

Placing Student Work at the Center of Learning

Symposium on Learning Outcomes Assessment: A Practical Guide
Toronto, Canada
April 12 – 13, 2012

Terrel L Rhodes
Association of American Colleges and Universities



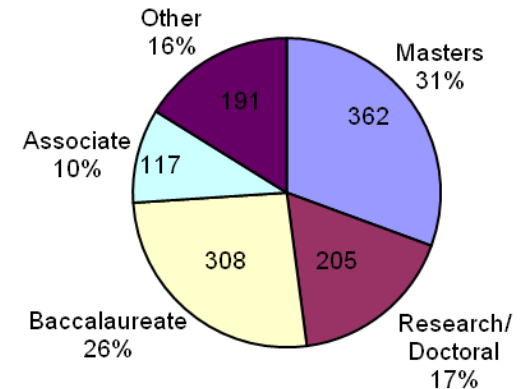
*Association
of American
Colleges and
Universities*

What is AAC&U?

Founded in 1915, AAC&U is dedicated to making the aims of liberal learning a vigorous and constant influence on institutional planning and educational practice in college. It is a meeting ground for all sectors of higher education and brings together faculty, academic and student affairs leaders and presidents across sectors, divisions, and disciplines to explore the aims of education, the future of the academy, and strategies for institutional change and higher student achievement.

AAC&U Membership Chart: 2005 Carnegie Type

1,183 Members



* Other consists of AGN, ART, BUS, ENG, HTL, INTL, MED, OTH, REL, SYS, TCH, TRB and Affiliate Organizations

Survey Results Are Consistent

Everyone – business, policy makers, faculty, students - wants better learning AND better information, compelling evidence on what students know and are able to do... whether for personal development, program assessment, accreditation or hiring a new employee.



*Association
of American
Colleges and
Universities*

VALUE Rubrics & Assessment

The VALUE Initiative was begun in 2007 after the Spelling Commission Report was released.

The purpose of VALUE was to create an *authentic* alternative assessment methodology to standardized testing – rubrics and e-portfolios.

VALUE was funded by FIPSE and State Farm.



Association
of American
Colleges and
Universities

Major VALUE Project Activities

- National advisory board [12 members]
- Rubric collection and creation of 15 metarubrics by teams [over 100 individual faculty and others]
- Piloting and refining metarubrics through three cycles of leadership campus use (using e-portfolios of student work [over 100 campuses, including 12 leadership campuses])
- Final reliability and ease-of-use check with national panel of 40 academics, employers, teachers, community members



*Association
of American
Colleges and
Universities*

Outcomes for the development of metarubrics:

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Quantitative literacy
- Information literacy
- Reading
- Teamwork
- Problem solving
- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Integrative learning

Commonalities among rubrics

Motivated by:

Need for among-campus communication

Mobile students, transfer

Belief that, in spite of uniqueness, core outcomes are shared

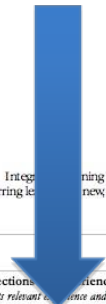


*Association
of American
Colleges and
Universities*

VALUE Rubrics & Assessment

Rubrics Basics

Criteria



INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to Experience <i>Connects relevant life and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.



Association of American Colleges and Universities

VALUE Rubrics & Assessment

Rubrics Basics

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valuel@aaau.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.



Levels



Association
of American
Colleges and
Universities

VALUE Rubrics & Assessment

Rubrics Basics

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valuel@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form.
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.



Levels



Association
of American
Colleges and
Universities

VALUE Rubrics & Assessment

Rubrics Basics

INTEGRATIVE LEARNING VALUE RUBRIC

for more information, please contact valu@aacu.org



Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to Experience <i>Connects relevant experience and academic knowledge</i>	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline <i>Sees (makes) connections across disciplines, perspectives</i>	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i>	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (i.e. to produce
Reflection and Self-Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)</i>	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Performance Descriptors



Association of American Colleges and Universities

Validity and Usability

- Over 3000 distinct institutions have downloaded one or more of the VALUE rubrics for use since fall 2010
- Over 11,000 distinct individuals have downloaded one or more of the VALUE rubrics for use
- Major consortia are using VALUE rubrics for cross institutional collaboration –
 - Connect2Learning – LaGuardia College/AAEEBL (FIPSE) – 23 campuses;
 - Integrative Portfolio Process – Michigan (FIPSE) – 6 campuses;
 - RAILS – Syracuse (Institute for Museum and Library Studies ACRL) – 10 campuses;
 - South Metro Consortium (Chicago) – 12 public/private and 2 and 4 year campuses - writing



*Association
of American
Colleges and
Universities*

Reliability Study

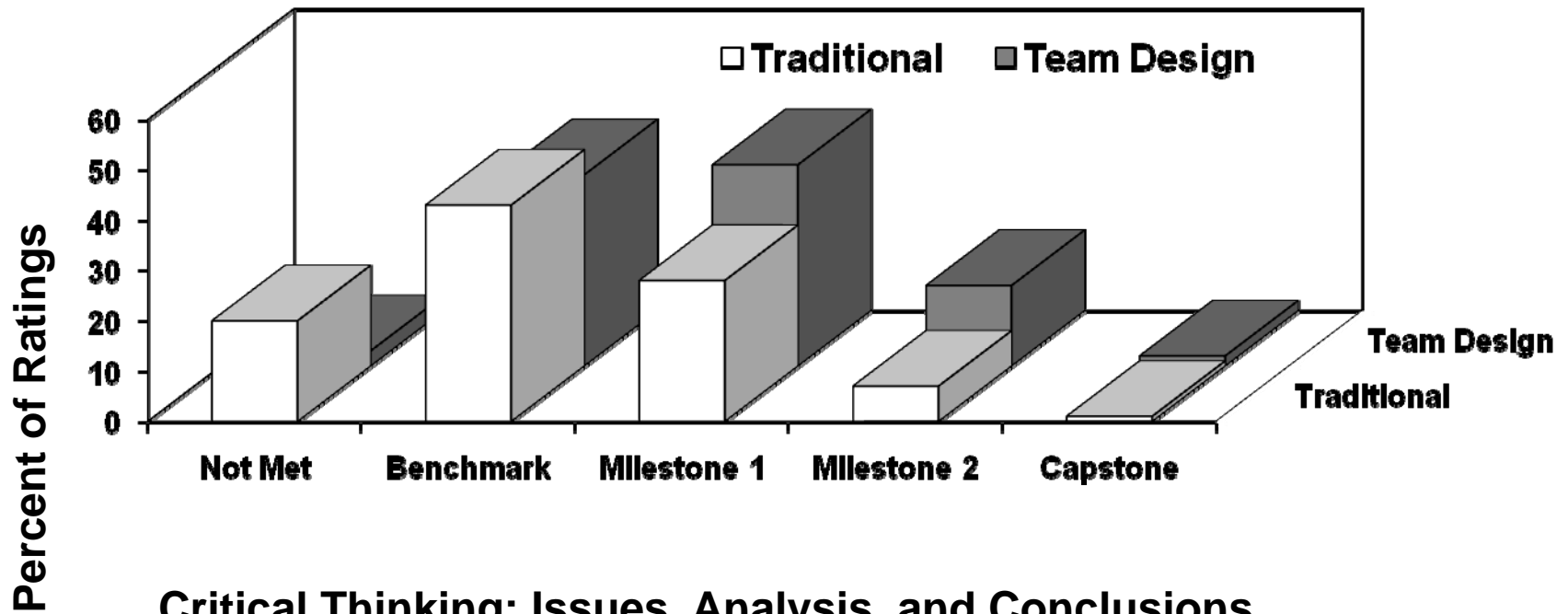
- 40 Faculty
- 4 Traditional Disciplinary Divisions – Humanities, Social Sciences, STEM, Professions
- Three VALUE rubrics – Critical Thinking, Civic Engagement, Integrative Learning
- Common set of student portfolio work
- Agreement = .66 without norming; .8 normed
- Another set of 5 campuses, using same set of rubrics with 500 samples of student work – still analyzing



