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Fall 9-2010

## FRINQ Faculty Retreat

Portland State University. University Studies Program

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**FRINQ FACULTY RETREAT**  
**September 16, 2010**

# FRINQ Assessment Plan

Fall	Winter	Spring	Summer
<p><u>Formative:</u></p> <p><b>Prior Learning Assessment (All FRINQ sections)</b></p> <p>Early Term Assessment (required for new instructors, optional for returning instructors)</p> <p><u>Summative:</u></p> <p>Early-year assessment</p>	<p><u>Formative:</u></p> <p>Early Term Assessment (optional)</p> <p><u>Summative:</u></p> <p>Mid-year assessment</p>	<p><u>Formative:</u></p> <p>Early Term Assessment (optional)</p> <p><u>Summative:</u></p> <p><b>End-of-year assessment</b></p>	<p><u>Summative:</u></p> <p><b>Portfolio Review</b></p>

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# What do we know about...

- the ePortfolio process
- how the ePortfolios can be linked to other student information to help understand student performance
- what the results of portfolio review tell us about our students' learning.

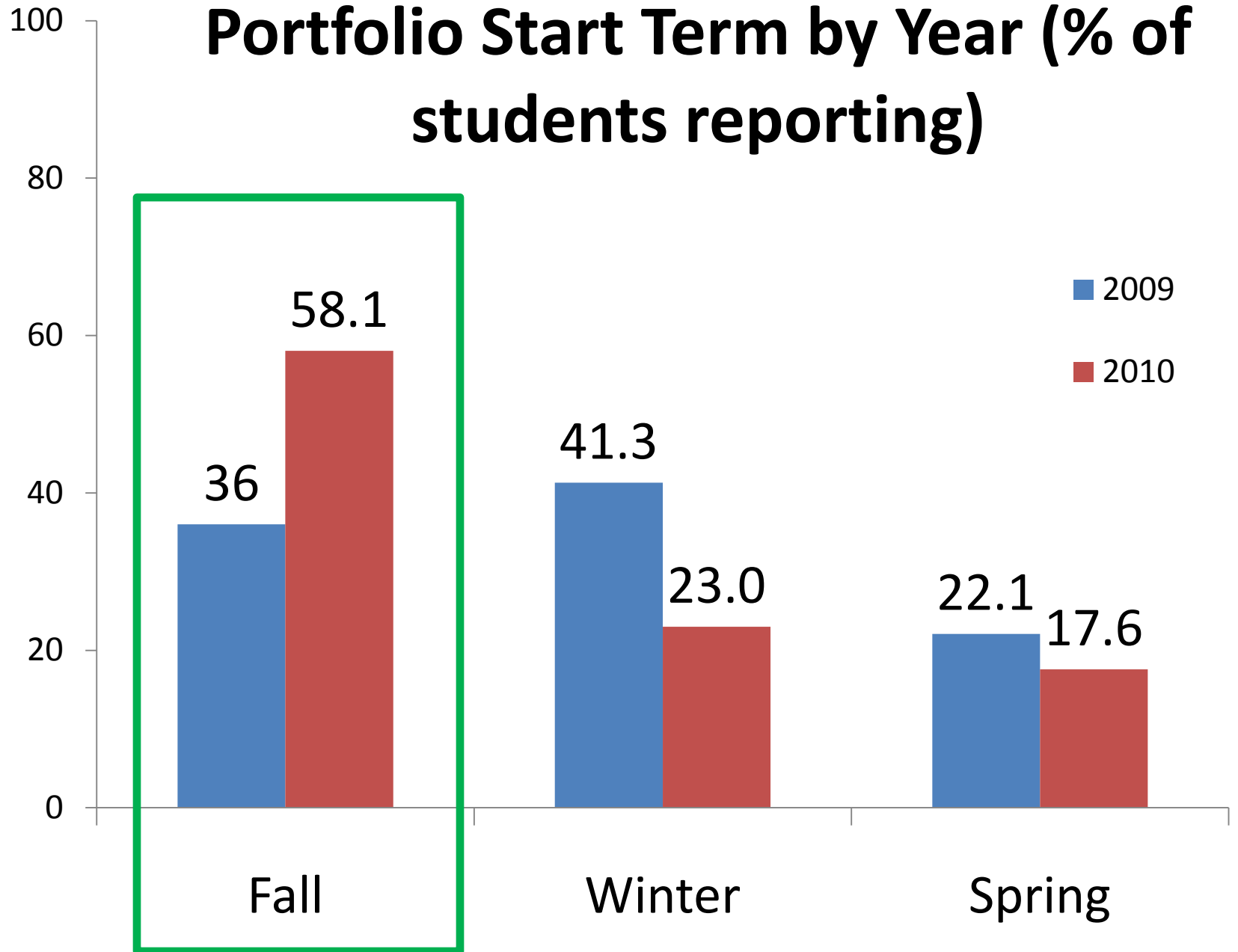
# 2009 End-of-Year Survey

## Student Learning and E-Portfolio

- How strongly do you agree that (1 strongly disagree to 5 strongly agree) the process of creating my portfolio helped me understand ...
  - *connections among topics in the course.*
  - *myself as a learner*
  - *the University Studies goals*
- **MAIN FINDING:**

