

IF WE KNEW THEN WHAT WE
KNOW NOW

DATA AND LESSONS FROM ePORTFOLIO ASSESSMENT OF GENERAL EDUCATION

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OVERVIEW OF SESSION

- ❖ ePortfolio in SLCC's General Education Program
- ❖ Aligning Learning Outcomes: From the Institutional Level to the Classroom.
- ❖ Signature Assignments
- ❖ Assessment Process
- ❖ Data and How We Use It
- ❖ Lessons Learned

PRESENTERS' PERSPECTIVE

- Institutions or programs should consider adopting ePortfolios primarily for these reasons:
 - Integration of learning
 - Student engagement and ownership of learning
 - Reflective practice
 - Assessment for learning
- But we all know that this is also important:
 - Assessment of learning for accountability

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EPORTFOLIOS AT SLCC

Physical Science

PHYS 1040 Elementary Astronomy

I took this class my fall semester of 2012 at SLCC. This class fulfills my physical science credit. On this page I have also post my signature assignments in a blogging format (request of the professor). My reflection is below and I encourage you to read my blogs they are really informativel

Reflection

These blogs demonstrate the learning that I have acquired over the course of the semester. For this assignment we had to write on a topic of our choosing from each of the four sections in our textbook. For each of the blogs we were required to discuss the science and history behind each topic then give our own opinions; all while keeping the blogs interesting to the reader. This shows my ability to write towards a targeted audience. All the topics that I picked because I wanted to learn more about them. This demonstrates my willingness to go out and learn on my own time.

So on top of the things stated above how else does these blogs show my learning in all the SLCC learning goals? By elaborating further in the topics it displays critical thought. Most importantly is these blogs is it helped me to better understand how the world works. Even though this was a simple college assignment, the knowledge that I gained from them will help me later with my future career as an astronomer.

Blog 1: Spectroscopy



What is spectroscopy
the answer to the
between

WELCOME GOALS AND OUTCOMES COURSEWORK LEARNING OUTSIDE OF THE CLASSROOM RESUME

Taken From The Grand Canyon's South Rim
Rafting The Colorado River, December 2011

Welcome to Adam "Eli" Spikell's eportfolio

This page was created as an opportunity for me to share about myself, as well as my goals for and accomplishments in higher education. This page is to be available to Salt Lake Community College professors, administrators, students, and future prospective employers. I hope that this web page serves as a solid representation of my abilities to use creativity, newly gained knowledge, and critical thinking skills to create meaningful and interesting products in a variety of medias and

Home
Courses
Network
Classroom
Sessions, Events?

Intro to Human Sexuality

In FSH 2450 we learned the importance of human sexuality and how it applies to life in all aspects. Below is a brief explanation of my final project for FSH 2450, as well as the link to the website I created for this assignment.

My final project can be accessed by clicking the button at the bottom of this page. By clicking this, you will find a website that I designed for women who want to know more about health exams. The target age group is 18 and older who can read English. I believe that choosing to create a website has many advantages over making a brochure, especially because of how popular the internet is. It's much easier to find a website than to locate where you last put that brochure you just picked up at the doctor's office. Websites are also greener, which a lot of people appreciate. Updating information is also quicker and doesn't require harming trees.

