that a course portfolio, as it is conceived at MATC, is not a complete or “canned” program of study that can be given to instructors, allowing them simply to duplicate all course materials for their students. Rather, it is a collection of materials that will help instructors to construct a solid foundation for their own course.

Course portfolios will be housed electronically in Blackboard (Bb) sites set up for each department and program. These Course Portfolio Blackboard Sites will be set up for each department or program by January 2009.

At a minimum, each course portfolio contains the **four items identified below** and a variable number of recommended items.

Minimum Portfolio Items:

- 1) Course Coordinator selected by the program/department faculty.
- 2) Outline of instruction following MATC Standard Format (WIDS).
- 3) Sample syllabus for a representative and generally accepted approach to course organization, materials, and learning activities. The most recent syllabus should be posted annually.
- 4) Required course resources, including textbook recommendations (author, title, and publishing information), or other recommended materials (Blackboard Publisher Cartridge(s)/ Content, Websites or links for course).

Recommended portfolio items:

- Sample assessments
- PowerPoints
- Sample class activities
- Lab manuals
- Laboratory activities
- Instructor Commentaries on assignments, activities, student populations, etc.

Other general items that may be included:

- Program/ Department Portfolio goals, information and policies
- Program Outcomes, if applicable

COURSE COORDINATOR RESPONSIBILITIES

Department or program faculty should select a Course Coordinator for each course portfolio. Faculty teams need to determine an appropriate amount of service credit to be allocated for Course Coordinators to complete their duties (see p. 12).

In reference to the course portfolio, the Course Coordinator has six duties:

1. Facilitating communication and collaboration among a **representative** group of course instructors. This group should reflect the instructors involved in teaching the course, which may include full-time, part-time, and regional campus faculty.
2. Compiling materials for the portfolio and posting portfolio contents on the departmental Course Portfolio Blackboard Site.
3. Reviewing course portfolio contents annually.
4. If needed, facilitating annual revisions and posting updates on the Course Portfolio Blackboard Site.
5. Answering inquiries from new or continuing instructors regarding materials included in the portfolio.
6. Update Course Portfolio Inventory Wiki with key dates and relevant information.

COURSE PORTFOLIO INVENTORY WIKI

The Course Portfolio Inventory Wiki (CPI Wiki) is a tool on each department/program Blackboard site. The CPI Wiki includes basic identifying information for each course, the name of the Course Coordinator, the target completion date, the date the portfolio is completed and posted to Blackboard, and the date portfolios are reviewed annually.

Ideally, Course Coordinators should update the CPI Wiki to keep accurate records of the portfolio development work done in the department/program. Deans will also use the CPI Wiki to verify that the goals from the department/program unit plan are being accomplished.

More on the CPI Wiki will be available on the department/program Course Portfolio Blackboard Site.

SERVICE CREDIT OR COMPENSATION

Departments and programs will determine the amount of service (for FT faculty) or compensation (for PT faculty) awarded for developing and maintaining each course portfolio. The questions below can be used to help decide the amount of work that will be involved in creating the portfolio, and subsequently the appropriate amount of service credit or compensation to assign.

These questions are intended as starting points for the service/compensation discussion. Each department should, as necessary, consider other factors in their decision.

ROLE IN PROCESS: Will the person be serving as Course Coordinator? Or will the person be assisting the Course Coordinator in the process? Will there be a committee of people to assist in the development?

MINIMUM COMPONENTS: How much work is involved in collecting the minimum components for the portfolio? Are all of the key parts readily available? Do any of the components need to be revised? Created from scratch?

OPTIONAL COMPONENTS: What optional parts (sample assignments, sample assessments, instructor commentaries, etc.) will be added to the portfolio? How much will need to be done to create/collect these components?

FACILITATION: How much facilitation will be necessary? How many people teach the course? How much time will be needed to communicate with PT instructors? With those teaching the course at other campuses? How many people will be directly involved in creating the portfolio?

COURSE PRIORITY AND FREQUENCY: To what extent is this a core course within the department? Are there multiple sections each semester? Will there be greater expectations for updating and keeping the portfolio current? Is this course offered less frequently, and therefore in less need of constant updating?

