

**Summary Report from the October 27-29, 2008 Indiana University and Purdue University, Assessment Institute  
Submitted by Dr. Susan Hastings-Bishop 11/8/08**

The following is a summary of thoughts on the topic presentations and significance to Ferris attended:

**Plenary Session:**

**Assessment Meeting the Needs of a Changing Educational Landscape**, Felice Nudelman, New York Times speaker (panel Angelo, Ewell, Kuk, Sybert)

Nudelman presented the idea that learning will occur through sharing of ideas in a very national and global way through use of blogs, wiki, and use of tools such as EPSILEN that allow communication of thoughts beyond the traditional classroom and the one faculty member assigned to that classroom. Students interact and are currently interacting with other besides their classroom peers in sharing of ideas and intellectual conversations. The classroom facilitator (formally known as the instructor) will have to change the view of their role and consideration of how they assess the student in this new global collaborative learning environment. How do we prepare the student to work in this type of environment and be successful in the changing globalized workplace?

Significance to Ferris: Communication skills will be a priority in preparing the student both articulate ideas but also to use the tools for conveying the thoughts and information beyond the face to face traditional process to one of collaborative sharing of ideas at the national and international level. Where does this lead the responsibilities in the classroom and what we assess in each of our disciplines? The questions on the table become what tools does the student need to be exposed to for development of communicating ideas in a variety of ways besides the end of term presentation, forms of on-line teaching methods, what communication skills forms should look like and training for the future classroom facilitator of these forms?

**Break Out Sessions:**

**Assessing Integrative Learning Insights From a National Project**, Gillies Mainarich and Emily Decker Lardner, Evergreen State College.

Evergreen State University received funding through the Washington Center For Improving the Quality of Undergraduate Education for national research project to assist with outcomes and assessment of learning community student work. The project was designed to assist learning community faculty from 2 year and 4 year colleges and university levels. The National Summer Institute on Learning Communities project works with learning community teams to develop and focus on the following:

- Research based practices for creating inclusive, powerful learning opportunities for students.
- Strategies for assessing student learning in learning communities
- Quantitative and qualitative methods for assessing learning community programs
- Approaches for designing integrative and interdisciplinary learning for students at all levels
- Campus partnerships for ensuring the academic success of all students.

From: Washington Center for Improving the Quality of Undergraduate Education.

Website: [www.evergreen.edu/washcenter](http://www.evergreen.edu/washcenter)

Significance to Ferris: The use of learning communities may be a way to focus on retention for students in curriculums that have a developed core set of courses within their college or degree specific. The workshop at Evergreen State

University would provide such initiatives with resources and faculty development process to develop the assessment tools and defining of the outcomes for such a project.

**From My Course to Our Curriculum Integrating e-Portfolio into the Major**, Susan Kahn, Institutional Effectiveness; Kathy Marrs, Biology; Michelle Roberts, Computer Info. Science; and Lee Vander Kooi, Visual Communications.

The IUPU have a set of undergraduate learning principles that are incorporated across the curriculum. The academic programs in biology, computer information sciences and visual communication presented examples of content that graduating students would include in the electronic portfolio. Each of the programs demonstrated how the faculty designated through a matrix what aspects of assessment aligned with the principles would be demonstrated in various courses students majors would take and the course evidence form set assignments would become part of the student portfolios. It was demonstration of how across program or university learning outcomes can be demonstrated with a set of curriculum courses without the academic discipline being required to all look the same across the campus and at the same time the student's portfolio is evidence of the individual's work.

Significance to Ferris: The presentation was an excellent example of how to create and use electronic portfolio for academic discipline assessment at the capstone course level while meeting the student benefits for their professional job seeking opportunities.

**Assessment of Results Leads to Curriculum Change**, George M. Meier, Monique Herard, Nancy Thannert from Robert Morris College.

The Robert Morris College's faculty have created across the curriculum assessment process that incorporates electronic portfolios and course level outcomes relative to the assessment processes that are aligned with program outcomes. Faculty work together in determining the direction and the assignments that are used to for the electronic portfolio and program outcome assessment measures. The results from this collaboration are consensus and ability to make change to curriculum as needed based on the data collected. They presented a model of how the process works in their setting.

Significance to Ferris: The model demonstrates how one business curriculum has found away to generate measures to determine direction for its curriculum using course mapping to align its program outcomes across the course requirements. The use of Livetext e-Portfolio is the tool being used in the capstone course for students to present their individual work and allow the faculty to assess the outcomes of student work. It should be noted these academic programs are taught as combination of F2F, Blended, and on-line courses over multiple campus locations.

**The Best of Both Worlds: E-folio Use that Benefits the Student and Programs**, Dean Andrew Beckman, Saint Mary's University of Minnesota.

The state of Minnesota has funded a state public funded e-portfolio software package that is available to all K-12, college students and teachers/faculty whether they attend or work at private or public educational institutions. At St Mary's University in Winona, MN, Dr. Beckman describe the departments implementation process the using the state supported software and provide examples of the students use the portfolio in the capstone course. He also provide examples of what assessment items were evaluated from these portfolio's while at the same time the individual portfolio was being used in the professional job application search. The software package allows students to self select items they wish individuals to sent temporary access to potential employers as part of their job application processes.