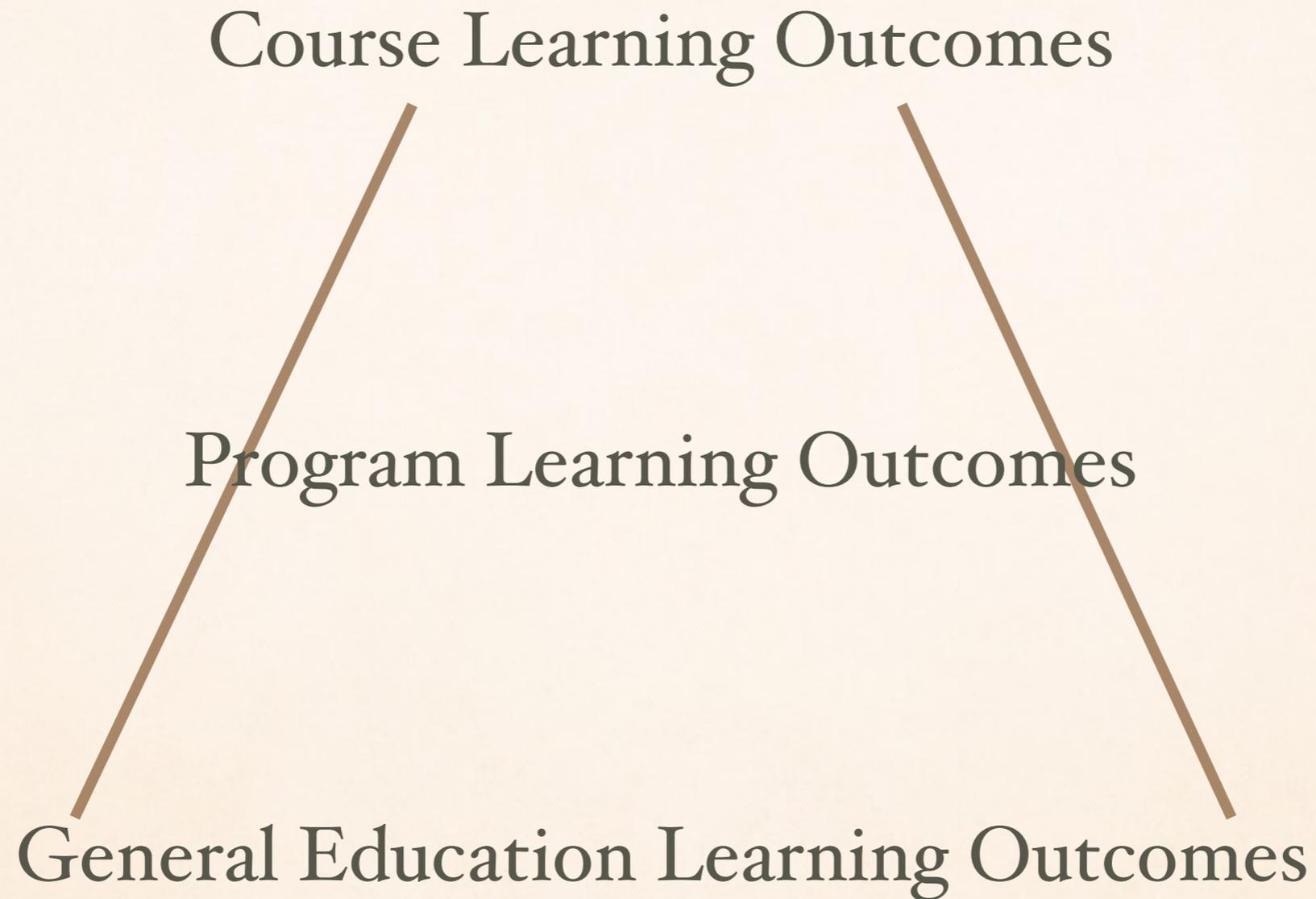
The idea for this project came from searching for the perfect topic to cover, but the topics I found seemed a little overdone. I found a website that listed a number of health problems women should be on the lookout for and thought to myself that bundling up all these exams and covering a wider range of problems would be better. Because the directions for the final project asked for a brochure, my goal was to make a brochure at first, but the suggestion of creating a website really appealed to me. Already connected to Weebly.com, I was confident that I could create a simple website that could cover the information I mentioned in my idea submission.

What I really wanted to cover most in my website were what specific exams women should have, at what age, and how often. I created the chart myself with the help of a few websites. To go along with this, I wanted to expand on why it's important to have these exams, as well as risks associated with the exams and risk factors that a woman may have that make her more vulnerable to certain health problems. I actually ended up taking out risks associated with the exams, due to its complexity. Lastly upon creating my website, I chose to go simple with bright, welcoming pictures and bold text. It should draw the viewer's attention, but not overwhelm them with too much text or pictures. I wanted to keep things very informational, yet to-the-point. The last tab in the website then lists all of my sources.

