Office of General Education
End of Year Report
2015-16

THE UNIVERSITY OF UTAH
Undergraduate Studies

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Introduction

The Office of General Education and Learning Outcome Assessment conducts work that touches every single student and faculty member at the University of Utah. Each of our 27,000 students completes General Education and Bachelor Degree Requirement courses that are overseen by this office. Each faculty member helps to develop and assess learning outcomes and that work is facilitated by this office. A small number of students participate in an integrated pathway through General Education, the BlockU. And, a growing number of students will reflect on and document their learning via a learning portfolio. These activities are also managed through the Office of General Education and Learning Outcome Assessment.

The work of this office has been guided by the New University Student Experience Campaign and in particular its focus to promote student success to transform lives. That campaign seeks to establish a new fundamental paradigm for undergraduate education at the University of Utah. This paradigm sets forth the expectation that every student will 1) have access to a learning community, 2) participate in deeply engaged learning experiences, 3) be surrounded by the support of peer mentors, advisors and student success advocates and 4) be immersed in high quality learning experiences that will allow them to graduate with a broad and deep base of knowledge. All of the activities of the Office of General Education and Learning Outcome Assessment have been structured to respond to the expectations of this new paradigm.

BLOCK U PROGRAMS

BlockU Programs contribute to the growing menu of learning community courses available to students. Like other learning community opportunities available, students in the BlockU program experience the wrap around support of peer mentors, advisors, librarians and student success advocates. Each BlockU program culminates in a real world project that allows students to build a foundation for integrative and applied thinking. This deeply engaged learning experience, structured into their first year of college, communicates our full commitment to the Utah Pledge.

Below are several of our accomplishments this year:

- This year 115 students enrolled in a BlockU Program and 98 have been retained in the program, giving us an 85% retention rate.
- During 2015-16 we partnered with two new colleges to launch two new BlockU programs.
- We acquired funding for developing a fully online Global Citizenship BlockU.
- We acquired funding for an early college BlockU Program working with Alta High School.
- With the support of a USHE completion grant we developed a new more student focused and interactive website for the program.
- We successfully hosted the BlockU Symposium where BlockU students were able to showcase the projects they completed in their second semester. There were 20 different projects on display, and several of them will continue even after the student has completed the BlockU Program.
- A sample of major accomplishments from student projects include developing an arts based curriculum that will appear on the national website for the National Alliance of Mental Illness (Arts & Advocacy BlockU) and presenting a business plan to Scott Anderson and his associates (Entrepreneurship & Society BlockU).

The BlockU is still a new and evolving program. Using feedback from students and BlockU faculty we have identified the following goals for 2016-17:

- Decrease cost per student. With one exception, for 2016-17 we have moved to a single teacher per learning community model. This will reduce the cost of each BlockU program by $10,000. The savings will be used to fund new BlockU programs, described below, and to provide support for community building activities for students and faculty in the programs.
- Increase enrollment. This will be accomplished by targeting and communicating with incoming students who still need to complete all of their general education requirements.
- Increase flexibility. Responding to student feedback, we have moved away from an entirely set schedule model and incorporated a menu of courses from which students can select to fill out their BlockU schedule.
- Develop a BlockU for students in The V(i)llage program. We are partnering with Professor Larry Parker to develop a BlockU Program that will provide a landing place for first year students who have participated in the V(i)llage Program. We will also be reaching out to self identified first year African American, Black, and African students who might be interested in this program.
- Enroll students in the online Global Citizenship BlockU.
- Develop a process for departments/colleges to submit ideas for BlockU programs that capitalize on the current questions driving research and creative activity in their units.
- Learning outcome assessment: We will conduct learning outcome assessment following plans established by Learning Community Portfolio Team.

BlockU Assessment

As the table below indicates, learning community teachers in the BlockU program receive high scores and high praise from their students. Spring 2016 semester composite instructor scores range from 4.26 to 5.94 with an average of 5.47 on a 6 point scale.

Student comments include the following:

"Absolutely everything that was taught could be related back to the course title, What's Normal. The class was engaging and required thoughtful participation." -- Medical Humanities

"The way she arranged the classroom in a circle really created an inclusive atmosphere. She would provide the most helpful feedback on our assignments that I had ever received." -- Health, Food & Social Justice

"The connecting methods and interactive teaching styles helped move this class forward. I loved building the community we have now as a class." -- Arts & Advocacy

"One of the best, most stimulating classes I've ever taken." -- Entrepreneurship & Society

"This is a great course that I would recommend to any incoming freshman. I wouldn't change this course at all, and I would take this course again in a heart beat. The instructors were both really supportive and welcoming to students." -- Families & Health

"I was completely oblivious to most of the things that we discussed in this course at first, but now I feel so much more confident in the different topics. It has forced me to change my thinking" -- Global Citizenship

Fall 2015	Instructor	Course		Spring 2016	Instructor	Course
Claudio	5.12	4.82		Claudio	5.07	4.33
Molina	4.43	4.82		Molina	4.26	4.33
Burns	5.8	5.7		Burns	5.3	4.8
Deiner	5.84	5.79		Diener	5.94	5.99
Utz	5.79	5.79		Utz	5.69	5.99
C Jones	5.23	4.95		C Jones	5.65	5
Sun	5.18	4.95		Sun	5.74	5
Cachelin	5.67	5.29		Cachelin	5.29	5.44
S Jones	5.69	5.29		S Jones	5.93	5.44
Tabery	5.89	5.93		Tabery	5.73	5.67
				Stark	5.63	5.67

BlockU Program

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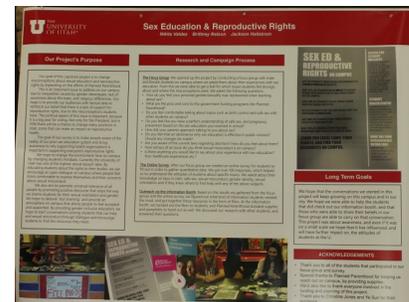
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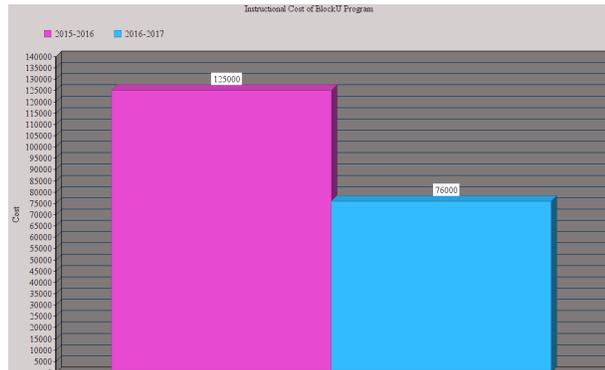
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Develop a BlockU for students in The V(i)llage program. We will be partnering with Professor Larry Parker to develop a BlockU Program that will provide a landing place for first year students who have participated in the V(i)llage Program. We will also be reaching out to self identified first year African American, Black, and African students who might be interested in this program.

Develop an early college BlockU program in partnership with Alta High School.

Enroll students in the online Global Citizenship BlockU.

Develop a process for departments/colleges to submit ideas for BlockU programs that capitalize on the current questions driving research and creative activity in their units.

General Education Curriculum Committee and Undergraduate Council

The General Education Curriculum Committee (GECC) and the Undergraduate Council make decisions that affect the degree to which students have access to high quality learning experiences that help them build broad and deep knowledge. These two bodies oversee the quality of the curriculum and the programs through which students earn their degrees.

