College Project Award

Project Topic *(include a short project topic heading)*

Assistance with College General Education Goal Assessment

Optional: Chapters may attach up to three tables, charts, or photographs that illuminate their College Project. No more than three attachments are allowed per College Project entry. No additional explanation may be included in the attached table, chart or picture. Tables, charts or pictures should be explained in the body of the 1,600-word entry.

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Briefly describe your College Project and what your chapter set out to accomplish with your college administration.

Our chapter noticed that our college's prospective graduates needed a better understanding of the college's requirements for the graduation e-portfolio. In the Spring Semester, the college project chair, chapter president, and chapter advisors met with the college president to discuss what he thought was a significant issue at the college which could benefit from a chapter project. Our college president was appreciative of work our students had previously done designing and presenting workshops to help students create portfolios. For this reason, he encouraged us to continue working with the assessment team and student life office to increase the number of students reached with the training. After this meeting, we scripted and recorded step-by-step videos that outlined the steps and elements of the portfolio and uploaded these to the college website. We also gathered graded student assignments to use as sample portfolio artifacts.

Chapter members annotated portfolio artifacts and cover paragraphs to highlight strengths and weaknesses in the student work. The chapter collected and annotated a wide variety of examples for each general education goal; we had artifacts from English, psychology, art, biology, speech, and statistics. While this project was underway, the head of the assessment committee asked the chapter to generate a rubric for the assessment team to use when scoring submitted portfolios. Creating this rubric showed confidence in the chapter, because it will be used over upcoming years at the highest level of our college, in the assessment of general education goals, a key component of our accreditation visits.

Describe the planning process in detail including who was involved in determining the project and who your chapter collaborated with to carry out the project. (It's perfectly acceptable to list individual job titles or departments/organizations rather than listing everyone by name.)

At a meeting with our college president, we set our objective: increase student understanding of the e-portfolio requirements. To meet this goal, we scripted and recorded videos to help students understand the requirements of the portfolio, the definitions of each general education goal, examples of possible artifacts that could be used, and how to upload the portfolios. The content for these videos was based on materials previously created by our chapter for e-portfolio workshops. We collaborated with the assessment team to review each video script for accuracy and clarity. In collaboration with the assessment team and our college videographer, the videos were recorded and uploaded to the college's website.

The assessment team also asked our chapter to help clarify scoring criteria for faculty evaluating e-portfolio artifacts. The chair of the assessment team, over the first few semesters of e-portfolio evaluation, was concerned that faculty were inconsistent and subjective in scoring e-portfolio artifacts. This would be problematic for our college at the highest level of assessment. To improve consistency, our students created a rubric for scoring artifacts. Our students were entrusted with this task due to our previous successful implementation of e-portfolio training workshops for students.

One of our college's Institutional Goals is to "create an empowering environment to increase student engagement." Thus, part of the plan was to enable student life to present the workshops and engage a broader group of students in e-portfolio assistance to students. Another institutional goal is to "deliver agile, secure, cost-effective, and sustainable infrastructure and technology solutions to drive institutional innovation and empower a positive learning and work environment." The e-portfolio videos meet this goal because they are exceedingly cost-effective and easily accessible to all students. One of the most important institutional goals is to "retain accreditation and provide a meaningful education for our students." By participating in the highest levels of college assessment, the assessment of general education goals, our students are providing assistance to the college directly on this institutional goal. The e-portfolio rubric is an important tool for the college to ensure consistent, data-driven assessment of the college's general education goals.

How did chapter members develop their leadership and/or knowledge, skills and abilities needed for project implementation?