*Association
of American
Colleges and
Universities*

Building the Evidentiary Base

- University of Kansas – Representing Results



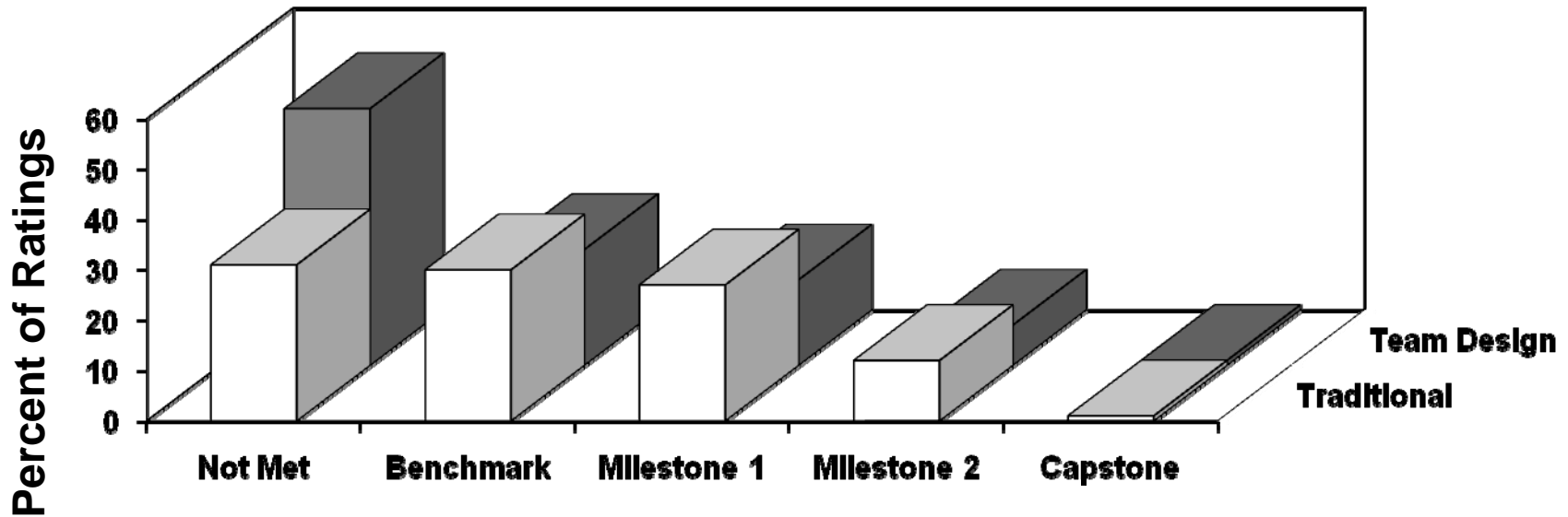
Critical Thinking: Issues, Analysis, and Conclusions

Inter-rater reliability = $>.8$

Building the Evidentiary Base

- University of Kansas – Representing Results

Critical Thinking: Evaluation of Sources and Evidence



Building the Evidentiary Base

- University of Kansas –
 - “analysis of the data from the AACU VALUE rubrics affirmed that a team approach to **course design** can yield larger improvement in some forms of student writing and thinking”
 - “We also saw that the rubrics work best when there is close alignment between the nature of **the assignment** and the dimensions of intellectual skill described in the rubric”
 - “Finally, at a practical level we are very encouraged that this process is **manageable and sustainable**”



Association
of American
Colleges and
Universities

CRITICAL THINKING STANDARDS



Definition: Evaluate, analyse, critique disparate pieces of information to one cohesive whole and be able to defend that position.

Beginner to Expert categories	Beginner*	Novice**	Competent***	Proficient [†]	Expert ^{††}
	Students in the early stages can	Students in the middle stages can	Graduates of this course can	Graduates as new professionals can	Graduates as experienced professionals can
1. Identify Issues	Identify the broad issues related to a central problem	Identify specific issues/elements related to a central problem	Identify a central problem without ambiguity, by integration of specific concepts	Independently identify a central problem without ambiguity, by integration of broad and specific concepts	Provide a leadership role in identifying a central problem without ambiguity, by integration of broad and specific concepts, with accuracy and clarity
2. Gather evidence	Gather generalised evidence from limited sources. Evidence is not necessarily effective, relevant, or reliable.	Gather evidence from a range of primary sources. Evidence is more effective, relevant, and reliable.	Effectively gather relevant evidence from reputable sources.	Independently gather relevant, core evidence from reputable sources using credible databases. Identify specific issues/sources most relevant to the central problem	Provide a leadership role to effectively gather relevant core and peripheral evidence from reputable sources using credible databases. Identify specific issues/sources most relevant to the central problem
3. Analyse evidence	List others' assumptions and conclusions within a limited context	Summarise others' assumptions and conclusions, and clarify differences within a range of contexts	Identify and evaluate own and others' assumptions and several relevant contexts when presenting a position	Independently identify and evaluate own and others' assumptions and several relevant contexts when presenting a position	Provide a leadership role in identifying and evaluating own and others' assumptions and several relevant contexts when presenting a position
4. Synthesise and formulate an opinion/hypothesis	Develop a hypothesis/opinion based upon limited and unsubstantiated evidence	Formulate a clear/focussed hypothesis which is broadly defensible, based upon some evidence	Formulate a hypothesis/opinion that is defensible, based upon appropriate evidence	Independently formulate a hypothesis/opinion and a plan to be able to test the hypothesis that is defensible, based upon appropriate evidence	Provide a leadership role in formulating a hypothesis/opinion and a plan to be able to test the hypothesis that is defensible, based upon appropriate evidence
5. Defend opinion or position	Express opinion without substantiation	Express opinion with limited/partial substantiation	Coherently defend the expressed opinion with appropriate data and literature	Independently develop and defend a coherent opinion with appropriate data and literature	Provide a leadership role in the development and defence of a coherent opinion
6. Conclusions and implications	Summarise current state of knowledge	Summarise and interpret current state of knowledge	Summarise and interpret current state of knowledge and the implications of findings	Independently develop conclusions and identify implications of findings	Provide a leadership role in developing conclusions and identifying implications of findings
Exemplars	(see over page)	(see over page)	(see over page)	(see over page)	(see over page)

