



Portfolios: Pitfalls and Possibilities

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By

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Approaches to General Education

- **Core curriculum**
- **Distribution**
- **Abilities/Principles**

Alverno College

8 Abilities

- Communication
- Analysis
- Problem Solving
- Valuing in Decision-Making
- Interacting
- Global Perspectives
- Effective Citizenship
- Aesthetic Responsiveness

West Virginia University

Liberal Studies Program Student Learning Outcomes

- Reason clearly
- Communicate effectively
- Identify and resolve ethical issues
- Contribute to community
- Interact with people different from themselves
- Use quantitative and scientific knowledge and technology accurately

Content X Process Matrix

Liberal Learning Curriculum

	<u>Cultural Legacies</u> <i>(Eng, Hist, Geog, Art, Music, Spch)</i>	<u>Language & Culture</u> <i>(For Lang, Geog, Art, Music, Lit)</i>	<u>Math Concepts</u> <i>(Math, Comp Science)</i>	<u>Scientific Method</u> <i>(Biol, Chem, Physics, Ecology)</i>
<i>Reading</i>	X	X	X	X
<i>Writing</i>	X	X	X	X
<i>Speaking</i>	X	X	X	X
<i>Math</i>			X	
<i>Critical Thinking</i>	X	X	X	X
<i>Computer Literacy</i>	X	X	X	X
<i>Information Literacy</i>	X		X	
<i>Global Awareness</i>	X	X		X
<i>Leadership</i>				

PRINCIPLES OF UNDERGRADUATE LEARNING (PULs)

- 1. Core communication and quantitative skills***
- 2. Critical thinking***
- 3. Integration and application of knowledge***
- 4. Intellectual depth, breadth, and adaptiveness***
- 5. Understanding society and culture***
- 6. Values and ethics***

Approved by IUPUI Faculty Council
May 1998



Direct Measures of Learning

Assignments, exams, projects, papers

Indirect Measures

Questionnaires, inventories, interviews

- Did the course cover these objectives?
- How much did your knowledge increase?
- Did the teaching method(s) help you learn?
- Did the assignments help you learn?

Select or Design Assessment Methods

1. Match with goals
2. Use multiple methods
3. Combine direct and indirect measures
4. Combine qualitative and quantitative measures
5. Consider pre - post design to assess gains
6. Use built-in points of contact with students

Collegiate Learning Assessment

1. Performance task

- **read background**
- **review documents**
- **answer questions**

2. Analytic writing task

- **write an argument**
- **evaluate reasoning in an argument**

Collegiate Learning Assessment

Correlation with entering ACT/SAT score:

.90

Commission on the Future of Higher Education

Answer at the back of the book:

“Let’s use CLA to test college students”

ePort at IUPUI

Our approach to assessing
general education and
undergraduate learning

Current definition of ePort

- A collection of purposefully organized artifacts that support retrospective and prospective reflection and which document, augment, and assess student learning over time.

Why ePort?

- Capture student intellectual growth throughout the undergraduate experience
- Demonstrate improvement and achievement in student learning
- Provide credentials for employment or graduate school
- Provide documentation for program and campus assessment

Student Electronic Portfolio

- Students take responsibility for demonstrating core skills
- Unique individual skills and achievements can be emphasized
- Multi-media opportunities extend possibilities
- Metacognitive thinking is enhanced through reflection on contents

- Sharon J. Hamilton
IUPUI

What is ePort?

- ePort is a tool for students to collect, organize, and reflect on their work.
- ePort is built into our course management environment for ease of access and resource building.
- The primary goal of ePort is to document and enhance student learning at IUPUI.

ePort Goals

- Promote clearer understanding among faculty and students of how the curriculum supports increasing mastery of the PULs.
- Contribute to assessment of student learning of the PULs at multiple levels of aggregation.
- Support student engagement with the PULs over their entire undergraduate experience.