Over the last four years the GECC has strengthened its commitment to making sure that courses that carry General Education or Bachelor Degree Requirement designations are of the highest quality and taught by faculty who are committed to student success. These commitments are activated in the criteria used to review courses and in our discussions of those reviews. These review conversations have helped us instill in faculty the need to make instruction in the course engaging, relevant and integrated. Where we see evidence that faculty are struggling to meet these expectations, we recommend consultation with the Center for Teaching & Learning Excellence.

One hundred and eight (108) courses were reviewed this year and the following table captures the decisions made about these courses.

2015-2016 Course Reviews

	Automatically Approved	Discussed & Approved	Discussed Revise & Resubmit	Rejected
New Designation	15	7	13	7
5 Year Renewal	22	12	14	18
Total	37	19	27	25

The Undergraduate Council makes the first level decisions pertaining to all new or discontinued majors, minors, certificates, emphases, centers/institutes/schools, and changes to names of programs/departments. This year the Council approved one new certificate, 4 new majors, 3 new minors, 5 new emphasis areas, 1 new center, 24 new courses to GE designations, and 1 new school. It also approved 1 name change and voted to support proposals to discontinue 2 programs.

The Undergraduate Council voted to fund the Department of Communication to sponsor a McMurrin Professorship for Dr. Phillip Deloria. Dr. Deloria (Dakota) received his Ph.D. in American Studies from Yale University. He is the Carroll Smith-Rosenberg Collegiate Professor of American Culture and History at University of Michigan, holding a joint appointment in the Department of American Culture and the Department of History. Dr. Deloria's research on historical representation of Native Americans, particularly as explored in his book Playing Indian, is directly relevant to the topic of Native American mascots, nicknames, and other symbolism used by colleges and universities, including the University of Utah. Dr. Deloria's research adds a significant historical perspective to the development of the Utes nickname. Dr. Deloria will visit the University of Utah for 2-3 days in the 2016-2017 academic year. While he is here, he will take part in the following activities: 1) a guest lecture in the Native American Activism (Comm 3290) course; 2) a guest lecture in an additional relevant undergraduate course (depending on course listings for the semester he visits); 3) a public lecture (possibly co-sponsored by the American West Center) that relates his research to the Utes nickname; and 4) consultation to develop teaching materials about the Utes nickname.

Also, the Undergraduate Council recommended that Professors Lauren Liang, Educational Psychology, and Anne Jamison, English, as a team to receive appointments as 2016-18 University Professors. Professor Liang focuses on children's and young adult literature and reading instruction. Professor Jamison researches young adult literature and fan fiction. The Ethnic Studies seven-year formal review has been conducted this year.

We have also launched a professional development initiative. Accomplishments in this area include the following:

- Four General Education Teaching Awards: These were awarded to Matt Haber and Alf Seegert for Innovation, and Beth Clement and Jeff Statler were awarded for Excellence.
    1. Matt Haber was granted his awarded due to the rich use of innovative technology used in his classes, and his professionalizing of students taking his classes.
    2. Alf Seegert gained his award based on the provocative and innovative content and structure of his general education classes, focusing on topics and issues that excite students across campus.
    3. Beth Clement secured her award for her many years of teaching general education courses that were deemed exceptionally demanding and rewarding by her students, by using a variety of sources and methods for students to learn history and American Institutions.
    4. Jeff Statler was given the award for Excellence because he teaches over 1,000 students per year instilling enthusiasm for chemistry and the sciences, and building students' interest and confidence.
- Three Diversity Requirement Fellows: These fellows were Martine Kei Green-Rogers, Danielle Endres and Irene Ota.
    1. Martine Kei Green-Rogers is in the process of creating a web-based manual of inter-disciplinary (but theatre based) in-class activities that may be used in order to facilitate conversations surrounding social justice based sensitive-subject matter in classrooms.
    2. Irene Ota facilitated a training workshop and mentoring program for instructors of Diversity Requirement courses. This program facilitated Antidiscrimination Response Training with mentoring/discussion sessions. Through this training, participants can increase their awareness of racial and other forms of discrimination and improve their readiness to respond to such situations behaviorally. The training is also designed to raise participants' ethical commitment to human rights and organizational and societal maturation.
    3. Danielle Endres is developing a web-based archive of texts, lesson plans, and other materials for use by Diversity Requirement Instructors to teach about the historical development and contemporary usage of the Utes nickname and other Native American Symbols related to the University in their courses and developing a half-day workshop in Fall 2016 for Diversity Requirement Instructors to introduce the teaching materials and facilitate dialogue about the Utes nickname.
- Over the course of the year, General Education collaborated with CTLE on three workshops. These were the 2015 General Education Teaching Awards, Learning Outcomes, E-Portfolios.

The Office of General Education has identified the following goals for 2016-17:

- Reduce the size of the General Education and Bachelor Degree Requirement catalogue of courses by 50%.
- Recruit and select faculty fellows associated with the newly streamlined and more intentional catalogue of courses. This would be an extension of the Diversity Requirement Fellows program.
- Design and coordinate a Teaching Symposium that will focus on learning outcomes and pedagogies related to active and deeply engaged learning experiences.

Learning Outcome Assessment

This year the Office of Learning Outcome Assessment has continued to engage in General Education Learning Outcome Assessment and help departments develop and assess program level learning outcomes.

For our General Education learning outcome assessment, we received 164 artifacts from 41 classes in which the faculty had selected either the Quantitative Literacy or the Intercultural Knowledge and Competence General Education learning outcomes. As part of the assessment, members of the GECC reviewed 80 samples of student work related to one of the learning outcomes. In the Fall, the result of this assessment will be submitted as an assessment report to the Undergraduate Council and the Senior Associate Vice President for Academic Affairs.

Beginning in July of 2015 this Office began working with colleges and departments to develop and assess program level learning outcomes. Our first task was to study our sister institutions in the PAC 12 and other similar institutions to identify some best practices. Based on this research we developed a website containing instructional and support materials pertaining to program learning outcomes. With the help of CTLE, this task was completed by early fall and can be viewed at this link: http://ugs.utah.edu/learning-outcomes-assessment/index.php. We also held a workshop in collaboration with CTLE in which we announced the new web site and held a training on the material. This workshop was attended by approximately 15 individuals.

In addition to the website, we are committed to providing a technological solution to the problem of securely collecting, organizing and storing student artifacts of student work for the campus' learning outcome assessment activities. Working with TLT we first pursued the idea of developing our own technological solution. More recent discussions with the Curriculum Office have led us to believe that the curriculum software being purchased by that office for the University can also serve as a resource to the learning outcome assessment initiative.

Our implementation goal for this year was to help the College of Social and Behavioral Sciences become fully compliant with learning outcome assessment. This goal has been achieved. Each department in the College has, or will have by the end of the academic year, a written learning outcome assessment plan that has been approved by their faculty and posted on our website. Two departments in that college, Geography and Political Science, are also positioned to collect student artifacts and conduct an initial assessment process before the end of this academic year. These reports, when finalized by the departments, will be posted on our website.

The Office of Learning Outcomes Assessment was also asked to lead a subcommittee of the Academic Senate to develop policy related to learning outcomes assessment. This effort has resulted in changes to the language in Section 5 of the Red Book, which describes the requirements of the program reviews that are done by each department every seven years.