Support for this resource has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations. The views expressed in this resource do not necessarily reflect the views of the Australian Learning and Teaching Council. Last updated November 2011

Exemplars	Beginner*	Novice**	Competent***	Proficient*	Expert**
1. Identify issues	Vague summary paragraph introducing the topic, for example, in a prac report, using non-specialist language <u>Examples:</u> a. "I'm going to work on an enzyme" b. Leamer Driver	Summary paragraph outlining specific issues introducing the topic, for example, in a prac report, using language of the discipline <u>Examples:</u> a. "I'm going to work on lactate dehydrogenase" b. Driver on P-Plates	Clear, concise summary paragraph introducing the topic, for example, in a prac report, using language of the discipline <u>Examples:</u> a. "I'm going to work on lactate dehydrogenase and identify specific issues associated with this enzyme" b. Driver with Open Licence	Clear, concise summary paragraph that identifies gaps in knowledge and critical/essential concepts, and identifies the direction in which to move next <u>Example:</u> A Professional Driver eg truck driver, racing car driver	Clear, concise summary paragraph that identifies gaps in knowledge and critical/essential concepts, correlates and compares this with information from other sources to consider the broader implications and potential novel approaches. The Expert doesn't just look at standard paradigms but looks "outside the box" <u>Example:</u> A Driving Instructor
2. Gather evidence	The Beginner is not confident they have the answer <u>Examples</u> of limited sources are textbooks and internet	The Novice knows where to go/ which sources to access, but can't find the answer <u>Examples</u> of primary sources are journal articles and reviews	If someone is Competent, they can find the answer; they know who to ask and what references to use An <u>example</u> of a tool for finding reputable sources is Medline	If someone is Proficient, they know the answer without constant reference to references	If someone is an Expert they are the resource. They know the answer and can lead and teach others strategies for achieving the answer
4. Synthesise and formulate an opinion/hypothesis	Hypothesis based on observation <u>Examples:</u> a. The plants are green b. Heart rate increases during exercise c. Microbes cause disease	Hypothesis based on broad, causal reasoning <u>Examples:</u> a. The plants are green due to the presence of chlorophyll b. Changes in cardiovascular and nervous systems cause and increase in heart rate during exercise c. Infection with pathogenic microbes causes disease	Hypothesis based on specific, testable evidence <u>Examples:</u> a. The plants are green due to the presence of chlorophyll A & B b. Increased sympathetic drive and increased venous return cause an increase in heart rate during exercise c. Infection with pathogenic microbes in a susceptible host causes disease	Hypothesis based on specific, testable evidence which has sufficient clarity and rigor to justify a research proposal	Hypothesis may be novel and consider previously unexplored potential solutions based on specific, testable evidence which has sufficient clarity and rigor to justify a grant application, leading to acceptance by peer review
6. Conclusions and implications	Concluding paragraph summarises facts and theories	Concluding paragraph evaluates quality of current facts and theories	Concluding paragraph evaluates quality of current facts and theories, and their potential use	Concluding paragraph evaluates quality of current facts and theories, and their potential use, and identifies issues requiring further investigation	Concluding paragraph evaluates quality of current facts and theories, and their potential use, and identifies novel and/or previously unexplored opportunities/ alternate hypotheses for application

Definitions of different levels:

Beginner* (end of first year)	– has an introductory, overall understanding of concepts and theory, with a limited ability to apply
Novice** (end of second year)	– has detailed understanding of concepts and theory with a limited ability to apply
Competent*** ("good" graduates i.e. the minimum level of achievement at the end of a 3-year undergraduate degree)	– is able to integrate and apply concepts and theory
Proficient* (1 st couple of years after graduation)	– is able to operate independently without supervision. Someone practicing in their profession or undertaking a PhD
Expert** (5-10 years after graduation)	– is able to lead/direct a group to a high standard and solve difficult issues. A leading academic in a University setting or someone in a managerial position in a professional setting

Help

Go [Icons] Bookmarks 276 blocked Check AutoLink AutoFill Send to

Freshman Experience



Trenten Rocha

A Michigan Student's Freshman Experience

[Welcome](#) [Philosophy Statement](#) [Goals](#) [Work Showcase](#) [Resume](#)

April 18, 2008

Dear colleagues,

Welcome to my portfolio!

I entered into my freshman year unsure and scared of the experience I would encounter in this unfamiliar territory. I soon began to realize that the most important experiences I was gaining while being at college were not taking place in the classroom, but were most everywhere else.

I was participating in extracurricular activities that required a new level of maturity and responsibility that had never been required of me in the past. I asked in many ways to prove myself and once again show I was a leader. The skills I have gained by attempting to prove myself in and out of the classroom are proficiencies that I know I will carry with me far beyond my freshman year.

This portfolio is a collection of many different pieces of work that I found particularly rewarding while being a freshman at the University of Michigan. I hope visiting my portfolio gives you a better understanding of who I am as a person. Thank you for visiting and please feel free to explore every aspect of the portfolio.

Sincerely,

Trenten Rocha





Trenten Rocha

A Michigan Student's Freshman Experience

- Welcome
- Philosophy Statement
- Goals
- Work Showcase
- Resume

The Dream...The Reason...The Plan...

My passion
for business and
teaching
out

My ultimate dream is to become the CEO of the Disney Corporation. I am a firm believer in family values and the importance of **togetherness**. I admire Disney and its penchant for **core values**, which they have continued to foster since the very beginning; they aim to entertain their audience, while at the same time maximizing profit through a very **family friendly** medium whose values build character. I look at our society and question the direction that many of my peers have decided to take, and believe I could help **change this**.

Academic Goals

- To leave my undergraduate studies with the ability to fluently speak **Spanish**: it would be an asset to have in the current international business economy.
- To fully understand the subject of **accounting**: the processes of how it is done and a strong understanding of its future in our society.



"We keep moving forward, opening new doors, and doing new things, because we're curious and curiosity keeps leading us down new paths." **Walt Disney**

Personal Goals

- To learn how to play the saxophone: I have always believed music helps **evoke knowledge** and by becoming more musical it could possibly add elements to other areas of my life.
- To become more involved in my fraternity, Phi Gamma Delta: By taking on **leadership** roles within the fraternity I am gaining unprecedented friendships and able to network with my peers.