*Students who reported starting portfolio activities fall term reported more learning than those who began in Winter or Spring terms.*

# Portfolio Start Term by Year (% of students reporting)



# Two Portfolio Research Projects

Directed Self Placement

- Self assessment of writing

National Survey of Student Engagement

- Writing consortium
- Diversity items

Writing Rubric Scores

- DSP developed
- 6 subscores



UNST Writing rubric

UNST Diversity Score



# Two Portfolio Research Projects

## Directed Self Placement-Portfolio Link

- Partner with DSP research group
- Link Directed Self-placement scores with writing-specific portfolio rubric scores
  - Ability to establish a clear claim or thesis and support it with evidence
  - Ability to organize an argument effectively
  - Ability to write with appropriate academic vocabulary and tone
  - Ability to research and integrate appropriate academic sources
  - Ability to substantively revise through multiple drafts
  - Mastery of conventions of Standard Written English (e.g. grammar, spelling, punctuation, etc.)

## NSSE-Portfolio Link

- Partner with Institutional Research
- Link National Survey of Student Engagement Responses to UNST rubric scores
  - Writing
  - Diversity
- What practices and experiences are related to higher rubric scores?

# Directed Self Placement-Portfolio Link

## Method

- Linked 67 FRINQ ePortfolios (WR rubric scores) with Directed Self Placement surveys (fall term self-report data)
  - Recommendations to students for WR 115, WR 210, LING 115
- Look for contributors to overall writing score (sum of 6 sub-scores)

## FINDINGS (among others)

- The longer it had been since the student wrote an academic essay, the lower the overall writing score.
- The more confident a student felt about their ability to include and properly cite sources, the higher their overall writing score.

# NSSE-Portfolio Link

## Method

- Linked 86 FRINQ ePortfolios (WR and Diversity rubric scores) with National Survey of Student Engagement
- Look for classroom and student behavior predictors of Writing and Diversity rubric scores.

## WRITING FINDINGS

### Positive Predictors

#### STUDENT BACKGROUND

- Female
- SAT composite

#### INSTRUCTOR

- Feedback on drafts
- Explained in advance what he or she wanted you to learn

### Negative Predictors

#### INSTITUTIONAL CONTRIBUTION

- Analyzing quantitative problems
- Learning effectively on your own

# NSSE-Portfolio Link

## DIVERSITY FINDINGS

### Positive Predictors

#### STUDENT BACKGROUND

- Underrepresented race/ethnicity

#### ACADEMIC EXPERIENCE

- Include diverse perspectives in class disc. & assign.
- Worked with others on class projects
- CBL in course

#### INSTITUTIONAL CONTRIBUTION

- Understanding people of other racial/ethnic background

### Negative Predictors

#### STUDENT BACKGROUND

- First-generation student

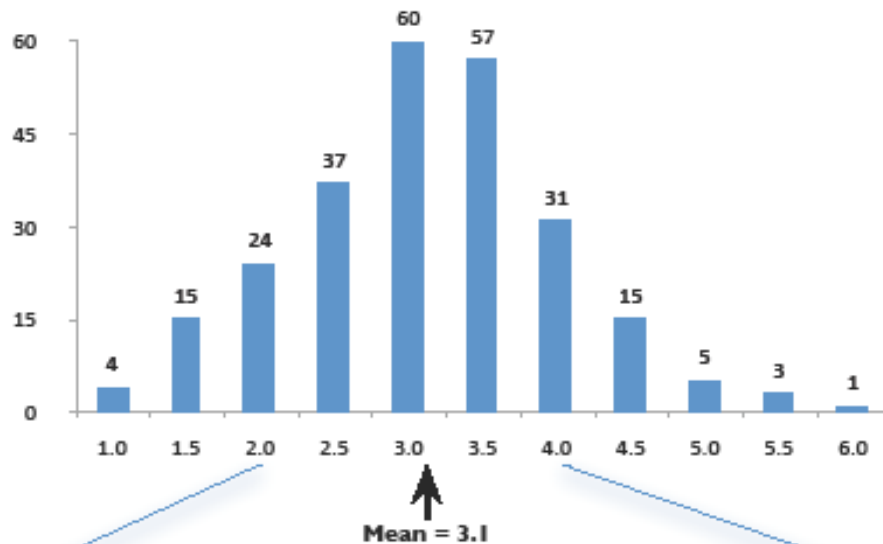
#### ACADEMIC EXPERIENCE

- Project requiring integration of ideas from various sources

#### INSTITUTIONAL EMPHASIS

- Encourage contact among students from diff backgrounds

## Frequency of Critical Thinking Scores



### **2** Portfolio does most or many of the following:

- ⇒ Misinterprets evidence, statements, graphics, questions, etc.
- ⇒ Fails to identify strong, relevant counter-arguments
- ⇒ Draws unwarranted or fallacious conclusions
- ⇒ Justifies few results or procedures, seldom explains reasons
- ⇒ Regardless of the evidence or reasons, maintains or defends views based on self-interest and/or preconceptions