The Office of Learning Outcome Assessment has identified the following goals for 2016-17:

- Continue to work with the College of Social and Behavioral Sciences to encourage and help them (where we can) collect the data they need to implement their assessment plans.
- Work with the Colleges of Humanities and Fine Arts to get their program learning outcome assessment plans developed and assessment processes underway.
- Offer small incentive grants for creative assessment activities in departments and programs.
- Work with programs that are going through their seven-year program review to help them compose Section 5 on program effectiveness.

LEARNING PORTFOLIOS

The Learning Portfolio Initiative provides another example of a deeply engaged learning experience for students. Through developing a process based learning portfolio, students learn how to reflect and make meaning from their own learning experiences. This experience allows them to integrate learning from one course to another and among curricular and co-curricular experiences. The learning portfolio becomes a way for a student to put her signature on her learning experience, or students telling "Your story, your future".

During the last two academic years (2014-15 and 2015-16), the Office of General Education has been engaged in a pilot of learning portfolios using a platform called Pathbrite. In that time, we have engaged 1954 individual users in 66 courses and two co-curricular programs.

Disciplines/programs include:

- Writing & Rhetoric Studies
- Undergraduate Research
- Block U Program
- Languages and Literature
- LEAP
- Medical Laboratory Science
- Parks, Recreation, and Tourism
- Architecture
- City and Metropolitan Planning
- Communication
- Center for Teaching and Learning
- Excellence
- Modern Dance
- Design
- Educational Psychology
- Ethnic Studies
- Honors College
- Bennion Center

Main obstacles to adoption and use of learning portfolios included:

1. Ease of use for faculty: Faculty and student feedback indicated significant differences in their opinion of Pathbrite.
   - Faculty: In individual conversations and focus groups, the difficulty of navigating the Canvas-Pathbrite LTI connection was the most prominent theme. Many faculty felt that it was too complicated, particularly in terms of grading.
   - Students: In survey questions added to the end-of-semester course evaluations, students largely indicated that their user experience was positive and that they were able to get help when needed.
2. The ability of a single platform to accommodate the wide-ranging needs for demonstrating learning within the University. Some faculty in visually-oriented fields felt that Pathbrite limited their students' creativity in terms of aesthetics and design, for example.

Goals and achievements for 2015-16:

1. Pilot program portfolios using the Pathbrite template feature:
   - Two co-curricular programs (Undergraduate Research Leaders and Community Engaged Scholars) used templates to drive student reflection and learning.
   - Community Engaged Scholars successfully used portfolios to record the experiences of final-semester students as they prepared to "defend" their projects. 10 students participated, using reflective writing and visual evidence to demonstrate several learning outcomes.
   - UR Leaders was a new program, and we were less successful at integrating portfolios here, as we discovered that students needed more coaching on the purpose and the benefits of portfolio work. Next year, we plan to introduce them earlier and integrate more peer advising work into portfolios.
2. Improve the portfolio experience for faculty:
   - Worked with TLT and Pathbrite to improve the Canvas/Pathbrite LTI connection for better faculty functionality.
   - Refined Pathbrite support based on experiences from 2014-15, eliminating some unneeded steps.
   - Revamped the Learning Portfolio website to provide more pedagogical support for faculty as well as links to videos and other technical support documents.
   - Held a workshop in conjunction with CTLE to promote the use of portfolio pedagogy in the classroom.
   - Staged a large focus group event at the end of the spring semester to invite feedback from faculty, students, and program directors (see Appendix B). The main points of discussion included the need for a cohesive but flexible vision of portfolios on campus, needs for portfolio platforms, and obstacles to successfully using portfolios.
3. Manage different styles of learning and supporting faculty:
   - Assigned individual "consultants" to faculty at the beginning of the year to provide more individualized attention.
   - Sent individual e-mails to faculty throughout each semester to invite feedback or questions. This was the means by which we were able to discover many of the issues with grading and the Canvas-Pathbrite LTI connection.
   - Attended individual classes, as invited, to discuss the purpose of portfolios and how to get support. Kali visited four classes, while TLT consultants visited two. For one large course, the TA met with Kali individually so that she would be prepared to help students in that course.

Some of our other achievements included the following:

- Established an "inventory" of programs using any sort of portfolios – paper or electronic (see Appendix C). They included units both inside and outside of the pilot, and were found by a combination of participation in the pilot, Internet research, and talking with faculty/students/staff. We plan to use the inventory both as a means to expand learning portfolio adoption in coming years, as well as a resource for faculty looking for peers and/or examples.
- Prepared for RFP that will go out this summer for portfolio technology, using the data collected throughout the pilot and in our focus group event.

Goals for 2016-17:

- Solidify at least two platform options for the campus.
- Solidify our vision for student based platforms in the form of a marketing and training campaign.
- Create integrated support for programs already using learning portfolios.

Appendix A: learning outcome report

General Education Learning Outcomes Assessment
Intercultural Knowledge and Competence & Quantitative Literacy
Spring 2016

In the spring of 2016, the Office of General Education (GE) conducted an assessment of two of the General Education Learning Outcomes: Intercultural Knowledge and Competence (IKC) and Quantitative Literacy (QL). This was the first time we have assessed Intercultural Knowledge and Competence and the second time we have looked at Quantitative Literacy.

Assessment Process

The Office of General Education solicited artifacts from the departments of all of the General Education courses that had one of the two outcomes selected during the most recent General Education designation review. This resulted in the collection of 164 student artifacts (papers, exams, assignments) from faculty in 41 General Education courses. The levels of these courses (an approximation for difficulty) were distributed as follows: 20% at the 1000 level, 5% at the 2000 level, 45% at the 3000 level, and 30% at the 4000 level. Instructors were asked to submit four examples of student work – one low, two medium, and one high quality - that could demonstrate the achievement of the selected learning outcome.

The Office of General Education asked 18 faculty members on the General Education Curriculum Committee to participate in this review, and Assistant Vice President Ann Darling and Assistant Dean Mark St. Andre were also reviewers. The 20 reviewers were split into 10 teams of 2 individuals, and each team reviewed 8 artifacts, which totaled 80 artifacts for the whole assessment. There were more reviewers with expertise in Intercultural Knowledge and Competence, so seven of the teams looked at IKC artifacts and three teams looked at QL. All individuals completed all of their reviews.

As in previous reviews, the rubrics used to assess the learning outcomes were those developed by the Association of American Colleges and Universities (AAC&U) for the Essential Learning Outcomes. The ratings on the AAC&U rubrics (1-4) reflect levels of achievement across the whole University experience. A "1" is considered "baseline", "2" and "3" are "milestones", and "4" is "capstone."

Results

Figures 1-4 summarize the overall results for the assessment of both learning outcomes. These figures show the total number of scores that were received for each criterion for each outcome. The "-1" category was used to indicate that reviewers did not think the criterion listed was applicable to the artifact they were reviewing. A score of "0" indicates they thought that there was no evidence in the artifact that the outcome was achieved. See Appendix A to view the full rubrics for each of the learning outcomes.

The distribution of scores in the figures show that students' scores tend to average around a score of 2 or 3 and that the distribution of scores looks normal. The exception to this is the "-1" scores, which indicate that reviewers thought the artifact could not be used to score the criterion. One factor contributing to the normality of the scores is the fact that we asked instructors to give us one low, two medium, and one high quality artifact. Given that the

artifacts in this analysis come from, on average, courses just below the 3000 level, and that most of General Education is taught at the 1000 to 4000 level, the fact that scores averaged around 2 or 3 seems appropriate.