Trenten Rocha

A Michigan Student's Freshman Experience

- Welcome
- Philosophy Statement
- Goals
- Work Showcase**
- Resume

- Self-Assessment
 - Bridging the Gap
- Group and Team Work
 - Phi Gamma Delta
- Research
 - Undergraduate Research Opportunity Program
- Professional Development
 - The Passion Reassured: Business
- Other
 - The Effects of a Freshman Writing Requirement

The Transition: High School to Summer Bridge

Sizing Up My Options



The summer before my freshman year of college, I was placed into a program that was designed to help high school seniors "bridge" the gap between twelfth grade and their freshman year at the University of Michigan. During the program, I learned more than just math and English over the month and a half I was on the campus. I met people who became my friends, people who made up every aspect of the racial spectrum, and worked with members of staff that I will always admire. Initially, I looked at the "Bridge" program as a negative experience, but after having completed it, I understand it was one of the best programs that could have prepared me for my years ahead at Michigan. In the program I was exposed to the same stresses of homework and personal conflicts that I would face in the coming months, but by then I had already been given the proper support group to help solve my problems.

Why It Mattered

The program demonstrated to me the depth of participation and academic excellence the program was going to demand from me, in order for me to be among the most productive scholars at Michigan. I was forced to choose between sleep, fun, and superficial happiness, in order earn the grades I knew I could achieve at the University of Michigan. I came to the university ready to prove myself, and knew that some of my classmates ranked among the world's best. I knew I was going to have to work much harder than many of them to achieve the same success. Going to summer term and being a part of "Bridge," provided me the opportunity to build the skills I would need in the future, in an environment with far less distractions than an

one person can and does make a difference in the world

creating an environment that encourages learning, developing life goals, and creating friendship

science is constantly integrating new knowledge



I pick apart many flowers and look at it from all angles

winter is a wonderful time to walk down South University

plant diversity captured in time and space

Program Development

- ◆ Community Building

Research

- Biological Control of Purple Loosestrife
- Plant Diversity in the Ann Arbor Autumn

Learning from Diversity

- [New Orleans Culture & History](#)

Professional Development

- [Plant Evolution and Diversity](#)

Building a Strong Community



MRC students build community through a program called STEPS the next day after move-in.

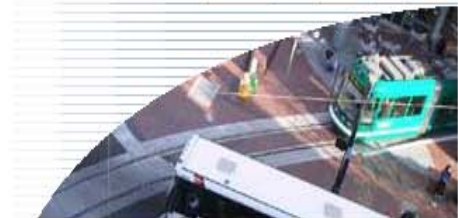
Description of Experience

The Michigan Research Community (MRC) is a living-and-learning community at the University of Michigan that encourages academics, solidarity in research endeavors, and friendship. As a returning student to MRC, I served as a Program Board member and Peer Mentor. I worked with other returning students to organize social, academic, cultural, athletic, community service, and study break events. These events provided time and space for students to bond. This experience allowed me to develop insights and skills as a community leader and mentor. I worked with first-year and returning students to build a vibrant community dedicated to mutual support, academic pursuits, and exceptional research opportunities.

Importance of Work

College is a tremendous transition for first-year students. For some of the 100 first-year students, this may be their first time living away from home. For others, this may be their first time having a roommate. Generally, students have questions about academic life, the process of finding a research project through MRC, and research opportunities at the University of Michigan.

My roles as a community leader were:



PORTLAND STATE UNIVERSITY

PORTFOLIO

ENTER THE PORTFOLIO

Our website for self-evaluation, reflection, and planning

PORTFOLIO TOUR

Tours of specific topics for faculty, students and community members.

PORTFOLIO FAQ's

Frequently Asked Questions about PSU's Portfolio

PORTFOLIO INFO

About The Portfolio Project, documentation, source code, etc.

President's Vision

"My vision is of a university so thoroughly engaged with its community... that people throughout the region refer to it as 'our university'."

[... view the President's Page](#)

Portland State University President,
Daniel O. Bernstine

Accreditation Self-Study

Portland State's institutional portfolio will serve as the self-study document for its reaffirmation of accreditation in 2005.

[...read more](#)

eFolio MINNESOTA

Your Electronic Showcase

[Home](#) | [About Us](#) | [Student Resources](#) | [Educator Resources](#) | [Career Resources](#) | [Contact Us](#) | [BEFORE YOU BEGIN](#)



- GALLERY
- TAKE A TOUR
- SIGN UP
- RETURNING USERS
- FAQs

Welcome!

Welcome to eFolio Minnesota, a multimedia electronic portfolio designed to help you create a living showcase of your education, career and personal achievements. All Minnesota residents, including students enrolled in Minnesota schools, educators and others can use eFolio Minnesota to reach their career and education goals. See [Before You Begin](#) to learn more about using this cutting-edge electronic portfolio tool, or go straight to [Sign Up](#). It's fun and easy!

A registered trademark, eFolio Minnesota is a product of the [Minnesota State Colleges and Universities](#) in partnership with state workforce and education organizations. The Minnesota State Colleges and Universities System is an Equal Opportunity employer and educator.

News!

Look here for recent list of news items or for upcoming events.

Summit proceedings are now available.

[Read more...](#)

Sign Up Today 

Minnesota
STATE COLLEGES
& UNIVERSITIES

Education is not the filling of a pail, but the lighting of a fire - W.B. Yeats

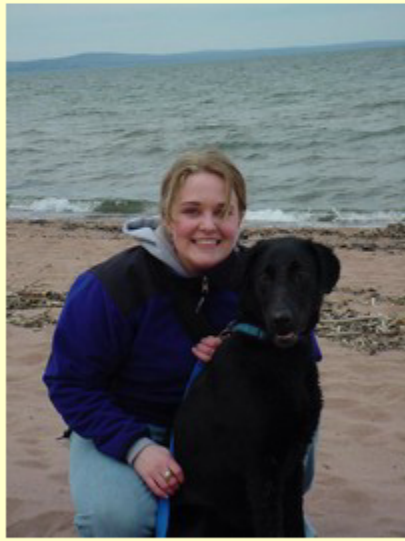
Nicole E. Hughes

- Home
- Activities
- Education
- View My Full Resume
- Volunteer Activities
- Work Samples
- Contact Info
- Internship and Practicum
- Career Objectives
- Employment History
- References

Search

 Full Site
 This Section
[Search Tips](#)

Please hire me!



A girl's best friend: Nicole and Caspian,
Park Point - Duluth, MN

Hello, my name is Nicole Edith Hughes and I would love to work for your school. I am energetic. I am willing to learn. I want to teach. Please feel free to view evidence of my qualifications, experiences, abilities, and more. Thank you.

e-mail: Nicole.Hughes@st.bemidjistate.edu or nicole_edith@hotmail.com

Linda L. Baer, Ph. D.

