

## Plan Before You LEAP

*Linking Strategic Planning, Curricular Innovation  
& ePortfolio Assessment Through the LEAP Vision*

**Maggie Beers, Ph.D.**  
Director, Academic Technology

**Linda Buckley, Ph.D.**  
Associate Vice President, Assessment & Planning

**Gail G. Evans, Ph.D.**  
Dean, Undergraduate Studies



Annual Meeting  
Seattle, Washington  
January 24, 2009



SF STATE

## Presentation Overview



• What are LEAP's Essential Learning Outcomes?



• How do SF State's strategic goals map to LEAP outcomes?



• How do CSU & SF State baccalaureate goals map to LEAP outcomes?



• How can ePortfolios help demonstrate student achievement of LEAP, institutional, undergraduate, and course outcomes?



SF STATE

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## LEAP Essential Learning Outcomes



• Knowledge of Human Cultures & the Physical World



• Intellectual & Practical Skills



• Personal & Social Responsibility




• Integrative Learning



SF STATE

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- LEAP • What are LEAP's Essential Learning Outcomes?
- CUSP II • How do SF State's strategic goals map to LEAP outcomes?
- BAC • How do CSU & SF State baccalaureate goals map to LEAP outcomes?
- ePortfolios • How can ePortfolios help demonstrate student achievement of LEAP, institutional, undergraduate, and course outcomes?



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## SF State CUSP II Strategic Plan


- Goal 1 • Social Justice & Equity
- Goal 2 • Writing Proficiency
- Goal 3 • High-quality Post-baccalaureate Education
- Goal 4 • Internationalization
- Goal 5 • Participation in University Life
- Goal 6 • A Resource to the Community



SF STATE

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## Executive Order for General Education

**CSU** The California State University  
WORKING FOR CALIFORNIA


TO: California State University  
FROM: CSU Chancellor Reed  
Re: General Education & LEAP  
Date: June, 2008

*“Each CSU campus shall define its GE student learning outcomes to fit within the framework of the four ‘Essential Learning Outcomes’ drawn for the LEAP campaign, an initiative of the Association of American Colleges and Universities.”*




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## San Francisco State's Baccalaureate Goals




SF State undergraduates will emerge from their studies with a breadth and depth of knowledge and understanding developed from integrating their course work and academic experiences in both general education and in the major...

We expect the following interconnected educational outcomes from a baccalaureate of SF State:



## San Francisco State's Baccalaureate Goals

- Goal 1 • Competencies for Lifelong Intellectual Endeavors
- Goal 2 • Intellectual Attainments
- Goal 3 • Appreciation for Diversity
- Goal 4 • Ethical Engagement
- Goal 5 • Integration & Application of Knowledge
- Goal 6 • Qualities of Mind and Spirit



## San Francisco State's Baccalaureate Goals

Goal 1 • Competencies for Lifelong Intellectual Endeavors




**=LEAP #2**




## San Francisco State's Baccalaureate Goals

Goal 2 • Intellectual Attainments



**=LEAP #1**



San Francisco State's Baccalaureate Goals



- Appreciation for Diversity



=LEAP #3



San Francisco State's Baccalaureate Goals



- Ethical Engagement



=LEAP #3



San Francisco State's Baccalaureate Goals



- Integration & Application of Knowledge



=LEAP #4



San Francisco State's Baccalaureate Goals



- Qualities of Mind & Spirit



=LEAP #1,2,3,4



## Physical Science Learning Outcomes

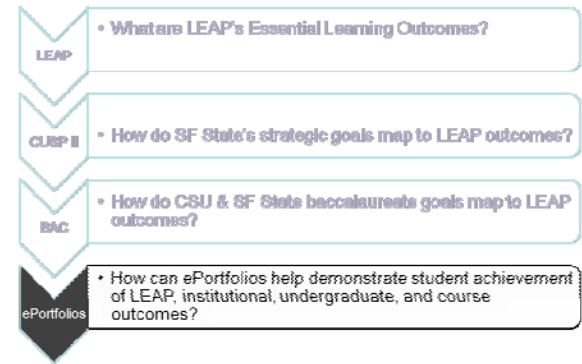


After completion of a lower division course in physical science, students will be able to:

- |  |  |
|--|--|
| describe methods of inquiry and analysis characteristic of the physical sciences;  | • Lifelong Intellectual Endeavor         |
| evaluate scientific information from a variety of sources and use that information to articulate well reasoned responses to scientific concerns; | • Intellectual Attainment                |
| identify alternative points of view regarding major scientific theories, research, and applications;   | • Appreciation for Diversity             |
| describe ethical dilemmas arising out of contemporary scientific research and applications   | • Ethical Engagement                     |
| use scientific theories to explain phenomena observed in laboratory or field settings; and   | • Integration & Application of Knowledge |
| discuss the relevance of major scientific theories and research to their lives.  | • Qualities of Mind & Spirit             |



## Presentation Overview



## What is an ePortfolio?



Paper-based Portfolios



Electronic Portfolios



## ePortfolio.sfsu.edu

Dr. Ruth Cox  
SF State ePortfolio Lead  
& Kevin Kelly  
Online Teaching & Learning

GALLERY of Examples



## Why ePortfolios at SF State?

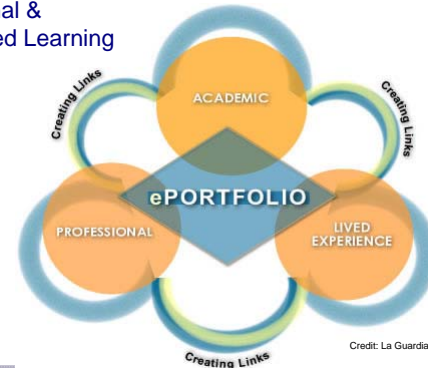


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## What is an ePortfolio?

Intentional & Integrated Learning



Credit: La Guardia C. College

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## Mapping Artifacts to Institutional Goals



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## SF State Course

**Instructor:**

Rachel Poulain

**Students:**

- Cinema
- Health Education
- Sociology
- Urban, Ethnic, and Women's Studies

**Course Learning Outcome:**

Students will be able to shoot and produce a documentary on a Health & Social Justice Issue

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<http://documentaryforhealth.sfsu.efolioworld.com/index.asp?Type=&SEC=>

## Health and Social Justice Documentary Films

*Exploring the Impact of HIV on Women*

**HOME**

**BE NICE TO SEX WORKERS**

**EMPOWERING THE YARD**

**LIVING POSITIVE**

**PASA LA VOZ**

**THE TALK**

**Calendar of Events**

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**EMPOWERING THE YARD**

Background  
Community Partners  
Meet the Filmmakers

The HIV Peer Education Program provides an opportunity for incarcerated women to teach each other about the issues they face including safe sex, sexually transmitted infections, drugs, and violence. This 15-minute film follows five HIV Peer Educators who explain why incarceration rates for women are so high and speak to the self-esteem and empowerment they have gained through the HIV Peer Education Program.

Use the accompanying Discussion Guide below to help viewers think critically about why so many women are incarcerated, how social conditions affect HIV transition, and foster dialog about what can be done.

[Discussion Guide & Resources \(PDF\)](#)

**The HIV Peer-Educator Program**



**"If you put a man and a woman side by side and they're convicted of the same crime, 9 out of 10, the woman's gonna get stiffer, harder time." —Film Participant**

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## Mapping Institutional Goals to Artifacts

LEARN

DISCOVER

REFLECT

PROCESSE

CREATE

SHARE

- Personal & Social Responsibility
- Social Equity & Justice
- Appreciation for Diversity
- Ethical Engagement
- Identify the connection between social justice, health equity, and personal & community health
- Shoot & produce a documentary on a health & social justice issue






Video      Reflection      Texts & Resources

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## Testimonials to Student Learning



**Emily Kirsch**

**"Co-creating "Empowering the Yard" has made a lasting impact in my life.** With 1 in 100 Americans incarcerated and the growing rate of HIV/AIDS among young women, it is imperative that we listen and learn from one another...

Since the film's initial screening at SFSU in May 2008, Empowering the Yard has been entered and accepted to film festivals across the country and is going global."

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## Social Justice Documentaries

**Empowering the Yard**



Video available at:  
<http://www.aidsfund.org/naf/video/play.cfm?video=Empowering.tlv>

Presented by the San Francisco State University Health Equity Initiative and the National AIDS Fund in partnership with the SF State Health Education and Cinema Departments.

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## Testimonials to Student Learning

### Behind the Scenes



Video available at:  
<http://www.aidsfund.org/naf/video/play.cfm?video=Behindthescenes.flv>

Presented by the San Francisco State University Health Equity Initiative and the National AIDS Fund in partnership with the SF State Health Education and Cinema Departments.



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## Mapping Artifacts to Institutional Goals



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Thank You.

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