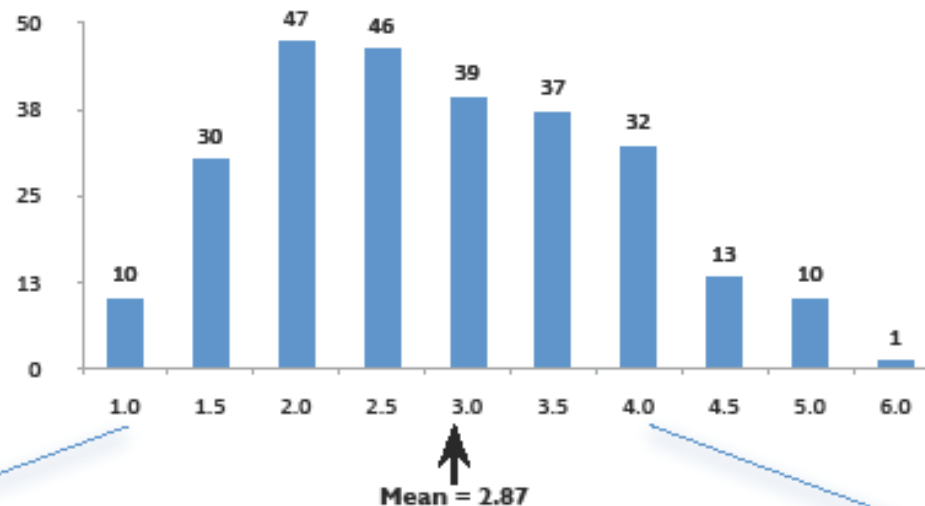
### **3** Portfolio does most or many of the following:

- ⇒ Responds by retelling or graphically showing events or facts
- ⇒ Makes personal connections or identifies connections within or between sources in a limited way. Is beginning to use appropriate evidence to back ideas
- ⇒ Discusses literature, experiences, and points of view of others in terms of own experience
- ⇒ Responds to sources at factual or literal level
- ⇒ Includes little or no evidence of refinement of initial response or shift in dualistic thinking
- ⇒ Demonstrates difficulty with organization and thinking is uneven

### **4** Portfolio does most of the following:

- ⇒ Describes events, people, and places with some supporting details from the source
- ⇒ Make connections to sources, either personal or analytic
- ⇒ Demonstrates a basic ability to analyze, interpret, and formulate inferences
- ⇒ States or briefly includes more than one perspective in discussing literature, experiences, and points of view of others
- ⇒ Takes some risks by occasionally questioning sources, or stating interpretations and predictions
- ⇒ Demonstrates little evidence of rethinking or refinement of one's own perspective.

## Frequency of Ethics Scores



**1** Portfolio displays little or no engagement with the subjects of ethical issues and social responsibility.

Demonstrates little or no recognition of ethical issues and social responsibility as subjects worthy of personal inquiry.

**2** Portfolio mentions some issue(s) involving ethics and/or talks about social responsibility in a general fashion, but does not discuss these areas in a meaningful way.

Portfolio contains some evidence of self-reflection in the area of ethical issues and/or social responsibility, but this reflection is superficial and reveals little or no questioning of established views.

**3** Portfolio exhibits a working knowledge of major themes and scholarly debates surrounding ethical issues and social responsibility, and applies this understanding to some topic(s), but offers no independent analysis.

References ethical issues and social responsibility as a subject of personal inquiry, begins to question established views, and contemplates in some way the value and impact of individual choices and personal action on one's broader community.

**4** Portfolio thoughtfully analyzes, in a scholarly manner, a situation or situations in which ethical issues and social responsibility have played an important role. Begins to investigate connections between areas of controversy, and to extrapolate meaning from specific examples.

Portfolio applies learning in ethical issues and social responsibility to issues that arise in everyday life, and contemplates the impact of personal ethical choices and social action in the context of interpersonal and broader societal spheres.

# What's Next

- PSU is participating in the National Coalition for ePortfolio research – focus on how to implement ePortfolios at other levels of the program.
- Propose your own questions
- Assessment committee