Though this website is not expected to be something popular or visited regularly, I do hope that it contains the information a legitimate website would have. I also hope that it covers enough information and benefits its visitors. I had a fun time creating this website and hope that if it is worthy enough that it gets passed on to others so that they may also know the importance of these exams and which ones to partake in.

Final Project

ALIGNING LEARNING OUTCOMES



ALIGNING LEARNING OUTCOMES

- ❖ **Course Outcome**—ANTH 1030: Students will write an analysis paper about real and potential conflicts between scientists and the various interpretations of archaeological remains and theories regarding changes in substance, economics, and reasons for the rise of civilizations.
- ❖ **Program Outcome**—Anthropology: Students will speak and write analytically and comparatively about anthropological themes, theories, methods, interpretations, arguments and ideas in a way that accords with professional standards.
- ❖ **General Education Outcome**—Students will communicate effectively.

SIGNATURE ASSIGNMENTS

A signature assignment is one that addresses two or more General Education learning outcomes, involves student performance on something other than a test or quiz, and is accompanied by student reflection.

Essays, art galleries, projects, presentations, lab reports, service-learning journals, websites, posters, creative writing, etc.

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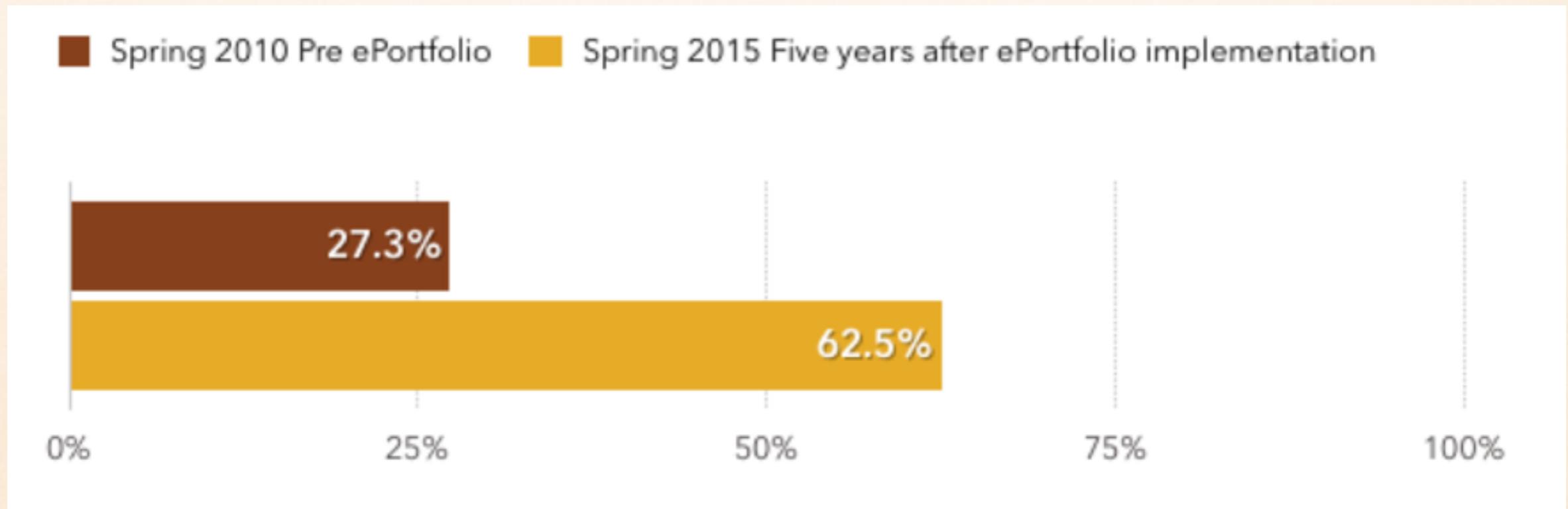


Hello, I'm
the
signature
assignment

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STUDENT INTENTIONALITY

Percentage of students surveyed in General Education courses who said they were made aware of SLCC's General Education learning outcomes in the course in which they were surveyed.