Figure 1: Intercultural Knowledge and Competence: Criteria 1-3

A bar chart titled "Figure 1: Intercultural Knowledge and Competence: Criteria 1-3" showing scores from -1 to 4 for three categories: Cultural Self-Awareness, Cultural Worldview, and Skills-Empathy.

Figure 2: Intercultural Knowledge and Competence: Criteria 4-6

A bar chart titled "Figure 2: Intercultural Knowledge and Competence: Criteria 4-6" showing scores from -1 to 4 for three categories: Skills-Verb-NV, Attitudes-Curiosity, and Attitudes-Openness.
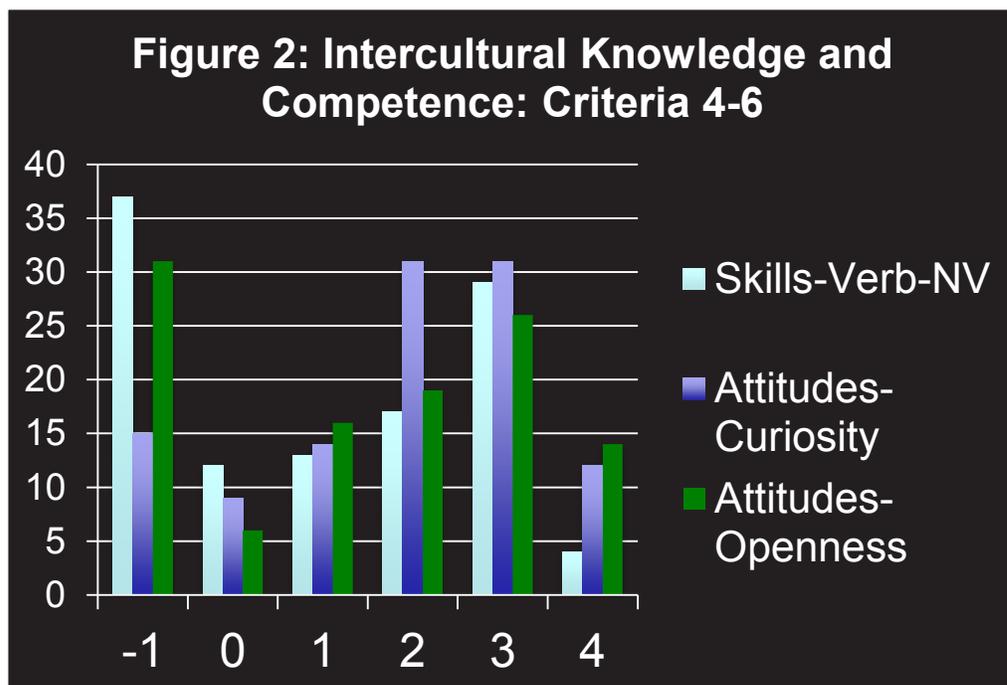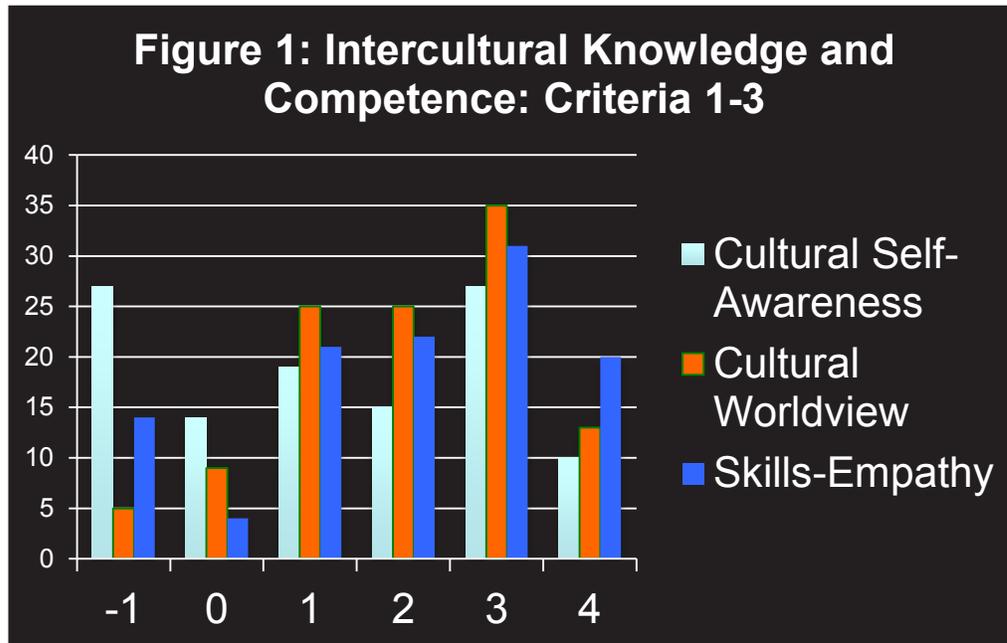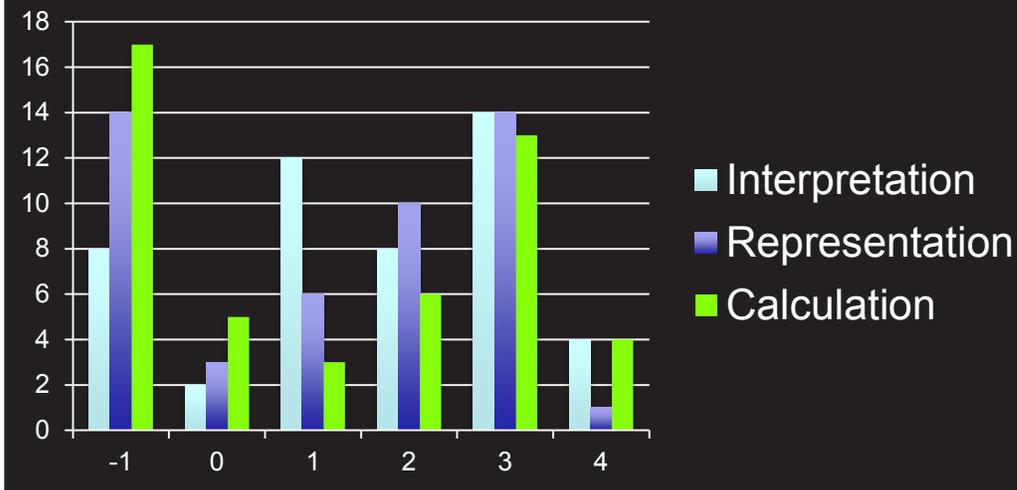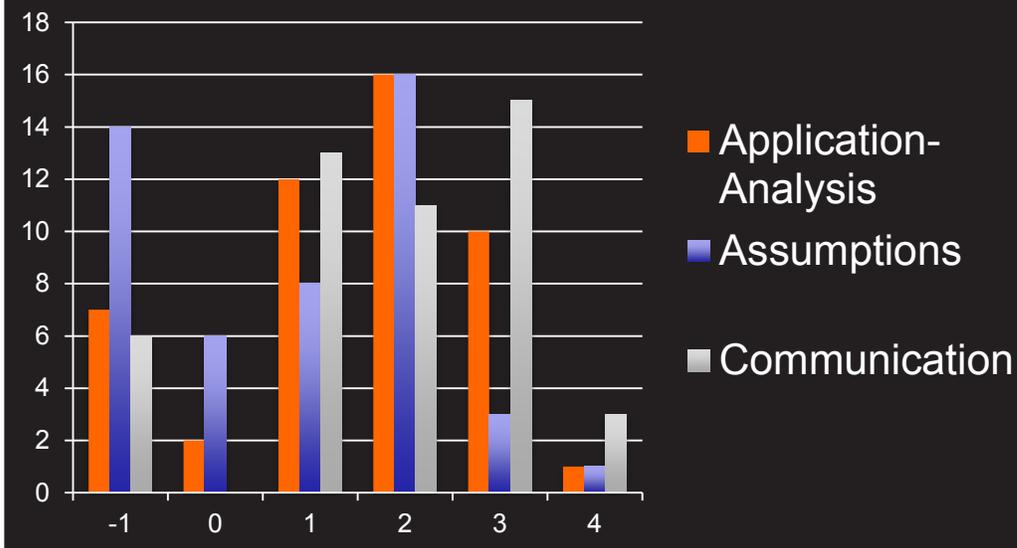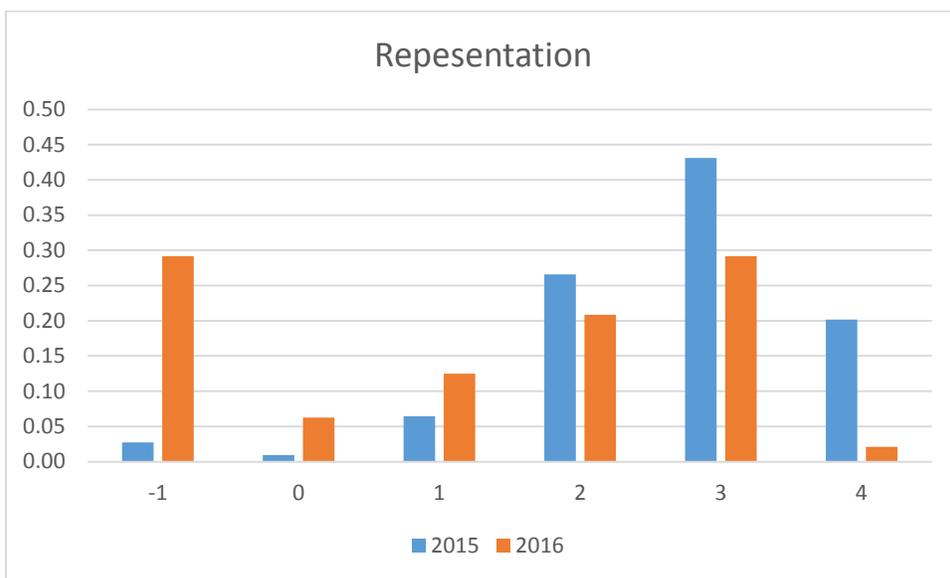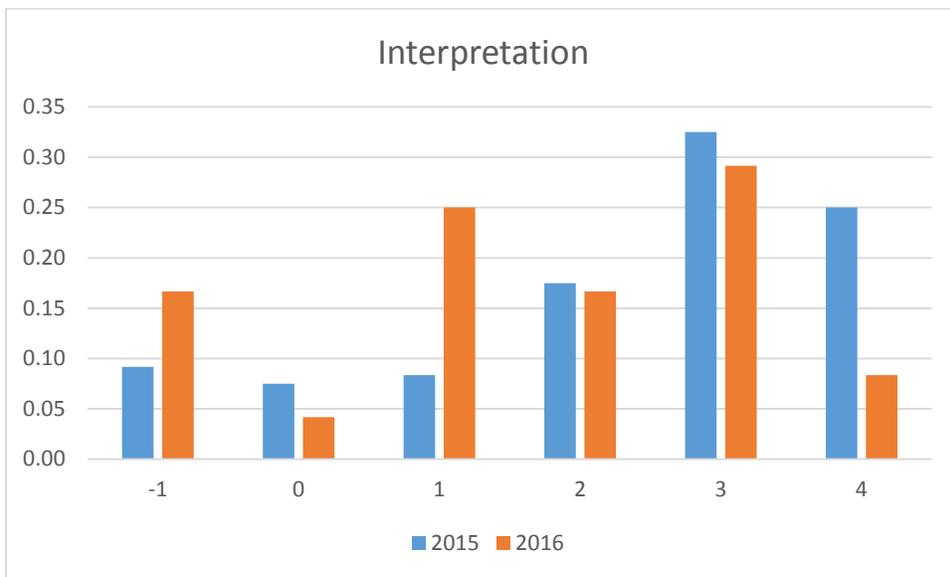
Figure 3: Quantitative Literacy Criteria 1-3