Goals and Challenges

- Demonstrate improvement in learning (in relation to the PULs)
- Demonstrate achievement in learning (in relation to the PULs and major or profession)
- Keep it time effective for faculty
- Keep it easy to manage for students

[Workspace](#)
[CIG](#)
[Presentation](#)
[PUL Student Dashboard](#)
[PUL Reviewer Dashboard](#)
[FX Req.](#)

PUL Learning Matrix

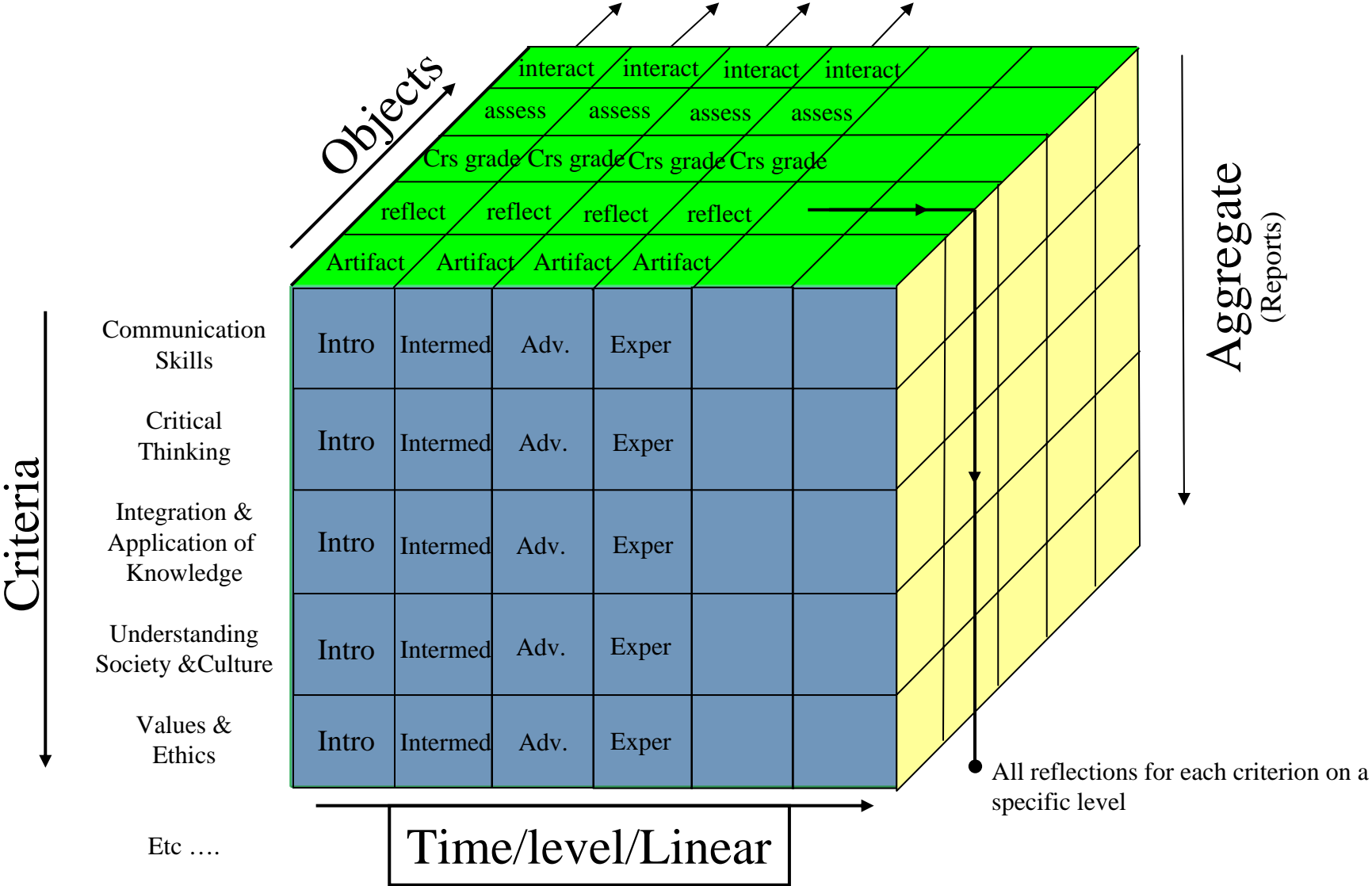


PULS	Introductory	Intermediate	Advanced	Experiential
Core Skills: Written Communication				
Core Skills: Comprehend, Interpret, and Analyze Text	intro video.mp4			
Core Skills: Oral Communication				
Core Skills: Analytical Reasoning				
Core Skills: Information and Technological Literacy				
Critical Thinking				
Intellectual Depth, Breadth, and Adaptiveness				
Integration and Application of Knowledge				
Understanding Society and Culture				
Values and Ethics				

Reflection in ePort

- Our definition: Reflecting involves connecting evidence of learning to expectations for learning to discover and describe intellectual change.
- Elements of reflection:
 - **Evidence**
 - **Connections**
 - **Intellectual growth**

Multi-dimensional Assessment Model



Introductory Competence

- *What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 26 credit hours;*
- *Determined at the campus level and delineated by multi-disciplinary, multi-level teams.*
- *Faculty grade to determine degree or gradation of competence*
- *Technology infrastructure to enable campus-level information-gathering or overall assessment of introductory competence.*

Intermediate Competence

- *What all undergraduate students at IUPUI should know and be able to do in relation to the PULs within the first 56 credit hours;*
- *Determined at the campus level and delineated by multi-disciplinary, multi-level teams.*
- *Faculty grade to determine degree or gradation of competence*
- *Technology infrastructure to enable campus-level information-gathering or overall assessment of intermediate competence.*

Advanced Competence

- *What all baccalaureate students at IUPUI should know and be able to do in relation to PULs in their major or profession or academic program.*
- *Determined at the school, department, or program level*
- *Faculty grade will indicate level of achievement*
