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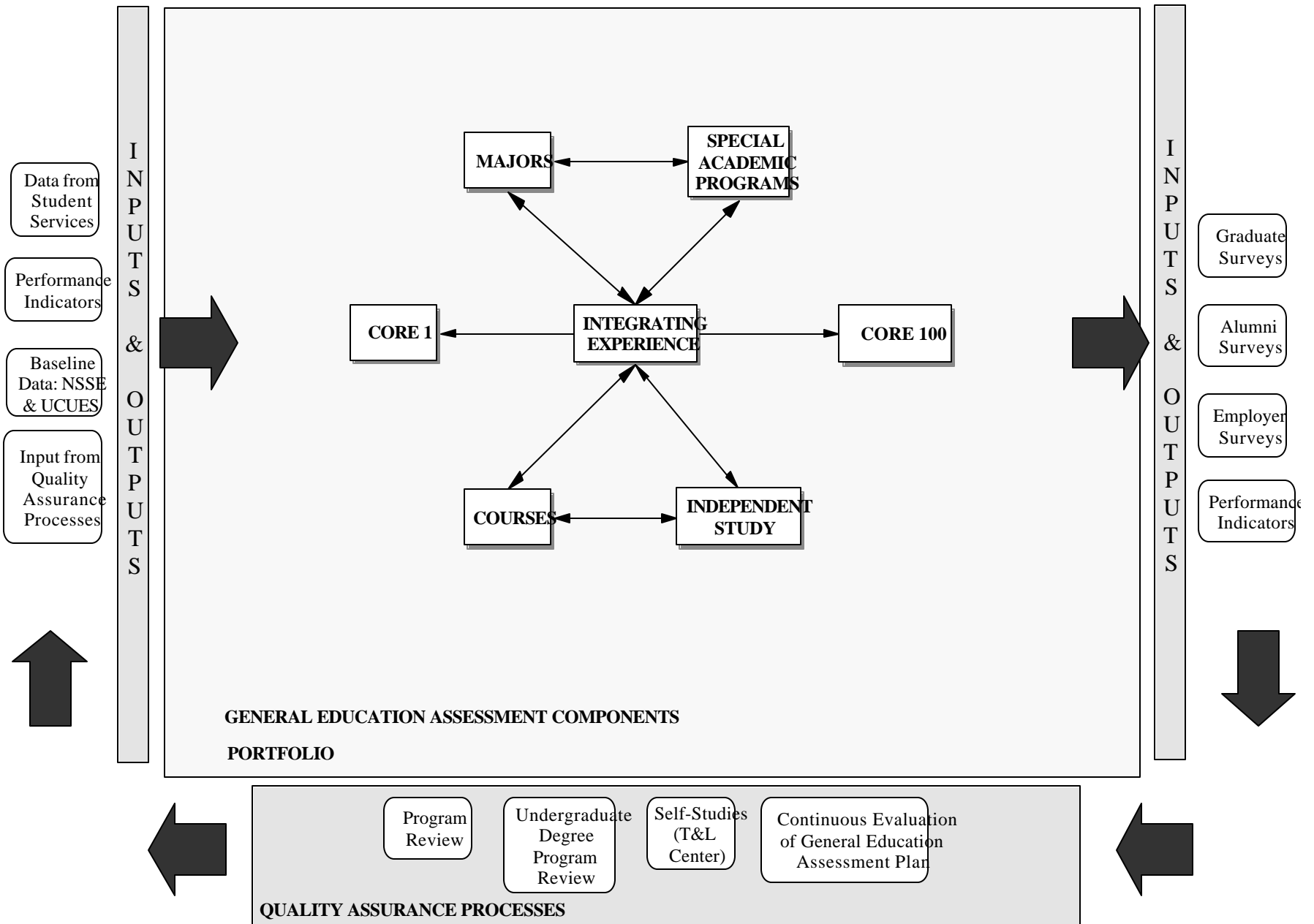## General Education Assessment Plan & Portfolios

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March 6, 2006

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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

**I N P U T S & O U T P U T S**

Data from Student Services

Performance Indicators

Baseline Data: NSSE & UCUES

Input from Quality Assurance Processes

**I N P U T S & O U T P U T S**

Graduate Surveys

Alumni Surveys

Employer Surveys

Performance Indicators

**MAJORS** ⟷ **SPECIAL ACADEMIC PROGRAMS**

**CORE 1** ⟷ **INTEGRATING EXPERIENCE** ⟷ **CORE 100**

**COURSES** ⟷ **INDEPENDENT STUDY**

**GENERAL EDUCATION ASSESSMENT COMPONENTS**

**PORTFOLIO**

Program Review

Undergraduate Degree Program Review

Self-Studies (T&L Center)

Continuous Evaluation of General Education Assessment Plan

**QUALITY ASSURANCE PROCESSES**

3

# 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?