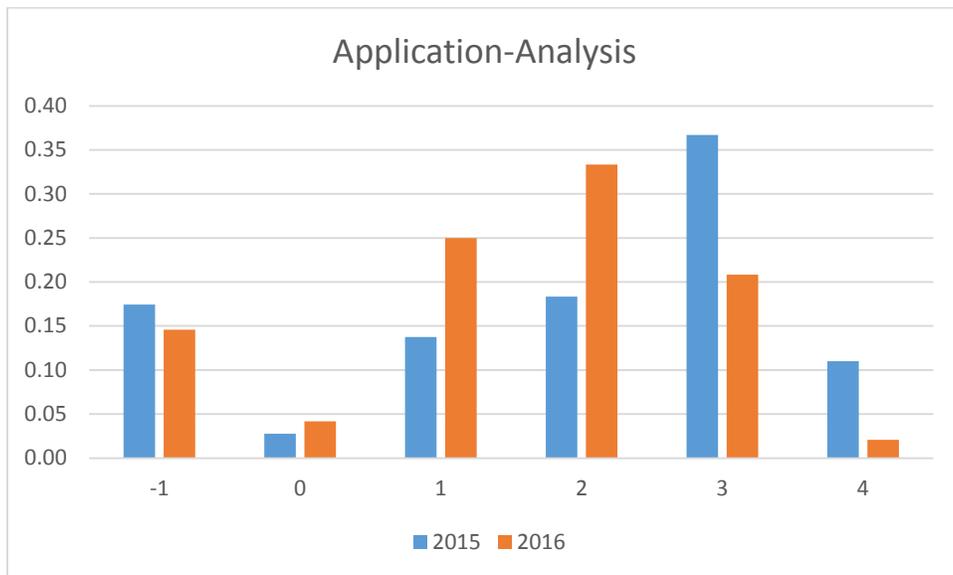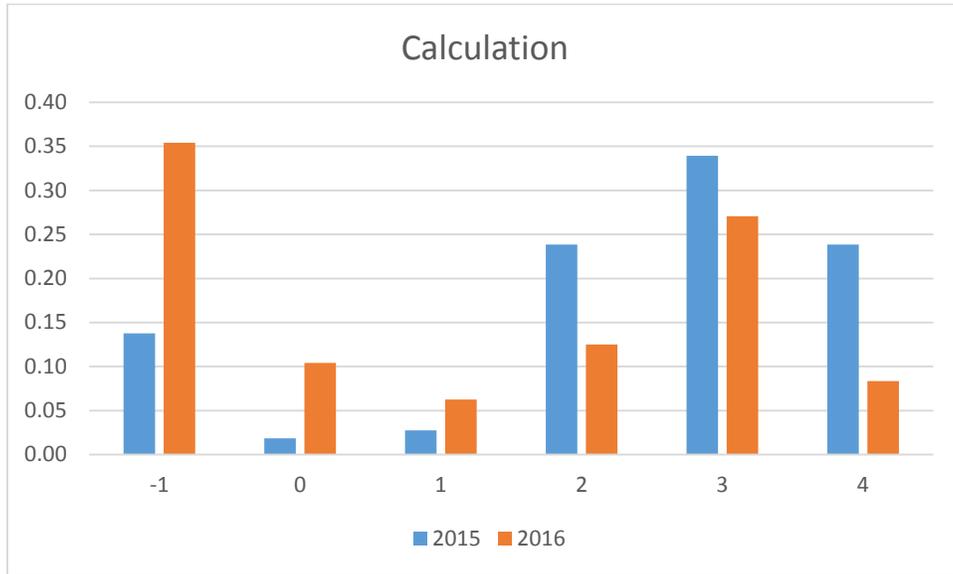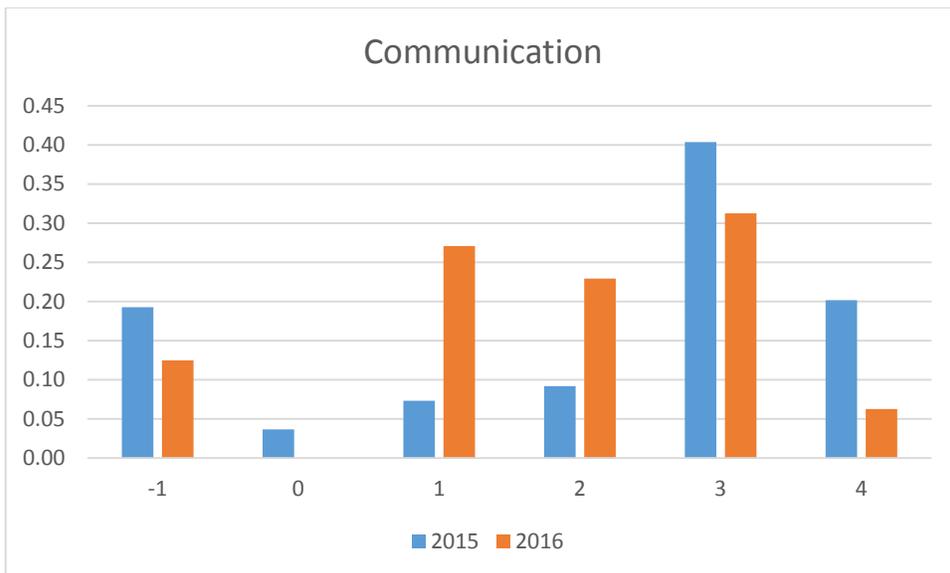Figure 4: Quantitative Literacy Criteria 4-6