Senior Vice Chancellor, Minnesota State Colleges and Universities

- [Home](#)
- [Curriculum Vitae](#)
- [Education](#)
- [Teaching](#)
- [Scholarship](#)
- [Service](#)
- [Professional Development](#)
- [Contact Information](#)
- [International Experience](#)
- [Upcoming Speaking Engagements](#)
- [Strategic Planning](#)
- [On-line Learning Initiatives](#)
- [Integrated Planning Profile](#)
- [Upcoming Events](#)

Introduction



Linda Baer
Senior Vice Chancellor
Picture of Linda Baer

Linda L. Baer is Senior Vice Chancellor for Academic and Student Affairs at The Minnesota State Colleges and Universities system.

Dr. Baer received her Bachelors Degree in Sociology from Washington State University, Masters in Sociology from Colorado State University and her Ph.D. in Sociology from South Dakota State University.

Dr. Baer regularly assumes leadership roles in the state in instructional technology, bridging colleges and universities with the workplace, assessment and accountability, and educational transformations. Her publications and presentations include work in demography and rural sociology, the myths and realities of technology-enhanced education, and the building of virtual partnerships. A book chapter was co-authored in Continuous Quality Improvement: Making the Transition to Education, entitled "Partners in Progress: An Integrative Approach to Educational Quality." She has co-authored a book entitled: Partnering in the Learning Marketplace published by Educause and Jossey-Bass. She has also made national presentations on assessment of quality, the role of faculty governance in accreditation, and readiness issues for virtual learning partnerships. She has presented on Developing the ABCs of Successful Partnerships and Building the Successful Partnership Portfolio.

Honors include the Gamma Sigma Delta Outstanding Teacher Award, a Distinguished Service Award from the Great Plains Sociological Society, a Centennial Woman, an Outstanding Educational Leadership Award from Native American Students at Bemidji State University, and the Outstanding Leadership Award from the Northwest Indian Opportunities Industrialization Center in Bemidji, Minnesota.

Dr. Baer has served in numerous offices in professional organizations and regional societies. She serves on the Kellogg Foundation Forum for Higher Education

Peer Review of Teaching Project

Making Visible the Intellectual Work of Teaching



- Home
- About the Project
- Peer Review Process
- Explore Course Portfolios
- External Review
- Share Your Portfolio
- Peer Review Book
- Faculty Reaction
- Contact Info

The **Peer Review of Teaching Project (PRTP)** provides faculty with a structured and practical model that combines inquiry into the intellectual work of a course, careful investigation of student understanding and performance, and faculty reflection on teaching effectiveness. Begun in 1994, the PRTP has engaged hundreds of faculty members from numerous universities. In 2005, the project was awarded a **TIAA-CREF Theodore M. Hesburgh Award Certificate of Excellence** in recognition of it being an exceptional faculty development program designed to enhance undergraduate student achievement.

We invite you to become part of the national community exploring how to document the intellectual work of postsecondary teaching. This website is designed to serve as an **international repository** for course portfolios written by faculty who teach at postsecondary institutions. You are welcome to archive your course portfolio on this site so that your work can be shared, used, and reviewed by other faculty. You are also encouraged to write a review for any of the course portfolios in the repository.



Open My Sidebar

ST. OLAF COLLEGE

Center for Integrative Studies



- CIS**
- [Home](#)
- ["Integrative Studies"](#)
- [Individual Majors](#)
- [CIS Curriculum](#)
- [CIS People](#)
- [News and Events](#)
- [Web Community](#)
- [Magnus the Good Award](#)

Web Portfolios: Enhancing the Coherence of Students' Careers

*Although they **use** technology, web portfolios are not **about** technology; they are about habits of thinking and the practices that cultivate those habits.*

To promote reflection on the coherence of their academic careers, students completing [individual majors](#) maintain web portfolios of their work.

A web portfolio is collection of work that a student chooses in order to illustrate the unfolding meaning of their career. The work is stored and presented as a web site, with links that demonstrate how the student understands the relationships he or she has built among many individual achievements. These portfolios make the CIS interest in "making meaningful connections" concrete. Works of almost any imaginable kind (art, lab reports, film and audio clips, essays) can be included in a web portfolio.

Besides demonstrating a student's grasp of the central subject of their studies, web portfolios promote four goals of liberal learning: recognizing connections, being reflective about intellectual and personal growth, building intellectual community, and building bridges to communities outside the academy.

[Individualized Majors](#)

Web Portfolios

[Why Web Portfolio?](#)

[How to Develop a Portfolio?](#)

[Example and Templates](#)

[See Student Portfolios](#)

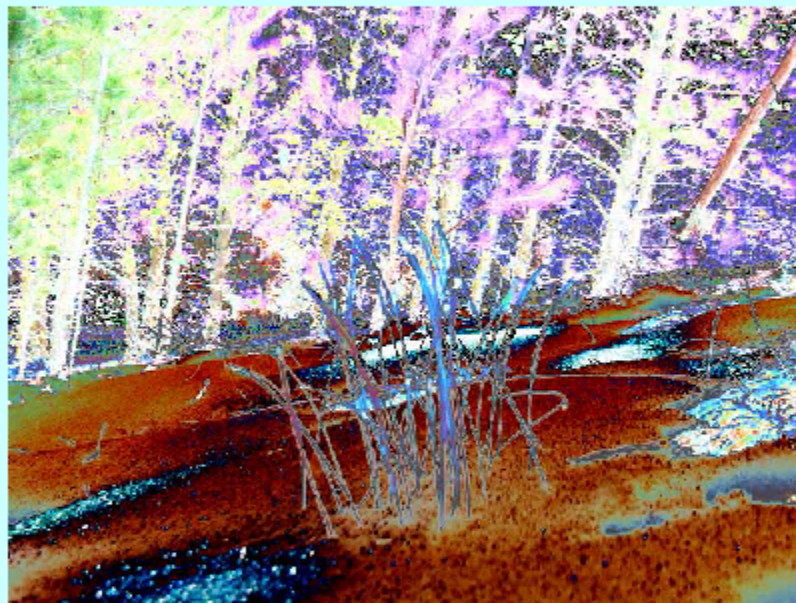
[Faculty Review Committees](#)

Holland Hall 606
1520 St. Olaf Avenue
Northfield, MN 55057
507-646-6707
cis@stolaf.edu

Mary Titus
Director
(507) 646-6707
titus@stolaf.edu

Susan Carlson
Program Coordinator
(507) 646-6707
carlsons@stolaf.edu

Models of the Environment A Self-Designed, Integrative Major by Brett Werner



Enter

Career Portfolio

[Visit the live Career Portfolio](#)

[Portfolio Launch Photo Gallery](#)

For access or more information on the Career Portfolio, please contact: [Jill Lumsden](#) at the FSU Career Center (850) 644-6431



The ***FSU Career Portfolio*** prepares students for the world of work through planning, reflection, skill development, and portfolio documentation.