OUR ASSESSMENT PROCESS

- ❖ Institutional Research samples A.S. and A. A. graduates.
- ❖ ePortfolio Coordinator creates faculty assessment teams.
- ❖ Each team focuses on specific learning outcomes.
- ❖ Consensus rating.
- ❖ Write report and distribute to campus.

SLCC PROCESS

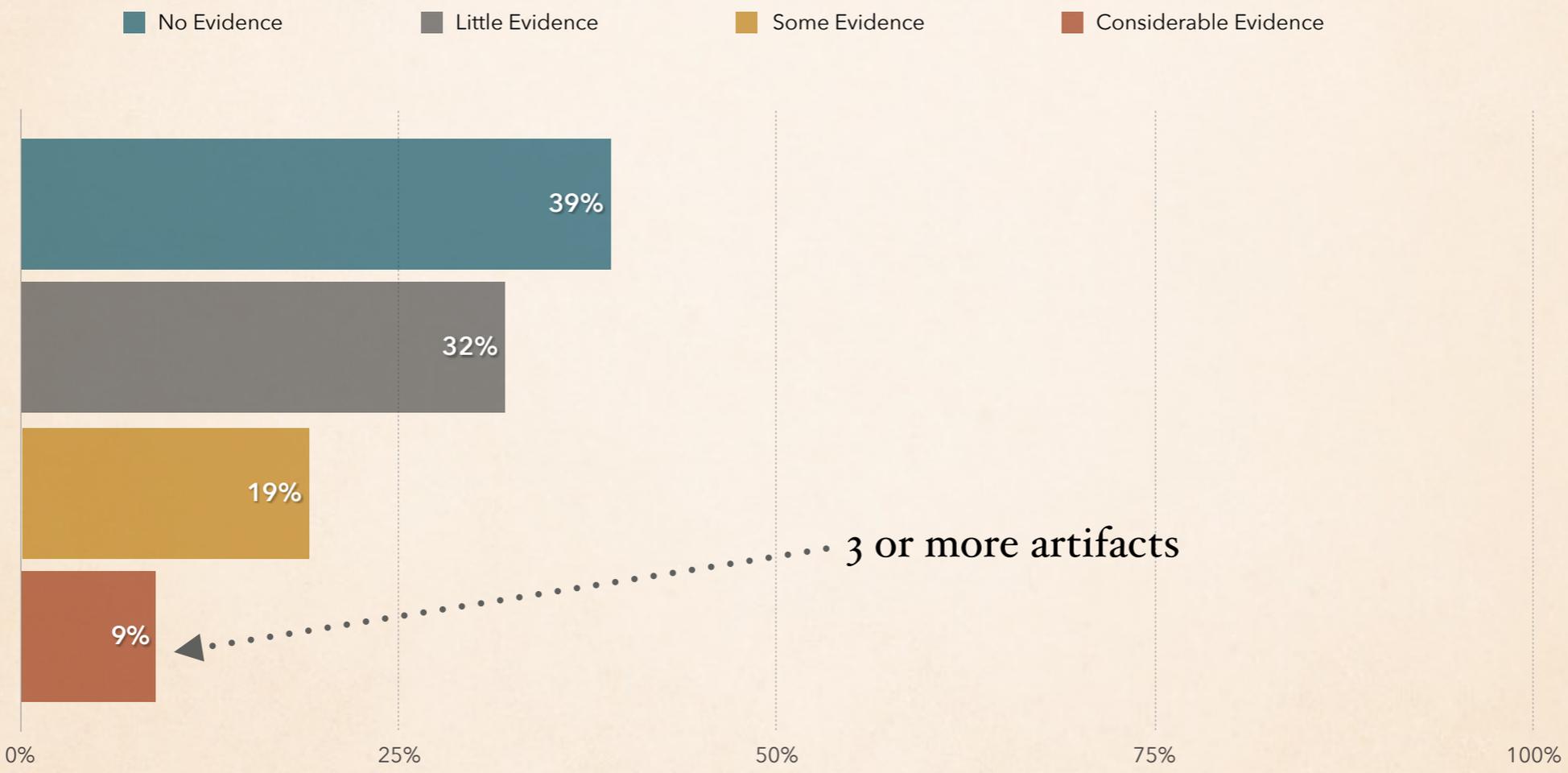


RUBRICS!