Because this is the first year of assessing Intercultural Knowledge and Competence, it is not obvious how to interpret those scores without having some context or comparison group. That will be accomplished in the second year that this outcome is assessed. One thing that is clear is that there were quite a few artifacts that the reviewers thought could not be used to respond to the criteria, particularly the criteria of Verbal and Non-Verbal Skills, Attitudes-Openness, and Cultural Self-Awareness. This information will be used to help us give better guidance to faculty who are designing assignments and submitting artifacts.

The ratings for Quantitative Literacy group around the 2000 and 3000 level, which is reasonable given that most of the artifacts in this assessment came from 3000 level courses (67% of Quantitative Literacy student artifacts came from 3000 level courses, the rest were lower than 3000 level). In particular, students seemed to be interpreting, representing, and calculating data successfully (See Figure 3, where "3" was the most common rating for these criteria), and also communicating those findings (see Figure 4). There was also a sizable portion of ratings for Not Applicable (a "-1").

Because Quantitative Literacy was assessed last year, we can compare the ratings in these two years to examine differences. The following figures show the percentage of ratings (to control for different number of artifacts examined in the different years) that fall into each of the score categories for all six of the Quantitative Literacy criteria for both the 2015 and 2016 reviews.

Calculation

Application-Analysis

Assumptions

Communication

The first difference that is apparent between 2015 and 2016 is that the first three criteria – Interpretation, Representation, and Calculation – had higher rates of "Not Applicable" ratings in 2016 than in 2015. One possible reason for this is that the instructions given to those submitting artifacts was somewhat different in the two years.

In 2015 the University of Utah participated in the Multistate Collaborative to Advance Learning Outcomes Assessment (MSC) project through the State Higher Education Executive Officer's Association (SHEEO) and AAC&U. The instructions to request Quantitative Literacy artifacts for those courses was standardized to meet the requirements of the MSC. Also, students whose artifacts were used in the MSC needed to have completed at least 90 credit hours toward the 122 required for their degrees. For this reason, the artifacts tended to come from higher level courses – all of them were 3000 level or higher, with 29% at the 4000 level and 12% at 5000.

It is challenging to compare 2015 to 2016 on criteria for which there were a lot of NA ratings. But, for those criteria where there was not a large difference in NA ratings – Application and Analysis, Assumptions, and Communication – the ratings were overall lower and tended to center around a rating of 2 as opposed to 3.

The assignments from the courses in the 2015 data (which include higher level courses because of the MSC study 90 credit requirement) seem more likely to require students to represent their data (see the NA columns in the Representation figure above), which is typically through charts, figures, etc. These assignments from higher level courses also seem more likely to have students doing actual calculation (see the NA's in the Calculation figure).

What seems to be true is that students in higher level courses are being given assignments where they are more likely to be able to demonstrate a broader array of the outcomes. Further study of the kinds of assignments used in both of these years could provide us with ideas for how to request assignments that can be used to regularly assess all of the outcomes.

Interrater Reliability (IRR)
Figures 5 and 6 show two analyses of the interrater reliability (IRR) that was achieved by the pairs of raters in this study. The top bar is the average (mean) difference between the raters on all of their individual ratings. An average difference of around 2, for example, means that raters differed in their scores by an average of 2 points on the scale. These differences include the ratings of "-1" given to the NA scores. The other IRR score is the Spearman Rank Correlation between the two raters scores for each criterion.

The IRR scores for Intercultural Knowledge and Competence are obviously quite a bit lower, which is likely the result of this study being the first time we have assessed this outcome and thus the first time we have used the rubric. All of the mean differences in scores are greater than 1, and one of them is greater than 2.

The IRR for Quantitative Literacy, an outcome we have examined before, is noticeably higher. None of the mean differences between raters is larger than 1 point, and some correlations are as high as .83, which is considered moderately good agreement. This finding is very encouraging, because it demonstrates that our process is moving us in the direction of agreement on how to apply the rubrics.