COURSE DELIVERY FORMAT: Will the portfolio include materials for alternative delivery formats? Will it offer hybrid or online options for the portfolio? Will the portfolio include materials on instructional technologies such as Blackboard or ITV?

DETAILED OVERVIEW OF STEPS FOR CREATING/REVISING PORTFOLIOS

What follows are more detailed overviews of the general steps involved in creating a new portfolio, or updating an existing portfolio. These steps are intended as guidelines and should be adapted as necessary to the specific goals of each department and program.

In each step, we've described 5 parts:

GOALS OF THIS STEP:

What are the overall goals to be achieved in this step?

TYPICAL TIMELINE:

The general timeline for completing this step. This calendar can vary based on the needs and plans of the department or program. For example, faculty may decide to create materials at chosen times in late fall and early spring semester, or they might decide to wait and create the materials during the March Convocation.

ACTIONS TO COMPLETE:

The specific actions usually involved in this step, in checklist format.

PEOPLE INVOLVED:

The people who are typically involved in this step.

QUESTIONS FOR CONSIDERATION:

These questions are intended to raise relevant issues for discussion by the department, Course Coordinator and/or assigned faculty.

A detailed overview for creating new portfolios can be found on pages 14-20.

A detailed overview for revising existing portfolios can be found on pages 21-23.

A description of Deans' roles in the portfolio process can be found on page 24.

STEP 1: Create the Department/Program Course Portfolio Blackboard Site

GOAL OF THIS STEP:

To ensure that each department/program has an established and functioning Blackboard site dedicated to course portfolios. To post any general information the department feels might be useful.

TYPICAL TIMELINE:

- Beginning of the fall semester
- This step is only necessary the first time the portfolio process is used, or when a new program is approved. After the first year, an annual review of the general information on the Blackboard page should be completed

ACTIONS TO COMPLETE:

- _____ If Blackboard site is not already available, Lead Teacher/Director contacts CETL Instructional Technologist for creation of Blackboard site
- _____ Lead Teacher/Director compiles list of all department/program faculty
- _____ Lead Teacher/Director checks Blackboard site and completes any additional enrollments of faculty
- _____ Department/Program decides on general information to include on the Blackboard site, such as faculty profiles (including courses typically taught, interests, etc.) program info, program policies, general grading policies, accreditation standards, safety policies, mission statements, etc.
- _____ Lead Teacher/Director posts general information to Blackboard site

PEOPLE INVOLVED:

- Lead Teacher/Director
- CETL Instructional Technologist
- Department/Program Faculty
- Dean or Associate Dean

QUESTIONS FOR CONSIDERATION:

- Is the Blackboard site available and functioning?
- Are all relevant faculty enrolled in the Blackboard page?
- Are faculty to be enrolled as students? Instructors?
- What general information about the department should be included for all instructors to see? Are there department policies? Goals? Safety regulations?

STEP 2: Include Target Goals for Development of Course Portfolios in Annual Unit Plan

GOALS OF THIS STEP:

To integrate the development of course portfolios into an existing planning process and provide accountability by setting clear target goals for the year.

TYPICAL TIMELINE:

- Early fall semester during Unit Planning process

ACTIONS TO COMPLETE:

- _____ Department/Program meets to decide which course portfolios will be developed during the current school year
- _____ Department/Program decides on service credit (for FT faculty) or compensation (for PT faculty) for development of each course portfolio (see p. 13)
- _____ Department/Program selects a Course Coordinator for each course portfolio that will be developed
- _____ Lead Teacher/Director documents selected course portfolios and Course Coordinators on Course Portfolio Inventory
- _____ If PT faculty are selected as Course Coordinators, dean is consulted about assigning work and approving compensation

PEOPLE INVOLVED:

- Department or Program Faculty
- Lead Teacher/Director
- New Course Coordinators

QUESTIONS FOR CONSIDERATION:

- How many course portfolios will the department develop during the current year?
- Which courses should be prioritized for portfolio development? Are there courses that are taught more frequently by PT or new FT instructors? Are there core courses that should be targeted for portfolio development first?
- Who is an appropriate Course Coordinator? Who has needed experience teaching the course? Who has service time to dedicate to facilitating portfolio development? Is a PT instructor a possibility?
- How much service/compensation should be awarded (see p. 13)

STEP 3: Assign Representative Group of Faculty to Develop Course Portfolios

GOALS OF THIS STEP:

To involve a representative group of department/program faculty in working on the portfolio. To set target dates for completion of each portfolio.