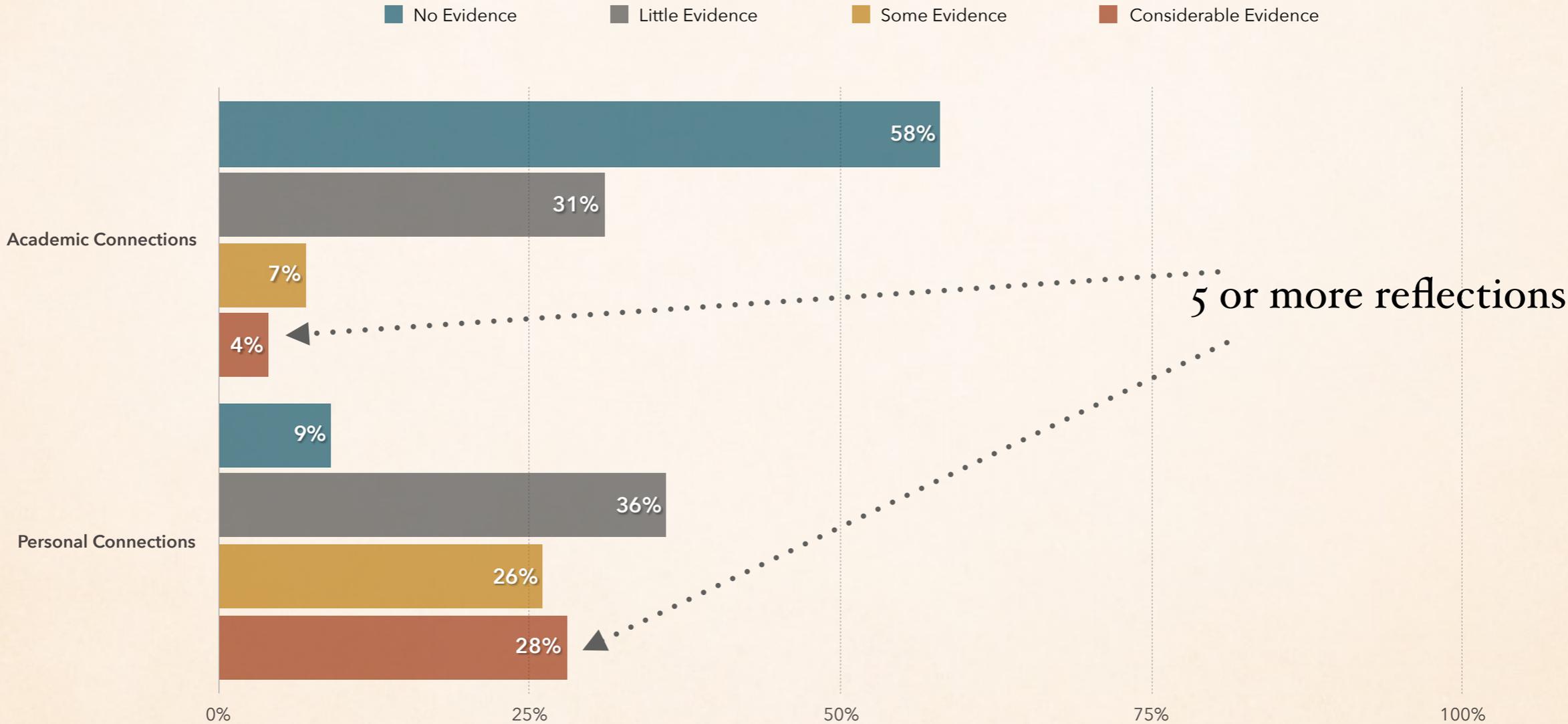
ASSESSMENT FINDINGS

1. What does the data tell us about our General Education program?
2. Do our graduates get enough experience in doing the kinds of assignments and reflection that would give them a reasonable chance of attaining general education learning outcomes?
3. What is the quality of our graduates' work with respect to our learning outcomes?