Welcome! This web site provides information on the continuous progress and development of the FSU Career Portfolio at Florida State University.

- ◆ **[Career Portfolio Walk-through Presentations](#)**
Take a tour of the Career Portfolio as used by FSU Students & Alumni.
- ◆ **[Career Portfolio Evaluation](#)** (opens new window)
View The FSU Online Career Portfolio Program: An Evaluation Report which documents the 7 year development and evaluation of the program.
- ◆ **[Career Portfolio Contest Winners](#)**
View the contest winners, judges and sponsors.
- ◆ **[Career Portfolio Slideshow](#)** (opens new window)
Explore a slideshow on the Career Portfolio, or view a [PowerPoint](#) version.
- ◆ **[Conference Presentations](#)**
Obtain PowerPoint slideshows and handouts.
- ◆ **[Portfolio Bibliography](#)**
View a bibliography of portfolio books, articles, web sites and related information.
- ◆ **[Sample Career Portfolio](#)** (opens new window)
See a fictitious student's sample FSU Career Portfolio.
- ◆ **[Prototype Career Portfolio](#)** (opens new window)
Explore an initial prototype of the FSU Career Portfolio.
- ◆ **[Supporting Documents](#)**
View documents related to the development of the FSU Career Portfolio.

[Printer Friendly Format](#)

Profile

Resume

Skills

Transcript

Artifacts

References



Education:

- ◆ Junior at Florida State University.
- ◆ Major: Communications Minor: Business
- ◆ Active Board member of Student Government.

Goals:

- ◆ Work for a marketing or public relations firm.
- ◆ Expand my technical and business-related abilities.

Qualifications:

- ◆ Creative, hardworking and highly-motivated.
- ◆ Computer skills - Microsoft Office and Adobe Photoshop.
- ◆ Bilingual in Spanish and English.



CTE

JOHNS HOPKINS UNIVERSITY Center for Technology in Education
A partnership of the Maryland State Department of Education

The Johns Hopkins Digital Portfolio

The Johns Hopkins Digital Portfolio (DP) is a Web-based assessment and presentation application that allows users to demonstrate their capabilities and achievements in relation to a pre-determined set of principles or standards.



Quick Links

Choose a link

Search by keyword

PHILOSOPHY

DESIGN

FEATURES

BENEFITS

OBJECTIVES

SERVICES

Johns Hopkins University is a nationally recognized leader in the use of portfolios throughout the learning process as a tool to measure competencies program wide or individually. To enhance the traditional paper portfolio model, the JHU Center for Technology in Education (CTE), in collaboration with the JHU Master of Arts in Teaching Program (MAT), developed this standards-based digital portfolio.

The **Johns Hopkins Digital Portfolio (DP)** provides users with a **template-driven, simple Web interface** that is **customizable** based on its intended purpose and audience. Whether it is designed and implemented as a pre-service, employment, or professional development tool, the Johns Hopkins DP advances **effective evaluation of individual and program-wide growth** based upon **established standards and goals**.

Multimedia Presentation

The Johns Hopkins Digital Portfolio allows portfolio developers to demonstrate attainment of competency in relation to established educational standards; provides an online journal for reflection; and includes a powerful, embedded messaging system that promotes ongoing collaboration with peers and advisors. The DP enhances a program or institution's ability to sustain standards-based instruction and assessment over



Diagnostic Digital Portfolio

Major Features of the Digital Portfolio

- DDP Home
- Enter DDP
- Enter Demo
- FAQs
- History
- Slide Show
- Logging on to DDP

Student Screens:


- ◆ [My Portfolio](#)
- ◆ [Viewing a Key Performance](#)
- ◆ [My Resources](#)
- ◆ [Reference Tab](#)

Faculty Screens:

- ◆ [Feedback](#)
- ◆ [Perform Feedback](#)
- ◆ [Design a Key Performance](#)
- ◆ [Analysis](#)

[View in Sequence](#) **Sequence**

DDP v.2.5 is a customizable version of the original DDP (1999) and contains many new features as described in "What's new in the DDP document!"



Did you know?
When you are logged on to Version 2.5, the Help menu is customized for the screen? Just click the Help Button from within the DDP!

Alverno College gratefully acknowledges financial assistance from the William and Flora Hewlett Foundation, the W.K. Kellogg Foundation, the Pew Charitable Trusts, W. M. Keck Foundation, and a U.S. Department of Education Title III Grant in the development of the Diagnostic Digital Portfolio System.

Alverno College
3400 S. 43rd St.,
P.O. Box 343922
Milwaukee, WI 53234-3922

Last Updated: 7/15/05
Questions/Comments?
[Email us!](#)


Slide Show - Student Screen My Portfolio

- DDP Home
- Enter DDP
- Enter Demo
- FAQs
- History
- Slide Show
- Logging on to DDP

This view shows course prefix and number of Key Performances that have been stored in the portfolio. A Key Performance is any assignment, assessment or internship activity that is selected by the faculty or student to include in their portfolio.

The portfolio is designed to require that feedback, instructor, external assessor and peer, as well as the student's self assessment associated with each key performance be completed and stored in the portfolio before it will be listed in the matrix above. The student's work may or may not be included.

DDP v.2.5 is a customizable version of the original DDP (1999) and contains many new features as described in "What's new in the DDP document!"



Alverno COLLEGE

My Portfolio My Work Key Performances My Resources Reference

My Portfolio > Matrix View

Completed Key Performances for Abilities Matrix

	Level 1	Level 2	Level 3	Level 4
Communication	AC 101 CPA - R, W, S, L, Q, C	CM 110 1 Book Review - R, W CM 110 1 test - W CM 111 all sections - W	AH 150 1 abilities assessment - ICM CS 200 3 3 project - ICM CS 270 1 4 final project - ICM ED 210 - ICM LA 221 abilities assessment - ICM LA 282 - ICM, Q	CMT 300 1 project - ICM, T EN 330 Reading History - ICM
Analysis	AC 110 1st WEC Ext. LA 221 LA 282	AC 110 1st WEC Ext. CM 110 1 Book Review LA 221 LA 221 abilities assessment LA 282	AC 110 1st WEC Ext. AH 150 1 abilities assessment ED 201 sp2002 LA 221 LA 221 abilities assessment LA 282	CS 270 1 4 final project ED 201 sp2002 EN 330 Reading History LA 282
Problem Solving	AC 110 1st WEC Ext. SC 119 1	AC 110 1st WEC Ext.		CS 270 1 4 final project
Valuing	AC 110 1st WEC Ext. LA 221	AC 110 1st WEC Ext. AH 150 1 abilities assessment LA 221 LA 221 abilities assessment	A 389 99 9 LA 282	
Social Interaction	AC 151 Level 1 Social Int.			ED 215R ILE 001 Day at Alverno

DDP v. 2.0
Patent: 6,851,071
November 2003

Did you know?