By meeting with our college president, many chapter members learned valuable leadership skills applicable to other projects and endeavors. Our chapter president and college project chair were able to enter the meeting with the college president prepared, and they were able to answer the college president's questions professionally. The purpose of the e-portfolio is to ensure that students complete graded work in all of the general education goals: critical thinking, effective communication, information literacy, and professionalism. In addition, the e-portfolio allows the college to assess student achievements in these areas and develop transformations in course design, teaching methods, textbooks, and scheduling to improve the college's offerings. The first section contains an introduction, where the student reflects on time spent at MCC. Each student then uploads an artifact and a paragraph identifying which course the artifact is from and how the artifact shows an ability to find, evaluate, use, and document the general education goal. The e-portfolio ends with a conclusion discussing the student's next steps are after graduating and how the experience at MCC supplied preparation for those next steps. After the meeting, our college project chair led a chapter activity to carry out annotating the artifacts and making edits. There were about eighteen artifacts to annotate, so each group of students had to annotate about four artifacts to provide an example and explanation of an ideal submission. This proved to be more difficult than we anticipated, and we needed to narrow our pool of annotators and give some additional training, then run another annotation work session. The training included more discussion of the definition of each general education goal from our college's website. Using one artifact as an example, an advisor led an activity where members described examples of the goals being used in the assignment. From these results, we created a sample artifact with annotations. This activity clarified the purpose of the activity to our members. Ultimately, we were successful in this task and newly convinced of the importance of the example artifacts.

Our College Project chair also led the task of making scripts for educational videos to help students to complete e-portfolio. Making the scripts was a long process, requiring transformations after feedback from chapter advisors, members, and a faculty member from the e-portfolio evaluation committee. The chapter is proud to have our videos now posted to the e-portfolio webpage for the benefit any student at our college who has trouble creating an e-portfolio. This project allowed our chapter to take on a leadership role, assisting all students on our campus.

A committee of chapter officers designed the scoring rubric. Four teams of students were created, and each was assigned a general education goal. Using materials from the college's assessment webpage and previous e-portfolio workshop materials, students wrote descriptions of each skill level for each goal. We originally intended the scoring rubric to be used by both the assessment team and graduating students. However, the assessment team decided to only use the rubric for scoring. The assessment chair relayed to us that the rubric could actually provide so much assistance for students that accurate assessment of general education comprehension from classwork alone would be undermined. We all learned quite a bit about the assessment process while serving the college. The chapter was proud to be asked to produce such key documents. We are among the most expert on campus about the e-portfolio and were able to apply that knowledge to assist graduating students and the faculty on the e-portfolio scoring team.

<p>Describe in detail how the chapter collaborated and communicated with others before, during and after the project.</p>

Our chapter members had an opportunity to develop very important communication and organization skills that we can use in many future situations. The two advisors, chapter president, and college project chair met to prepare for the meeting with the college president. The college project chair supplied his notes and sample artifacts and made sure materials were ready for the meeting. After the meeting with our college president, our chapter began the video project. Prior to creating the rubric, the assessment team met with our chapter advisors to explain the need for the rubric, how it would be used, and a desired format. One of our advisors also joined the e-portfolio evaluation team to understand the process of how portfolios are evaluated. At all steps, we stayed in communication with each other and many faculty, staff, and administrators on campus.

During the projects, we communicated during our chapter meetings and through e-mails to keep chapter members informed and invite assistance in the writing and editing of the video scripts, preparation of sample artifacts and creation of the rubric. Several chapter members contributed sample artifacts. While creating scripts for instructional videos and the scoring rubric, we collaborated with the assessment team to ensure that our materials were accurate and clear. After creating the rubric, we received approval from the assessment team on its format and content. Our chapter president and college project chair spent a week annotating artifacts and explanatory paragraphs after classes each day. Nobody worked alone on any aspect of the project, and we encouraged chapter members to participate even if just for one event or work session.

What were the quantitative and qualitative outcomes of your project, including the lessons learned

by your chapter members and others?

Chapter members learned that leadership, patience, and teamwork are critical in collaborating with the college administration, chapter officers, and chapter members, balancing different approaches and ideas. We are proud of what we accomplished as a team; we have been entrusted with guiding the students in the college-wide assessment process. Our chapter officers, chapter members, and students at our college now have a better understanding of what is required for the e-portfolio. Most importantly, student government and student life will continue to train graduates on the e-portfolio. Our eight videos have a total of 5,457 views, as of January 2020, showing that students find them useful. At the end of the academic year, the college anticipates that approximately 400 student e-portfolios will be assessed using our new scoring rubric, and the assessment team is looking forward to much more consistent scoring.