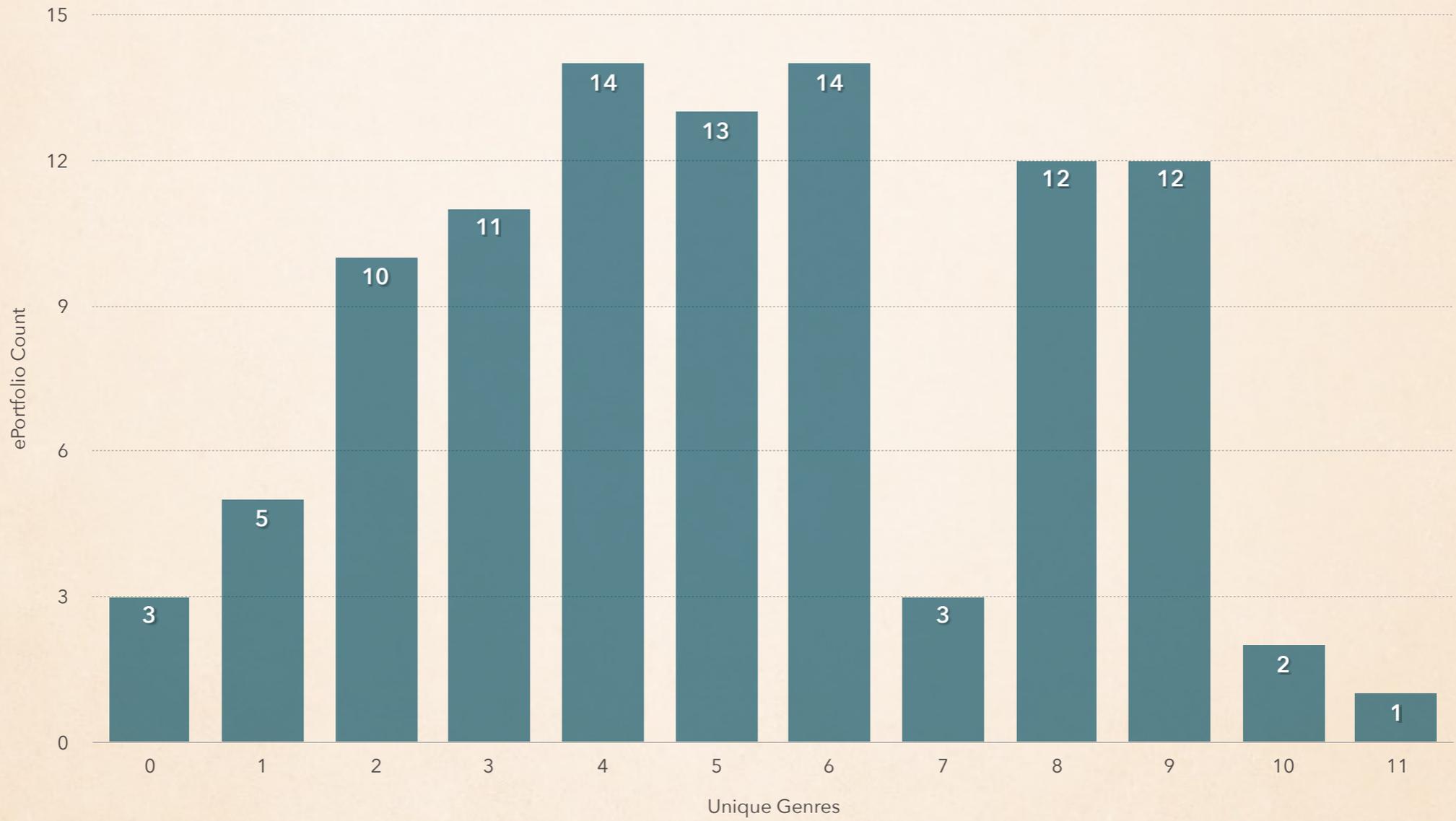
PERCENTAGE OF EPORTFOLIOS WITH VARIOUS LEVELS OF EVIDENCE THAT STUDENTS DEMONSTRATE KNOWLEDGE OF GLOBAL POLITICS, ECONOMICS, HISTORICAL DEVELOPMENT, AND/OR GEOGRAPHY.
(N=100)