TYPICAL TIMELINE:

- Fall semester during or after Unit Planning process

ACTIONS TO COMPLETE:

- _____ Course Coordinator compiles list of department faculty (FT, PT, and all campuses) teaching course
- _____ Representative group of faculty (assigned or volunteer) selected to work on each course portfolio
- _____ Course Coordinator and assigned faculty meet to finalize timeline for portfolio development
- _____ Course Coordinator updates Course Portfolio Inventory Wiki with target date for completion

PEOPLE INVOLVED:

- Department or Program Faculty
- Course Coordinator
- Representative group of faculty (selected or volunteer)

QUESTIONS FOR CONSIDERATION:

- Who is teaching this course? Are both FT and PT faculty identified? At which campuses is the course taught? Are the instructors from all campuses identified?
- In addition to providing resources and materials, are there other specific goals (see p. 8) the department wants to accomplish with the portfolio?
- Who will assist the Course Coordinator in developing the portfolio? How many people will be needed? Can the portfolio be completed by a small group of instructors? By a larger group? By the department or program as a whole?

STEP 4: Course Coordinator and Assigned Faculty Collaborate, as Necessary, to Compile Portfolio Materials

GOAL OF THIS STEP:

To compile the minimum materials needed for the portfolio and determine which optional materials should be included.

TYPICAL TIMELINE:

- Late fall semester to early spring semester OR March Convocation Day

ACTIONS TO COMPLETE:

- _____ Course Coordinator facilitates meeting(s) with selected faculty
- _____ Course Coordinator and selected faculty compile minimum components for course portfolio (see p. 11)
- _____ Course Coordinator and selected faculty review minimum components to determine if any revisions or updates are needed
- _____ Course Coordinator and selected faculty decide which optional components will be included in portfolio
- _____ Course Coordinator and assigned faculty make any necessary changes to minimum and optional components
- _____ Course Coordinator revises timeline for completion of portfolio and updates target date in Course Portfolio Inventory
- _____ Course Coordinator posts required and optional components to Blackboard
- _____ CETL Assessment consultant and CETL Curriculum consultant are employed, as needed, for assistance in developing portfolio documents

PEOPLE INVOLVED:

- Course Coordinators
- Assigned Faculty
- CETL consultants

QUESTIONS FOR CONSIDERATION:

- Are the minimum components for the portfolio completed and available? Are any changes or updates necessary to these items?
- Which optional components will be included in the portfolio? Who will be responsible for compiling or developing these components?

STEP 5: Present Course Portfolio to Entire Department or Program for Review and Approval

GOAL OF THIS STEP:

To provide an opportunity for feedback and suggestions from all department or program faculty before portfolio is completed.

TYPICAL TIMELINE:

- After March Convocation, mid to late spring semester.

ACTIONS TO COMPLETE:

- _____ Course Coordinators notify department/program faculty that portfolio is available through Blackboard for review by posting announcement to Blackboard and sending email
- _____ Course Coordinator sets deadline for feedback and suggestions
- _____ Department faculty has opportunity to provide feedback and suggestions
- _____ Course Coordinator and assigned faculty review feedback from department/program and make changes to portfolio materials as needed

PEOPLE INVOLVED:

- Department or Program Faculty
- Course Coordinators
- Assigned Faculty

QUESTIONS FOR CONSIDERATION:

- Has the portfolio reached the “rough draft” stage, including all minimum components and optional components as decided in step 4?
- Have both FT and PT instructors had an opportunity to provide feedback? Have instructors from all campuses had an opportunity to provide feedback?
- How much time should be allowed for feedback from department/program?
- Who will be responsible for specific changes based on the feedback?

STEP 6: Course Coordinator Posts Final Course Portfolio to Department/Program Course Portfolio Blackboard Site

GOAL OF THIS STEP:

To ensure that the portfolio is available for all instructors to use well before the fall semester begins.