When you are logged on to Version 2.5, the Help menu is customized for the screen? Just click the Help Button from within the DDP!

Updated: 7/15/05
Questions/Comments?
Email us!



Ranger Slade's Web Adventure

[Home](#) [Intro](#) [Work](#) [Education](#) [Mentor](#) [Writings](#) [Hey](#) [Photos](#) [Links](#)

Work

Click to see my most up to date [RESUME](#).



Since high school, I have been fortunate to find myself working outdoors every summer. While field work, especially science related, is my passion, these days, the interim between high school and college found me working at a variety of job descriptions. My first seasonal job was for the Siskiyou National Forest as a forest fire lookout in the western Siskiyou Mountains of SW Oregon. I was seventeen and for the first time in my life was thrust right

Ranger Slade's Web Adventure

[Home](#) [Intro](#) [Work](#) [Education](#) [Mentor](#) [Writings](#) [Hey](#) [Photos](#) [Links](#)

ent years to have found jobs that match both my personal and professional ideals. In 1998, I worked as a field biologist/botanist out of species (*Castilleja chlorotica* and *Botrychium pumicola* mainly), and this is where I got the idea (easy to get them when wandering about trees) to try my hand at nature guiding/education. I followed this notion up the next summer and created Chetco Nature Walks--my own *click out the poster I designed, just click it*). I met a lot of great people through my venture and loved the experience of introducing people to and though, I wanted to reach a wider cross section of the public than the private tours allowed me to, and the next summer I found the with it ever since.

al, park ranger for [Redwood National and State Parks](#) since 2000. There are so many things about this job that I love, it would be too them. Highlights over the years include all the great people: the everyday visitors, my Junior Rangers, and my Redwood family e 2001, I have had the joy of leading kayak trips down the Smith River and on the Klamath River estuary. These trips are all day e spectacular and complex natural histories of these places. The summer of 2002 found myself, ranger Jennifer Natoli, and ranger Sam J te Park's display for the Del Norte County Fair in Crescent City, CA. Below are some pictures of the display that we put together (*click*



our display was "Rocking and Rolling in the Redwoods". I built the funky model of the subduction zone (left) and Jen Natoli pretty much designed all wall surrounding the subduction zone (center). The display on the back wall (right) was about the 1964 tsunami that struck Crescent City; large phot

•Essential Portfolio Practices

Purposeful collection

Multiple measures to track development and improvement

Self-assessment and reflection to foster analysis, synthesis, evaluation, etc.

Integrative opportunities/requirements

Build evidence of an empowered, informed, responsible learner

Assessment at LaGuardia

Seven Core Competencies: General Education

- Critical Literacy (Reading, Writing, Critical Thinking)
- Quantitative Reasoning
- Oral Communication
- Information and Research Literacy
- Technological Literacy

- Programmatic Competencies
 - Defined by programs and majors
 - As appropriate, defined by outside accrediting bodies



*Association
of American
Colleges and
Universities*

The Assessment Process

- As part of the 5-year Periodic Program Review, a sampling of student work in the ePortfolio Assessment Database is reviewed
- Student work from the ePortfolios is assessed utilizing the faculty-developed rubrics for each core competency
- Other artifacts /measures may be assessed as determined by a program
- Benchmark Assessment readings provide information about student work in core competencies across programs (not just within programs)
- Student work is read and evaluated in the assessment process anonymously. Student work on the ePortfolio is read and evaluated by the professor teaching the class.

What is deposited?

Assessment grids developed by each program
identify the artifacts deposited in courses

Sample assignments are shared with faculty in
each program



*Association
of American
Colleges and
Universities*

**2008-09 General Education Competency Grid
AA –Education Associate: The Bilingual Child**

	Baseline									
		ELL 101	ELS 200	ELS 201	ELS 204	ELS 210	ELN 120 (Urban Studies)	ELN 101 (Urban Studies)	CPB 011	ELE 203 (Capstone)
Critical Literacy (Writing Intensive) ¹	ENG099/ENG 101/ESL					X		X		X
Quantitative Reasoning ²	MAT096				X		X			
Oral Communication ³	CPA 011								X	
Research and Information Literacy	ENG101									X
Technological Literacy										Capstone ePortfolio

*Students select one course

¹Two courses to deposit in ePortfolio assessment area: Urban Studies and one to be selected in the discipline (both are WI courses)

²Two courses to deposit in ePortfolio assessment area: MAT096 and one to be selected in the discipline (May be done as part of Research & Information Literacy competency)

³Two courses to deposit in ePortfolio assessment area: CEP121 and one to be selected in the discipline (if CEP 121 not required, select two in discipline)

Physical Therapist Assistant Program

@ LaGuardia Community College

Physical Therapist Assistant Programmatic Assessment ePortfolio [Programmatic Competencies](#)
Programmatic Assessment 2010 Program Faculty curriculum Links Contact

Programmatic Competencies

Programmatic Competencies for Program in Physical Therapy Assistant

(From LaGuardia CC Physical Therapy Assistant Competencies)

PROGRAMMATIC COMPETENCY	METHOD/PLAN OF ASSESSMENT	DATA COLLECTION PLAN
Demonstrate Professional Duty in the field of Physical Therapy	The objective is 100% student membership in the American Physical Therapy Association and attendance at a minimum of one district educational meeting. Assessment Method: Distribution of membership applications and collection of proof of membership in Introduction to Physical Therapy, announcement of	Student membership- SCT101 – Fall II 2010 Ethics for PTA exam SCT102 – Fall II 2010 Classes only given in Six-week session.

Departments/Programs explain their programmatic competencies to students and to accrediting bodies.