PERCENTAGE OF EPORTFOLIOS WITH EVIDENCE THAT STUDENTS MAKE ACADEMIC AND PERSONAL CONNECTIONS. (N=100)



COUNT OF EPORTFOLIOS WITH VARIOUS NUMBERS OF UNIQUE WRITING GENRES. (N=100)



Performance Levels

	1	2	3	4
	Confusingly or inadequately presents references to talking points and/or extended text. Organization is confusing on both the macro and micro-levels (e.g., entire PowerPoint/single slide).	Inconsistently presents references to talking points and extended text. Organization is inconsistent on both the macro and micro-levels (e.g., entire PowerPoint/single slide).	Consists of talking points that serve as references to presentation to an audience, yet may occasionally include too much extended text. Organization of presentation points is logical on the macro-level but may be inconsistent on the micro-level (e.g., entire PowerPoint/single slide).	Consists of talking points that clearly serve as references to presentation to an audience, rather than items to be read. Organization of presentation points is logical and engaging on the both the macro and micro-levels (e.g., entire PowerPoint/single slide).
Presentation (n=22, mean=2.73)	0%	36%	55%	9%
	Presents an inadequate account of the subject. Does not connect the subject to a larger context or purpose. Confused use of observation, research, quotation, and summary strategies. Organization	Presents an account that does not connect the subject to a larger context or purpose. Inconsistently uses observation, research, quotation, and summary strategies to maintain interest.	Presents an engaging account that includes minimal connection between the subject and a larger context or purpose. Uses observation, research, quotation, and summary	Presents a compelling and engaging account that includes meaningful connection between the subject and a larger context or purpose. Uses observation, research, quotation, and summary
Profile (n=19, mean=2.74)	0%	37%	53%	10%

ASSESSMENT AS PROFESSIONAL DEVELOPMENT

- ❖ **Classroom:** Help faculty see what it means to develop a culture of learning and how to integrate ePortfolio practices better in their own classes.
- ❖ **Department:** Use assessment skills and knowledge to assess program learning outcomes and take those discussions to their departments.
- ❖ **Institution:** Shape discussions about overall improvement (in Gen Ed meetings, Faculty Senate, etc.)

RECOMMENDATIONS: WHAT WE'VE DONE WELL

- ❖ Develop an ePortfolio culture—evidence-based showcasing of signature assignments; reflection; faculty rank/tenure; assessment—by emphasizing pedagogy over technology.
- ❖ Make General Education public. Faculty sharing and learning from each other.
- ❖ Move to commercial platform helps faculty and assessors navigate ePortfolios, facilitates student ePortfolio creation with templates, allows for faculty rank/tenure portfolios.
- ❖ Use interdisciplinary assessment teams gain a more holistic view.
- ❖ Don't let the perfect be the enemy of the good. Example: getting better at assessing Written Comm, and now working on Information Literacy.
- ❖ Develop a super ePortfolio support system.

AREAS FOR IMPROVEMENT

- ❖ More work with faculty on creative/contextualized signature assignments better suited to ePortfolios and to their disciplines.
- ❖ More work with faculty on developing and improving reflection prompts as well as embedding reflection in Gen Ed courses.
- ❖ Improve rubrics and assessment processes.
- ❖ Close the loop with ePortfolio training for full-time and adjunct faculty.
- ❖ Help some faculty see that ePortfolio is not something you simply “tack on” to an otherwise unmodified course.

THANK YOU

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