EPORTFOLIO ASSESSMENT OF GENERAL EDUCATION

DAVID HUBERT, ASSOCIATE PROVOST FOR LEARNING ADVANCEMENT
SALT LAKE COMMUNITY COLLEGE
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

Please do not let this reason drive your thinking, even though it’s a reality:

- Assessment of learning for accountability
ASSESSING GENERAL EDUCATION

Possibilities

- Surveys
- Simplistic Tests
- More Realistic Problem-Based Instruments (e.g., CLA+)
- Authentic Assessment
ASSESSING GENERAL EDUCATION

Possibilities

❖ Surveys
❖ Simplistic Tests
❖ More Realistic Problem-Based Instruments (e.g., CLA)
❖ Authentic Assessment
OVERVIEW OF SESSION

- ePortfolio in SLCC’s General Education Program
- Aligning Learning Outcomes: From the Institutional Level to the Classroom.
- Signature Assignments
- Assessing Signature Assignments
- Closing the Loop
EPORTFOLIOS AT SLCC

Pilot 2005-2009/Implementation 2010-2018
ALIGNING LEARNING OUTCOMES

Course Learning Outcomes

Program Learning Outcomes

General Education 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 the transition from nomadic, substance behaviors to 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.
WHAT ARE PROS AND CONS OF ALIGNING LEARNING OUTCOMES THIS WAY?

• Brainstorm at your table.
• Share out with the room.
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.
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.
SIGNATURE ASSIGNMENTS

- **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 the transition from nomadic, substance behaviors to 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

✧ **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 the transition from nomadic, substance behaviors to 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

❖ Tied to the learning outcomes

❖ Graded in ways that accord with the assessment rubrics that might be applied to them later—and students should know ahead of time how assignments will be graded/assessed.

❖ Well-designed, with detailed supporting information and directions.

❖ Cool—meaning designed to appeal to students’ sense of curiosity, to be relevant to students’ lives, to result in a product that they would want to showcase, and be enjoyable.
ASSESSMENT: WHAT DO YOU WANT TO KNOW?

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 general education 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)
COUNT OF EPORTFOLIOS WITH VARIOUS NUMBERS OF UNIQUE WRITING GENRES. (N=100)
## Performance Levels

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>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).</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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).</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presentation</strong>&lt;br&gt;(n=22, mean=2.73)</td>
<td>0%</td>
<td>36%</td>
<td>55%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Presents an inadequate account of the subject.</strong>&lt;br&gt;Does not connect the subject to a larger context or purpose. Confused use of observation, research, quotation, and summary strategies. Organization</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Presents an engaging account that includes minimal connection between the subject and a larger context or purpose. Uses observation, research, quotation, and summary strategies to</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>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</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Profile</strong>&lt;br&gt;(n=19, mean=2.74)</td>
<td>0%</td>
<td>37%</td>
<td>53%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>0%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>36%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>55%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>9%</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HANDS ON: ASSESSING A STUDENT WRITING ARTIFACT
CLOSING THE ASSESSMENT LOOP

❖ Assessment for Learning: How are we going to use assessment data to improve teaching and learning?

❖ Conversation at your table then report out.

❖ Considerations:

❖ Who Analyzes and Presents the Data?

❖ How is the Data Presented to the College Community?

❖ Who (Exactly) Receives the Data?

❖ Who is Responsible for Responding to the Data?
SLCC PROCESS

Institutional Research: Sample of Graduates

- Improved Teaching & Learning
- Gen Ed Committee & Faculty Dev Office
- Academic Departments

ePortfolio Office and AD for Gen Ed: Assess ePortfolios

ePortfolio Office and AD for Gen Ed: Write Report
THANK YOU

David Hubert: david.hubert@slcc.edu