TYPICAL TIMELINE:

- Late spring to early summer. Generally, well before the following fall semester.

ACTIONS TO COMPLETE:

- _____ Course Coordinator ensures that all necessary changes/revisions have been made based on feedback from department/program faculty
- _____ Course Coordinator posts final portfolio materials to the appropriate folders on the department's/program's Course Portfolio Blackboard Site
- _____ Course Coordinator sends updated outline of instruction to CETL Curriculum Consultant
- _____ Course Coordinator records completion date on Course Portfolio Inventory
- _____ Course Coordinator posts Blackboard announcement and send email to department/program faculty to indicated final portfolio is available

PEOPLE INVOLVED:

- Course Coordinator
- CETL Curriculum Consultant

QUESTIONS FOR CONSIDERATION:

- Are all of the minimum components included in the portfolio?
- Are all of the final components up to date and approved by the department or program?

STEP 7: Provide Course Portfolio Access to New Instructors

GOAL OF THIS STEP:

To ensure that any new instructor has access to the portfolio materials.

TYPICAL TIMELINE:

- Early summer through beginning of the following fall semester

ACTIONS TO COMPLETE:

- _____ Course Coordinator informs relevant administration and support staff that portfolio is available
- _____ Appropriate contact (Course Coordinator, Lead Teacher/Director, Dean, Campus Manager, etc.) informs any new teachers of portfolio availability
- _____ Course Coordinator or Lead Teacher/Director enrolls new teacher in Course Portfolio Blackboard Site
- _____ New teachers access portfolio materials
- _____ Form provided in portfolio for feedback and suggestions from instructors who use the materials

PEOPLE INVOLVED:

- Course Coordinator
- Lead Teacher/Director
- Appropriate contact (Dean, Campus Manager, etc.)
- New instructors (FT or PT)

QUESTIONS FOR CONSIDERATION:

- Are all instructors enrolled in the Course Portfolio Blackboard Site?
- Who will be responsible for working with new instructors in accessing materials?

ANNUAL PROCESS FOR REVISING AND UPDATING PORTFOLIOS

STEP 1: Course Coordinator Reviews Existing Portfolio to Determine if Revisions are Necessary

GOALS OF THIS STEP:

To ensure that portfolios are reviewed annually and kept up to date. To ensure that feedback from portfolio users is reviewed annually.

TYPICAL TIMELINE:

- Summer, or fall semester during or after Unit Planning process

ACTIONS TO COMPLETE:

- _____ Course Coordinator reviews existing portfolio to ensure materials are current
- _____ Course Coordinator reviews any feedback provided by instructors who used the portfolio the previous school year (see Appendix B for a sample feedback form)
- _____ If revisions are needed, Course Coordinator informs department or program of expected changes
- _____ Department or program include in Unit Plan which portfolios will be revised and update Course Portfolio Inventory
- _____ Department or program select any faculty needed to assist in revisions
- _____ Department or program determines amount of service allotted for revising portfolio materials (see p. 12)

PEOPLE INVOLVED:

- Course Coordinator
- Department or Program

QUESTIONS FOR CONSIDERATION:

- Are all of the minimum components of the portfolio current?
- Has the program or department made any changes in the course outcomes? Expectations? Assignments?
- What feedback and suggestions were provided by faculty who used the portfolio during the previous school year?

STEP 2: Course Coordinator and Assigned Faculty Meet, as Necessary, to Revise Portfolio Materials

GOAL OF THIS STEP:

To revise and update course portfolio materials.

TYPICAL TIMELINE:

- Late fall semester to early spring semester OR March Convocation Day

ACTIONS TO COMPLETE:

- _____ Course Coordinator facilitates meeting(s) with selected faculty
- _____ Course Coordinator and selected faculty revise course portfolio materials
- _____ Course Coordinator determines/revises timeline for revision of portfolio and records/revises target date in Course Portfolio Inventory Wiki
- _____ CETL Assessment consultant and CETL Curriculum consultant are employed, as needed, for assistance in developing portfolio documents

PEOPLE INVOLVED:

- Course Coordinators
- Assigned Faculty
- CETL consultants

QUESTIONS FOR CONSIDERATION:

- What needs to change? What materials are out of date?
- What specific changes will

STEP 3: Course Coordinator Posts Revised Materials to the Course Portfolio Blackboard Site and Informs Department or Program Faculty of Availability

GOALS OF THIS STEP:

To post revised materials to Course Portfolio Blackboard Site, inform faculty of availability, and solicit feedback/suggestions on revised materials.