The assessment by the academic department is in the infancy stage for this particular academic program. They are

reviewing the student e-portfolio using the department goals and objectives of course work.

Significance to Ferris: The expansion of using e-portfolio's is the new direction at collection and data analysis of a student's body of work over a two to four year period. It can represent both within and outside the curriculum alignment with program outcomes or connection to the University general education or its overall outcomes set University wide. The other side of the use of these e-portfolio's is that the students benefit from the use of these software programs in their professional job search just out of school but many of the packages will allow for continued use through-out their professional careers allowing for change and updating. What does this mean for University access later for alumni evaluation of success?

**E-Portfolios and Nationally Standardized Tests: Validation or Depreciations?**, Wayne Edward Hall, Julie Burdick, and Gigi Escoe, University of Cincinnati.

In the state of Ohio, the state university system is required to use the Collegiate Learning Assessment (CLA) one of three recommended instruments to evaluate student value added with graduation from a university using measures to test gather information about 1<sup>st</sup> year students and senior student aggregated data sets. They have piloted this exam results and are comparing the same measure through portfolio gather of course projects that measure the same set of criteria. The desire is to overcome the motivation factor that may influence student performance on a standardize test at the college levels among students. Another concern is that of teaching on the campus to the test or at some point a "ceiling out" of improvement due to the high academic standards of the students being accepted at the University due to the type of curriculums on their campus, which has been indicated among the pilot testing of the student scores. The E-portfolio to collect evidence will be used in the next round of data collection to see what comparisons of general education that measure the similar data of the CLA.

Website: <http://homepages.uc.edu/~hallwe/ucindex.doc>

Significance to Ferris: The fact several states are mandating what testing results the university systems are required to use in reporting of assessment and "value added" to student learning does not address multiple measures of true assessment and long term concerns of teaching to the test. At Ferris, general education is measure through several forms of measure and results are provided to the University community, however we have not been asked within our individual academic curriculums to specific evidence of general educational assessment unless writing across the curriculum (WIC) has been sought. As assessment evolves on campus, this may be something to consider at the academic program level what relationship does the general education content support academic curriculum content program outcomes and if already having students create e-portfolios, what are ways it can be demonstrated in the portfolio.

**Diversifying Your (e)Portfolio: Making it Do More**, Marti Marberry and Amber Malinovsky, Texas A&M University

At Texas A&M University, College Station campus they developed in house 8 years ago an electronic portfolio system for students to use when applying for jobs and would integrate with their in-house software programs- Aggie Launch. Among the tools that are used in the system allows the student to post evidence in six major career competencies areas: problem solving & critical thinking; communication effectively; applying technology; working responsibly; planning and managing career; and managing resources. TAMU is moving this portfolio availability to multiple campuses and working with pilot colleges in the University to use the tools for accountability and assessment tools for accreditation. Two of these are the Mays Business School use for AACSB accreditation and Recreation, Parks and Tourism Sciences use for pilot testing of new Council of Accreditation through National Recreation and Parks Association. They will be using the e-portfolio to collect assessment data for reporting to national accreditation agencies. The system allows for students to upload course assignments for validation by faculty; write reflections that

demonstrate competencies as they relate to the course content; connect competencies with learning across the curriculum; and connect curricular and co-curricular learning.

Future directions are to expand Research Competency cluster; faculty portfolio to include graduate student teaching academy; and collaborate outreach centers for high schools, community colleges, and transfer schools to educate/incorporate e-portfolio in application materials.

Significance to Ferris: The current academic programs who have to comply with new accreditation standards that are converting to or have already set them as assessment based the electronic portfolio will be if not already required a part of the data collection and annual source of analysis evidence required. The concept of using the e-portfolio from high school as part of the admissions process is slowly creeping into some aspects of the transfer student and the high school student requirements for specialized programs. Concern is a part of allowing transfer credits, does this option pose one possible solution without making all state colleges and universities teach the same syllabus as mandated by some government legislatures or would it show we in different approaches do meet some minimal criteria of course learning.

**Customizing the Open Source Portfolio in Sakai for Assessment**, Janice A. Smith, Sakai Project.

Sakai is an open source, free, software option. It is defined as a web management system using collaborative learning and development of the software management approach. The software allows collaborative creation of its program by those who use it. The technical supports for the system come from those who use it and create versions of the software for individual college or university use. The upside is the software is free and can be downloaded to campus server. However the downside is that the faculty using the software is expected to “tweak” the forms and improve on them for use of the software, unless the technical support can be provided by an IT person on the campus using it.

Significance to Ferris: Sakai has been mentioned as a possible platform for learning management system distribution of online learning; however, it would appear that the support system to do this is not in place at this time. As for use of the open source software for electronic portfolios, I would see a similar problem with how to manage it and have faculty and students contribute to the evolving forms while trying to have consistency when reviewing the materials for assessment.