Toggle

Rubric

Critical Literacy

	Masterful (6)	Effective (5)	Competent (4)	Developing (3)
Content (Reading)	<ul style="list-style-type: none"> • Demonstrates a superior use of readings and/or sources to support a well-developed thesis; • Demonstrates a superior use evidence of reflection or analysis; • Demonstrates a superior use of summary; • Demonstrates a superior use of synthesis across texts; • Demonstrates a superior ability to recognize and respond to textual assumptions, arguments, and bias; • Demonstrates a superior ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; • Demonstrates a superior awareness of the author's language (vocabulary, 	<ul style="list-style-type: none"> • Demonstrates a strong use of readings and/or sources to support well-developed thesis; • Demonstrates a strong use of evidence of reflection or analysis; • Demonstrates a strong use of summary; • Demonstrates a strong use of synthesis across texts; • Demonstrates a strong ability to recognize and respond to textual assumptions, arguments, and bias; • Demonstrates a strong ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; • Demonstrates a strong awareness of the author's language (vocabulary, denotation/connotation, 	<ul style="list-style-type: none"> • Demonstrates a competent use of readings and/or sources to support a developed thesis; • Demonstrates a competent use of evidence of reflection or analysis; • Demonstrates a competent use of summary; • Demonstrates a competent use of synthesis across texts; • Demonstrates a competent ability to recognize and respond to textual assumptions, arguments, and bias; • Demonstrates a competent ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; • Demonstrates a competent awareness of the author's 	<ul style="list-style-type: none"> • Demonstrates a developing use of readings and/or sources to support a weak thesis; • Demonstrates developing use of evidence of reflection or analysis; • Demonstrates a developing use of summary; • Demonstrates a developing use of synthesis across texts; • Demonstrates a developing ability to recognize and respond to textual assumptions, arguments, and bias; • Demonstrates a developing ability to evaluate purpose, structure and logic in a text and draws some sound and informed inferences; • Demonstrates a developing awareness of the author's

Faculty read artifacts on-line and score on the rubric.

Add Comment

Rubric 1 Total: 66

Previous

Finish

Critical Literacy Benchmark Assessment Data

Our largest sample, scored in January & June

1072 Total Scored Samples

<25 credits: 727 samples

>45 credits: 345 samples

Critical Literacy Average < 25 credits: 5.64

Critical Literacy Average >45 credits: 6.52

Gain: +.88



Association
of American
Colleges and
Universities

**Core Competency
Assessment
Cycle**

Designing Change
Programs use CTL
mini-grants to design
change processes.

Faculty Development
Faculty design assignments
addressing competencies
in specific courses.

Classroom Implementation
Faculty test new competency-
focused assignments w. students.

Gathering Evidence
Students deposit work
that demonstrates
learning in ePortfolio.

**Assessment of
Student Work**
Faculty review student
work against rubrics.

Analysis & Recommendation
Faculty analyze data, identify needs
and recommend changes in
curriculum & pedagogy.

Programs Read & Assess Student Work

- Programs can make changes based on what they find & with support through the CTL (if they choose)

Faculty Read & Assess Student Work

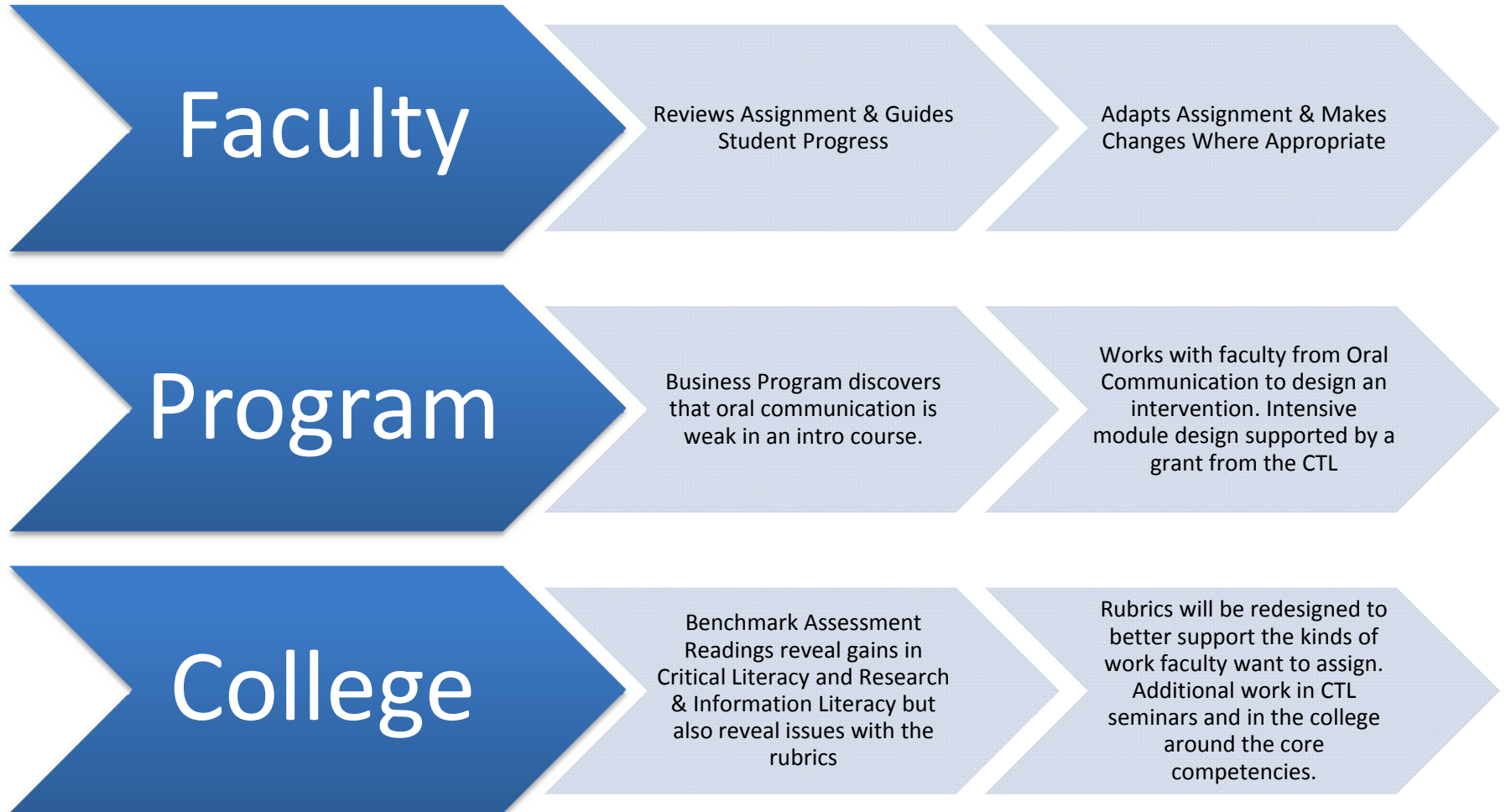
- Faculty provide appropriate developmental guidance and a final assessment of the work

The College Reads & Assesses Student Work

- The college is able to assess progress in core competencies across the curriculum, not just in a program.

A Learning College:
Adjusting for Student Growth & Development

The Feedback Loop



Assessment & the Learning Portfolio

ePortfolios can be used for assessment (supports deposits in the ePortfolio Assessment Database)

ePortfolios are also used for student learning, growth, and development

These are 2 different facets of the ePortfolio



*Association
of American
Colleges and
Universities*

Contact

Terrel L. Rhodes, Vice President
Association of American Colleges and Universities
rhodes@aacu.org

[J. Elizabeth Clark, Ph.D., Professor of English
lclark@lagcc.cuny.edu]



*Association
of American
Colleges and
Universities*