TYPICAL TIMELINE:

- March Convocation Day or late spring semester

ACTIONS TO COMPLETE:

- _____ Course Coordinator posts updated material to Blackboard site
- _____ Course Coordinators notify department/program faculty that revised materials are available through Blackboard for review by posting announcement to Blackboard and sending email
- _____ Course Coordinator sets deadline for final feedback and suggestions
- _____ Course Coordinator makes any final changes to materials based on final feedback and suggestions from department or program faculty
- _____ Course Coordinator posts final revised materials to the Blackboard site

PEOPLE INVOLVED:

- Course Coordinators
- Department or Program faculty

QUESTIONS FOR CONSIDERATION:

- Have all revised materials been posted to the Blackboard site?
- Have all faculty been notified of updates to the portfolio?
- Have all faculty had an opportunity to review the revisions?
- Are there any final suggestions or ideas from department/program faculty?

PARTICIPATION BY DEANS IN THE COURSE PORTFOLIO PROCESS

GOALS OF THE DEANS' STEPS:

The main function of the deans in the course portfolio process should be to verify that departments/programs set their own goals for course portfolios as part of the Unit Planning process, and then meeting those goals by the target dates. Departments and programs may also involve the Deans in other ways, as needed.

ACTIONS TO COMPLETE DURING THE FALL SEMESTER:

- _____ Verify that Unit Plans include which course portfolios will be developed or revised, and identify Course Coordinators.

- _____ If PT instructors are involved in the course portfolio work, address compensation requests.

- _____ Check Course Portfolio Inventory Wiki to confirm target dates for portfolio completion.

ACTIONS TO COMPLETE DURING THE SPRING SEMESTER:

- _____ Check Course Portfolio Inventory Wiki, usually between April and June, to verify that the department/program has completed the course portfolio work outlined in the Unit Plan outcomes.

QUESTIONS FOR CONSIDERATION:

- Does the unit plan clearly identify which course portfolios will be developed or revised?
- Are the Course Coordinators identified in the Unit Plan?
- Has the department or program selected a PT faculty member as a Course Coordinator? How can this PT instructor be compensated?
- Has the Course Portfolio Inventory Wiki been updated with Course Coordinators and target dates for completion?
- Has the department/program completed and posted the course portfolios by the target date?

APPENDIX A: RESOURCES

COURSE PORTFOLIO TEMPLATE RESOURCES:

- Resources are located on your Course Portfolio Blackboard Site under the “Support Resources” button

CETL RESOURCES:

- CETL resources can be found online at <http://matcmadison.edu/cetl/> or contact CETL by calling 246-6646
- **CETL Curriculum Consultant** can assist with:
 - o Expanding knowledge and awareness of learning styles
 - o Identifying and writing competencies
 - o Identifying and writing learning objectives
 - o Using models for curriculum design, such as steps and stages (ADDIE, Rapid Design, etc.)
 - o Creating learning activities in a variety of styles
 - o Developing instructional materials to support learning activities
 - o Creating learning/lesson plans
 - o Writing specified Learning Objectives
 - o Adapting learning activities for accelerated delivery, online, or hybrid approaches.
 - o Incorporating strategies to integrate internationalized and global curriculum/competencies
 - o Adapting learning activities for change in format (i.e., lecture based to case studies)
 - o Training on WIDS
- **CETL Assessment Consultant** can assist with:
 - o Development and assessment of learning outcomes: program outcomes and core abilities in a program and course
 - o Designing assessment tasks (linked to competencies and/or outcomes)
 - o Creating assessment scoring guides/rubrics/assessments tools (linked to competencies & outcomes)
 - o Verifying the use and placement of formative and summative assessment tasks within the course and within the department/program
 - o Training on the Learning Outcomes Assessment Database (LOAD)
- **Assessment and Curriculum Mentors** provide support by:
 - o Identifying MATC contacts for assessment and curriculum support
 - o Sharing curriculum and assessment best practices
 - o Discussing successful strategies for teaching and learning
 - o Assisting with strategies for assessing student learning outcomes
 - o Developing CATS (Classroom Assessment Techniques)