Figure 5: Rater Reliability - Intercultural Knowledge and Competence (overall r=.262)
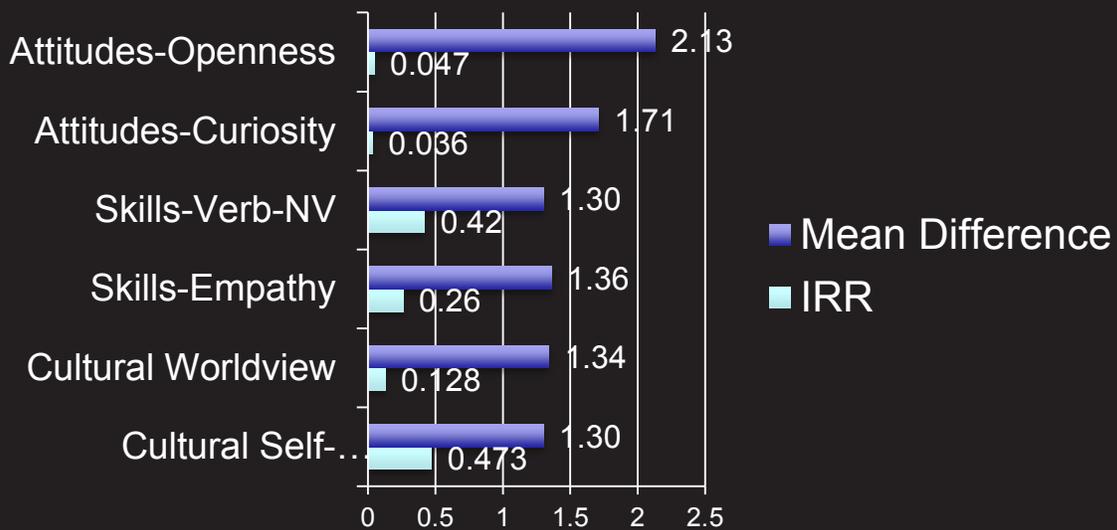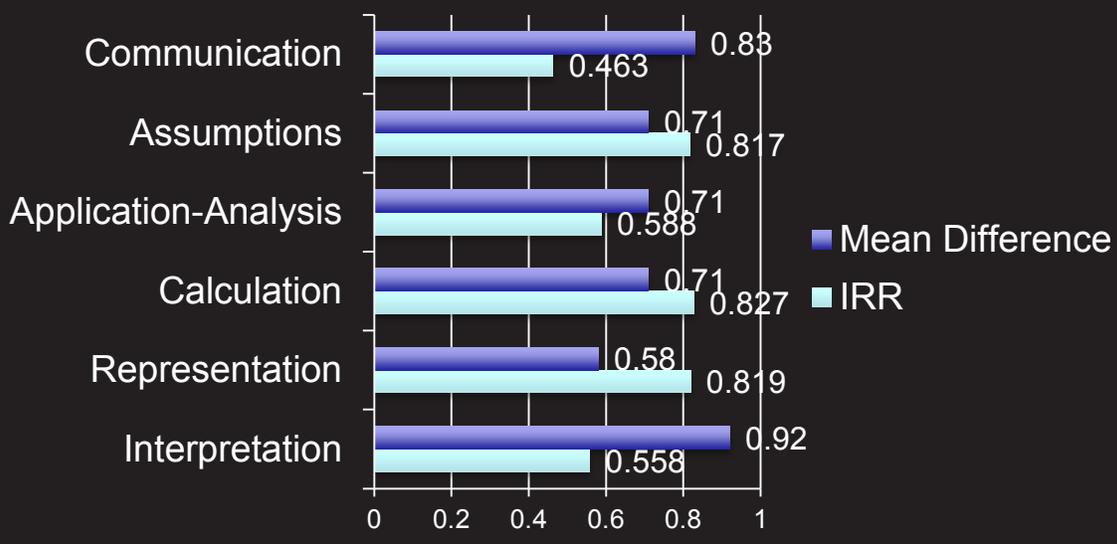
Criterion	Mean Difference	IRR
Attitudes-Openness	2.13	0.047
Attitudes-Curiosity	1.71	0.036
Skills-Verb-NV	1.30	0.42
Skills-Empathy	1.36	0.26
Cultural Worldview	1.34	0.128
Cultural Self-...	1.30	0.473

Figure 6: Rater Reliability - Quantitative Literacy (Overall r=.711)

Criterion	Mean Difference	IRR
Communication	0.83	0.463
Assumptions	0.71	0.817
Application-Analysis	0.71	0.588
Calculation	0.71	0.827
Representation	0.58	0.819
Interpretation	0.92	0.558

Discussion

Our assessment of **Intercultural Knowledge and Competence** artifacts produced ratings that indicate students are accomplishing a level of achievement that we would expect from students in mostly 2000 level courses. At the same time, many criteria were given "NA" ratings because of the inappropriateness of the artifact for the criteria. In particular, the assignments did not seem capable of allowing students to demonstrate their Verbal and Non-Verbal Skills, Cultural Self-Awareness, and their Attitudes related to the Intercultural

Knowledge and Competence learning outcome. Also, reviewers had very low agreement on their ratings, which may be the result of this being the first time we have assessed this outcome. We will initiate discussions with the General Education Curriculum Committee and faculty related to how we can improve the appropriateness of the assignments submitted or modify some of the criteria of the rubric.

The assessment of **Quantitative Literacy** artifacts produced ratings that indicate students in the sample were performing around the 2 or 3 milestone, which, again, seems appropriate for students in mostly 3000 level courses at the University. It was encouraging to see higher ratings for interpreting, representing, calculating, and communicating the results of quantitative analyses. In all of these categories, the modal (most common) rating was a 3 on the 0-4 scale. This pattern of responses in 2016 was the same as it was in 2015, which indicates that there is some consistency in our scores over time as well as between raters.

The Quantitative Literacy results can be stated with greater confidence because of the higher level of interrater reliability that was established between raters, indicating that there was decent agreement on the ratings. There were still a disappointing percentage of NA ratings on the Representation (.29), Calculation (.35), and Assumptions (.29) criteria. This fact should also be discussed in committee to determine if we can improve the appropriateness of artifacts or amend the criteria of the rubric.

Learning Portfolio Focus Groups

May 3, 2016

Participants:

Ann Darling (Undergraduate Studies) & Kali Korbis (Undergraduate Studies)

Cory Stokes (UOnline); Jon Thomas (Teaching & Learning Technologies 'TLT'); Qin Li (TLT), Nate Sanders (TLT); Michael Ader (Undergraduate Studies)

Mimi Locher (Architecture); Chris Jensen (Bennion Center); Christie Toth (Writing & Rhetoric Studies); Carolyn Bliss (LEAP); Rebecca Utz (Block U); Heather Canary (Communication); Stephanie Shiver (Office of Undergraduate Research); Emily McCoy Marley (Career Services); Christine Jones (Block U); Peggy McCandless (College of Education); Abby Pritchard (Undergraduate Student, Block U); Jaden Holladay (Undergraduate Student, EAE), Kathy Hajeb (Lassonde Center); Juan Carlos Claudio (Block U);

Guest: David Hubert (SLCC)

Introduction:

The participants all have some stake in portfolio learning on campus, whether as a faculty member, program director, student using portfolios, or as an instructional designer/technology consultant. As UGS prepares an RFP for, or bids out for, portfolio technology platforms, we want to consider the needs and wants of the stakeholders on campus.

We have deliberately gone with a broad approach in order to bring as many people on board as possible. Making learning portfolios required or using a rigid approach is not going to work given the broad nature of the curriculum being taught on campus, in our opinion. We have let faculty/programs decide how they think portfolios best suit their individual goals during the pilot. To that end, we believe that there is not a one-size-fits-all technology solution and we are considering officially supporting more than one platform in order to accommodate curricular needs.

We have also developed an "inventory" of various portfolio programming across campus. These range from pilot participants using Pathbrite to departments using paper portfolios.

We split into two groups in order to give people more opportunities to respond – one was led by Ann Darling and the other by Kali Korbis, then reconvened to discuss common themes discussed by both groups that would give UGS a better understanding of how to move forward.

Questions for Discussion:

- Should the U have a more coherent vision for portfolios (single-platform, uniform approach)?
- What kinds of assignments/activities do you want to use for portfolios?
- How do you see your courses/programs using portfolios in the future?
- What do you need a platform to do?
- What obstacles have you faced with portfolios so far?
- What do you need a platform NOT to do?