- *Technology infrastructure will enable campus-wide information collection and assessment*

Exemplary Achievement

- *Student learning achievement that goes above and/or beyond the levels of competence*
- *Academic: Honors; national exams or awards*
- *Certifications*
- *Practica, clinical work, service learning, volunteerism, community work*
- *Student governance; student athletics; co-curricular activities*

Assessment of Competence

- *All student evidence of competence will already have been graded by the instructor.*
- *In some cases, faculty may use tracking and rubrics or videotape to present evaluation*
- *Students will write reflective analyses of their learning achievements*
- *Assessment at the campus level will be supported by technology infrastructure*

Implementation

(student perspective)

- **Students write a preliminary view of the PULs during their learning community experience.**
- **Students demonstrate introductory competence in PULs within their first 26 hours if possible.**
- **Students demonstrate intermediate competence in PULs within their first 56 hours if possible.**
- **Students demonstrate advanced competence in all PULs before graduation.**
- **Students write a reflective overview of PULs during their capstone experience**

Implementation: Faculty Perspective

- *Need to define expectations for introductory and intermediate competence at the campus level*
- *Need to determine which courses and which assignments within those courses effectively demonstrate introductory and intermediate competence*

Implementation: Faculty Perspective

- *Need to define advanced competence at department level*
- *Need to determine which courses and assignments effectively demonstrate advanced competence*
- *Need to provide opportunity during learning community for first view and opportunity during capstone for overview of learning in the PULs*

Evaluating the Reflections

O = Outstanding

A = Acceptable

N = Needs improvement

Reflection in Year 1

- 1. What careers do you have in mind?**
- 2. What skills and abilities will you need to improve to reach your career goals?**
- 3. Which PULs seem most important to improve?**

Reflection After 56 Hours

- 1. Assess your progress toward your goals (stated in Year 1). What has improved or not improved?**
- 2. What must you do now to achieve your goals?**