- Guiding faculty through the use of WIDS software for outlines of instruction
- Guiding faculty through the use of LOAD (Learning Outcomes Assessment Database)
- Contact information for Assessment and Curriculum Mentors is available at <http://matcmadison.edu/in/c-mentors>

TECHNOLOGY SUPPORT AND RESOURCES:

- **CETL Technology Training Coordinator and Technology Trainer** can assist with Blackboard training specific to accessing and working with the Course Portfolio Blackboard Site.
- **Blackboard Mentor Team:** The mission of the Blackboard Mentor Team is to support and assist colleagues using Blackboard. Contact information for Blackboard Mentor Team members can be found at:

<http://matcmadison.edu/in/blackboard-mentors>

APPENDIX B: SAMPLE PORTFOLIO USER FEEDBACK FORM

Course Portfolio Feedback Form

Program/Department:

Course Name:

Course #:

Course Coordinator:

Date:

Please provide feedback on the course portfolio. Indicate whether you used or reviewed items in the portfolio by checking the **yes or no** column. Include any comments or suggestions you may have regarding

	Required portfolio items	Yes	No	Comments /Suggestions?
1.	Department/Program Information & Policies			
2.	Course Syllabus			
3.	Outline of Instruction			
4.	Course Links/Resources/Textbook			
5.	Faculty Profiles			

Please place an **X** in the **Add** column next to the following **optional** items that you would recommend adding to the portfolio, if they are not already included. Using the comment/suggestions area, provide additional information needed to assist the Course Coordinator.

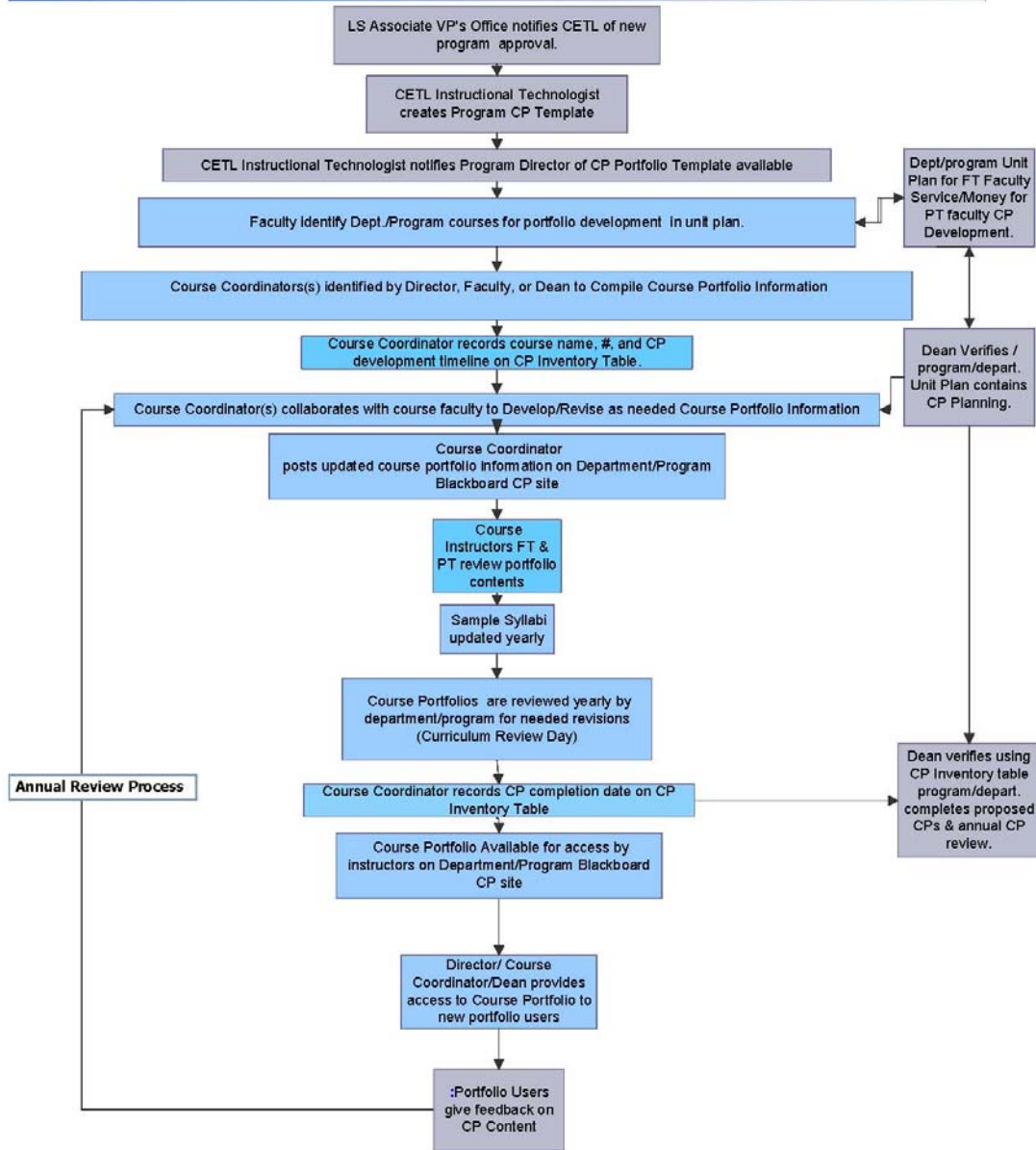
	Optional portfolio items	Add	Comments /Suggestions?
6.	Sample Assessments		
7.	Lecture Outline/PowerPoints		
8.	Sample Activities		
9.	Sample Assignments/projects		
10.	Sample Lab Activities/Manual		
11.	Other: _____		