Coherent Vision

- Not having requirements for students is useful, but there need to be internal consistency. Some consistency, there are several different practices that students didn't always get the message.

What are learning portfolios being used for? Future usage?

- Some people used their portfolios as a discussion tool, some used it as a way to store their different projects and multimedia. The portfolios were used as reflection. One of the big uses for the portfolio as a marketing tool Students and faculty use it as a tool to show what they are teaching. Used for written work, but that wasn't always effective. Using to show what the student learned across the semester or year was much more successful. There was confusion with students whether the portfolio was for them to document their work or if it would be viewed by employers and people outside of their student career. Will their portfolios follow them after graduation and into the job market? What is the purpose that students are building portfolios?
- Writing program wants to use the portfolios as a corpus of their work and be able to look back and do a research reflection beyond a personal reflection.
- What will future use be?
- Reflect over the course of a semester or a year is more sensible than just additionally adding assignments to get done. Use it to form building blocks to scaffold learning.
- Way to showcase best work, but also explain why this is important to students. Students are lost as to why they are doing learning portfolios. Technological difficulties and semester based pressures make it harder to use learning portfolios.
- Use portfolios as a digital resume.
- Use portfolios for accreditation and internal assessment.
- Portfolios allow faculty to assess their programs and observe how their objectives are working.
- Civic competencies and learning outcomes can be assessed by the faculty as to how well the programs are working.

Platform needs

- Students want their portfolios to be visible and be able to see who is looking at the portfolios and interacting with it.
- Show students that their portfolios are being looked at by employers. Portfolios aren't always visible and it can take a long time for them to be found.
- Canvas LTI – Communication between Pathbrite and canvas or other platform. People would prefer having only one sign-on so that there are not multiple steps to take to get to the portfolio. Have it possible to grade portfolios in canvas and not have multiple windows that have people have to work through.
- Sub-portfolios in larger portfolios and group functionality to be able to collaborate on a project.
- The portfolio doesn't need to have all the functionality of canvas.

Obstacles

- Technology issues were some of the biggest problems with portfolios.
- Students don't always understand the importance of portfolios and the pedagogy of portfolios needs to be put out where students can see it.
- It is important to separate the portfolio from canvas to make it seem less of an assignment. When the portfolio is an assignment it is not as creative. Students will be more innovative and take more risks if it isn't presented as being linked directly with their school work. Disconnect the portfolio with the professor to make students want to new things.
- Both groups agree that there needs to be a common vision for portfolios, but there needs to be flexibility. More work needs to be done on the vision. Platforms need to be broad, but standard so that students don't always have to relearn how to use them.
- Student, faculty and administrative goals need to be presented and overlaps need to be found. There are too many goals and a cohesive vision must be found.
- Portfolios need to stay with the student after graduation and be something they can continually work on.
- Privacy issues need to be dealt with. Students need to be able to look at portfolios, but also make them private if they need to.
- Teaching students how to form portfolios and allowing the portfolios follow them for live creates "sticky alumni" who will stay connected with the University.
- SLCC students need to have portfolios that can move with them and also make it easier for them to adapt to a new platform.
- There needs to be a system that can track and store data and that is balanced between the needs of the students and faculty. Find a system that can be easily worked into a program and one that highlights a student's learning.
- The process of creating a learning portfolio can help develop the student.
- Platform that can allow the students to go back after they submit their work and continue developing what they have submitted.
- There need to be workshops to support faculty who will be using portfolios and teach them about the technology and the pedagogy. Help faculty help students how to use the technology.

Clearing House Moment

Do portfolios go with the concept of assignments of the purpose is to show the individual and their creativity? Portfolios should not be assignments.

How do you make portfolios not feel like assignments? When portfolios are linked to canvas they feel like assignments.

Students need to be encouraged to build their portfolios on their own to support their own goals. Students need to be shown that it is important for their field and will help them later in life.

Portfolios as assignments creates a gateway for students to be able to carry on the practice on their own. Once the student sees how portfolios works they will be more likely to use them.

Classes are slices of their lives, the portfolios are the sums of their work through their life at the University. Also make it so that University can use the work to look at their own practices.

Keep an eye to where the technology is moving. Faculty will always be behind the students. By the time faculty have mastered on system a new one will be out.

Faculty are often concerned that portfolios will be a lot of extra work for them to manage. When faculty only see portfolios as another technology instead of a pedagogy and something they need to graft on rather than integrate, the portfolios often become too complicated for the faculty. When the portfolio becomes a part of the course it becomes more effective and easier to use. Professors need to be won over to using portfolios.

Conversion to portfolios needs to happen across a department to make it meaningful. It needs to become part of the departments message overall.

The portfolio lives at the student level and departments needs to leverage where it goes. Portfolios are a service given to the student.

Departments need to have a way to ensure that the portfolios are being effective.

Students will see portfolios as one more tool, they need to be shown how to use it and why it is worth using.

There needs to be a way to show students that employers are looking at their portfolios and they actually make a difference in the hiring process. Plenty of students have been hired because of their portfolios. Employers are looking ad that needs to be relayed to the students.

When you have portfolios connected to multiple places and where it can be seen, employers will look at it. The students need to see where the views are coming from and who is interested.

Have a portfolio symposium where faculty and students can look at different examples, critique, learn from and vote on them. Build in interaction which comes while still in school.

Competitions for portfolios by department to show standards are being met.

Appendix C: Learning Portfolio Inventory

Portfolio Usage Across Campus (Abridged Version)

Block U	Selected Sections: Families & Health Global Citizenship Arts & Advocacy	Varied by section; focus on integrative learning throughout the course, emphasis on final project with applied emphases and reflection
LEAP	Selected Sections	Varied by section; typically final projects are constructed, presented through portfolios
Innovation Scholars	Capstone/Final year	Showcase portfolio in the form of a personal website
Honors	Selected Sections	City as Text portfolio – includes 'walkabout' information and reflection work
City & Metropolitan Planning	Selected Sections	Reflective assignments on various aspects of CMP curriculum in intro courses
Writing & Rhetoric Studies	Selected Sections	Collective portfolios – electronic versions online; some students in digital publishing courses have additional work
Parks Rec & Tourism	Electronic Marketing	business strategy and customer relationship management in Internet economy, Web and online marketing, E-Commerce, E-Mail, and global market place
Modern Dance	Selected Sections	Reflecting on various workshops, choreographic experiences, and other pre-professional work
Undergraduate Studies	Undergraduate Research Leaders	Documenting peer advising and reflecting on leadership experiences
Community Engaged Learning/Bennion Center	Community Engaged Scholars Program	Capstone experience for final-semester students; showcase portfolio with reflective elements incorporated;
Entertainment Arts & Engineering	Games Studio Program	Professional game portfolios developed while in the program; group projects
College of Architecture and Planning	Multi-Disciplinary Design Program	Portfolio required for admission; includes samples of work, as well as evidence of learning processes
Urban Institute for Teacher Education	Licensure Programs	Documentation of state standards, as well as lesson plans and other artifacts
Art	Undergrad Studio Programs	Application to full major (graphic design); transfer admissions; scholarships and awards
Architecture	Undergrad and Grad Programs	Application to full major; application for graduate school;
Communication	Leadership Communication	Reflective essay; application of course concepts for future work

*Graduate programs in EAE, Law, Education, History, Architecture, Bioengineering, Ophthalmology, and various labs all use portfolios at the post-baccalaureate level