DRAFT FOR DISCUSSION
General Education Assessment
Plan & Portfolios
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General Education Assessment Plan

• Using General Education Guiding Principles as a framework for obtaining data from multiple sources in order to document the learning outcomes of UC Merced students
GENERAL EDUCATION ASSESSMENT COMPONENTS

PORTFOLIO

QUALITY ASSURANCE PROCESSES

PROGRAM REVIEW

UNDERGRADUATE DEGREE PROGRAM REVIEW

SELF-STUDIES (T&L CENTER)

CONTINUOUS EVALUATION OF GENERAL EDUCATION ASSESSMENT PLAN

DATA FROM STUDENT SERVICES

PERFORMANCE INDICATORS

BASELINE DATA: NSSE & UCUES

INPUT FROM QUALITY ASSURANCE PROCESSES

GRADUATE SURVEYS

ALUMNI SURVEYS

EMPLOYER SURVEYS

PERFORMANCE INDICATORS

INPUTS & OUTPUTS

INPUTS & OUTPUTS
Thinking Ahead: Educational Effectiveness Report

• Comprehensive Report Model
  – Background description and analyses of how we approach educational effectiveness through our own intentional system of quality assurance and improvement
  – Deep engagement & analysis
  – Supporting evidence
  – Integrative chapter
Portfolios

• Purpose
• Implementation Issues
• Institutional Examples
  – University of Washington
  – Portland State University
  – Indiana University-PUI
• Portfolios at UC Merced: Starting with Core 1 and Core 100
• Conclusion
Purpose

• Document learning outcomes
• Encourage self-directed learning
• Career
• Planning/Gap Analysis
• Personal Reflection
• Broaden the scope of learning
Implementation Issues

• Structure
• Assessment
• Hardware/Software (servers, web space, system req, plug-ins, file formats, etc)
• Support (training, administration, maintenance)
• Security (data access, integrity, privacy)
• Intellectual Property (verification, ownership, transfer, inclusion)
• Adoption
Institutional Examples
Freshman Seminar Portfolio
University of Washington

• Prompt students to think about their past, present and future in a reflective and constructive manner
• Reflection Statements (most influential high school experience, influential experiences at college thus far, identification of skills learned in first quarter courses)
• Artifacts
• Freshman Seminar Outings-Intellectual, Arts, Personal
• Look back and forward statement (identifying goals, future plans etc)
Portland State University

• Reflective essay and supporting documents related to each of the University’s general education goals: communication, critical thinking, appreciation of diversity of human experience, etc

• Students create portfolios during year-long Freshman Inquiry Course

• Portfolios are assessed using rubrics
Indiana University-PUI

- Students upload documents into three levels for each gen. ed. principle—Introductory, Intermediate, Advanced which is defined by number of credit hours
- Students then write a reflective essay about documents that were uploaded
- Faculty then “grade” the portfolio based on a 1-2-3 scale (Exceeded, met, or did not meet expectations)
Portfolios at UC Merced: Core 1 and Core 100
Framework & Structure

• Use guiding principles as the anchor for student portfolios
• Implement portfolios in Core 1 & Core 100 as a means to seed the concept of portfolios across the institution
Assessment

• Student Reflection
• Rubrics-Faculty & Peer Evaluation
• Expectation/Perception Surveys
• Core 1 v. Core 100 Evaluation
• Other?