Please list items you would be willing to contribute to this portfolio:

Name of instructor providing feedback:	**Please save the completed feedback form as a Word document and then email it to the Course Coordinator.
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APPENDIX C: HIGH LEVEL PROCESS MAP OF COURSE PORTFOLIO DEVELOPMENT PROCESS

Course Portfolio High Level Process Map 11/19/08



APPENDIX D: ANNUAL TIMELINE FOR DEVELOPING COURSE PORTFOLIOS

AUGUST - OCTOBER

- Department/Program decides which new course portfolios will be developed and selects Course Coordinators
- Past Course Coordinators review existing portfolios to determine any need for revisions and updates
- Department/Program includes plans for course portfolio work in Unit Plan

NOVEMBER - FEBRUARY

- Department assigns representative group of faculty to work with Course Coordinator
- Course Coordinator and assigned faculty determine status of minimum components for course portfolio
- Course Coordinator and assigned faculty collaborate to develop course portfolio materials

MARCH

- March Convocation day dedicated to work on course portfolios and curriculum review

APRIL - JUNE

- Department provides feedback on draft of portfolio
- Work on portfolio completed and submitted to Blackboard to ensure availability for fall semester

APPENDIX E: ABOUT THE CQI COURSE PORTFOLIO WORK TEAM

The CQI Course Portfolio Work Team was assembled in May 2007 to continue the work of the AQIP 4 team (Equivalent support for PT instructors). The main charge of the CQI team was to create a process for developing course portfolios. After surveying Lead Teachers and Directors, we used their suggestions and feedback to determine our direction in developing the course portfolio process.

Our main goals in creating that process were to provide clear and specific minimum expectations, while maintaining flexibility for departments and programs to guide their own process based on their unique goals and needs. We also sought to provide extensive resources to support the process as effectively as possible. The team disbanded in January of 2008, but the members are always willing to help with any questions or concerns you may have about developing course portfolios...

CQI Course Portfolio Team Members:

Team Lead: *Tom Curtis*

Team Members: *Diane Jetzer*
Teri Gorder
Paul Barribeau
Michael Kent

CQI Mentors: *Mary Vlisides and Rocio Martinez*

Champion: *Maria Banuelos*