

Fresno State Proposed ePortfolio Requirement

I. Proposed G.E. Assessment Process: (Approved by GE Committee May 2016)

- A. The current system of G.E. assessment is uncoordinated and unsustainable since the university currently requires faculty in every department to carry out a G.E. assessment and write a separate report each year. When either the G.E. ePortfolio Requirement or an Alternate System is passed by the Academic Senate it will replace the current system of G.E. assessment immediately. The current system of G.E. assessment can be replaced by a new system prior to the 2017-2018 AY.
- B. Due to lack of coordination, all outcomes are not being adequately measured. With a few exceptions, there are no common criteria or rubrics across sections of the same course or different courses in the same area and thus assessment is not providing meaningful data about collective student learning that can be used for either internal (Fresno State) or external (accreditation) purposes.
- C. Faculty would not be asked to change their assignments or learn to use Pathbrite (ePortfolio platform) but would only need to clearly identify in their syllabus which assignment is aligned with which G.E. learning outcome or outcomes. Individuals asked to review G.E. assignments would only need to learn how to log in to Pathbrite, access student work, and click on a link to complete an evaluation of the students work.

II. Description of, and objectives related to, the e-Portfolio Requirement

- A. Description:

The required ePortfolio created using Pathbrite will be used to document and assess student achievement of the G.E. learning outcomes. It will engage students by asking them to reflect on and write about their educational experiences. All assignments (also referred to as artifacts) submitted will have been assigned in specific G.E. courses and align with one or more of the relevant G.E. student learning outcomes (SLO's).
- B. Basic Requirement: incoming freshman will submit one G.E. assignment for each specific G.E. Area (A1, A2, A3, B1, B2, B4, C1, C2, D1, D2, D3, E, IB, IC, ID, and MI) for a total of 16 assignments and will indicate within their submission which G.E. outcomes are connected to this assignment. Students will write and submit a reflection after they complete broad areas (A, B, C, D & E, and UD) for a total of five reflections that ask students to think about and discuss different courses and assignments. Transfer Students will submit one G.E. assignment for each of the four upper-division GE courses they take at Fresno State and will write and submit one reflection after they complete their UD courses. Assignment and reflections will be submitted to the Pathbrite G.E. program ePortfolio described later in this document. During the semester that they apply for graduation, students will create and submit a

Cumulative ePortfolio that includes artifacts that represent their experience at Fresno State.

C. Objectives:

1. Eliminate the need for every department to conduct a G.E. assessment on a specific course and G.E. learning outcome each year and write a G.E. assessment report.
2. Achieve a system of G.E. assessment that is meaningful and is sustainable and requires students to engage more deeply in reflecting upon their learning experiences.
3. Improve student success

D. Definitions:

1. Artifact – any essay, multiple-choice test, exam, document, power-point, video, or other kind of assignment that is uploaded to Pathbrite.
2. Reflection – brief paper that requires students to think and write about their learning experience in relation to one or more assignment(s). Students will be asked to indicate what, if any, assignments have required them to integrate and/or apply knowledge from different sources/classes/experiences.
3. **Cumulative ePortfolio -- a separate ePortfolio that students create using Pathbrite. Students will put the assignments/artifacts that they think best represent their learning experiences at Fresno State in this ePortfolio. This showcase must have a minimum of eight artifacts. Students have control over the content of this e-Portfolio and may include any of the following kinds of artifacts, G.E. assignments, assignments completed in major courses, a C.V., documentations of activities carried out as part of a Service Learning course or internship, and co-curricular activities. The only requirement is that students must describe and explain why they included each artifact in their final Fresno State Cumulative ePortfolio.

III. Method of Submission

All new students admitted to Fresno State in the Fall of 2017 will have a Pathbrite account created for them and will automatically be enrolled in the G.E. Program Portfolio for the 2017-2018 AY Cohort. All Transfer students will have a Pathbrite account created for them and will be enrolled in the Transfer GE Program Portfolio for the 2017-2018 AY Cohort. A template will have been created that has a specific place for, and description of, each assignment that students are required to submit. As with all other academic requirements students will have to fulfill the e-Portfolio criteria for their designated Catalog Year prior to graduation. ****Please note that all student assignments submitted to the Pathbrite G.E. ePortfolio Program ePortfolios are held in a password protected system that will be accessed by designated faculty for review purposes. Additional information about assignments provided by faculty can be**

attached so that it will only be able to be accessed by reviewers but not by students.**

A. Submission of Artifacts

Year 1	Year 2	Year 3	Year 4
4-6 Lower Division GE areas	4-6 Lower Division GE areas	All lower division GE areas and one Upper Division	All Upper Division areas
1-page reflection for one broad lower division area	1-page reflection for one broad lower division area	1- page reflection for two broad lower division areas	1-page reflection focused on courses taken for all upper-division areas
			Cumulative ePortfolio

IV. Information and Resources for Students

- A. The ePortfolio requirement would be listed in the Catalog and materials detailing the requirement would be developed and given to students as well as made available on-line. An on-line orientation module will also be developed and posted on-line.
- B. A number of videos focused on completing specific tasks such as submitting an artifact to Pathbrite are available via a tab on the Blackboard main page. Additional videos focused on the G.E. program ePortfolio requirement will be made and posted if the G.E. ePortfolio requirement is adopted.
- C. Student assistants in the Blackboard Resource Lab and at the DISCOVERe Hub are trained on Pathbrite and could provide further instruction and assistance to students using Pathbrite to complete their G.E. program portfolio.

V. Verifying and enforcing completion of the ePortfolio requirement

- A. A system to verify submissions automatically to the G.E. ePortfolio will be implemented and automatic notifications will be sent to students.
- B. College Advising Centers would discuss the required GE ePortfolio with students when they met with them for the mandatory advising session after students have completed a specific number of credit hours.
- C. The Degree Progress Report would be modified to include an indication of whether or not the G.E. ePortfolio requirement was completed.
- D. Students will be sent e-mails reminding them to submit artifacts for each specific GE area. Students who DO not submit one or more of the five required reflections prior to graduation will be notified and will be allowed to submit their reflections for up to eight weeks after graduation occurs and still graduate.

VI. Evaluating artifacts submitted to the G.E. Program ePortfolio

Assessment of all G.E. assignments/ePortfolios will remain faculty driven and controlled. Each outcome will be assessed using common criteria or a common rubric developed or approved by faculty who teach in the specific GE area for which the criteria are developed.

a) G.E. Assessment Sub-Committee

A new GE assessment committee consisting of ten faculty members, the Director of Assessment and one student representative will be created and will be a sub-committee of the GE Committee. All ten faculty members will be elected through the normal “call for service” process used by the Academic Senate. No more than two individuals from the same college may serve on the sub-committee at the same time and at least six of the committee members must have taught GE. Preference will be given to faculty who have taught in the area of GE being assessed in each year new members are elected to the committee. Four of the ten members of the GE Assessment sub-committee do not have to have any experience teaching GE courses.

Schedule for Evaluation of Random Sample of Student Artifacts:

The faculty committee will evaluate a random sample, selected from all submissions submitted to a GE area, of student work for the GE areas designated for each year as indicated below.

Year 1: Areas A1, A2, A3

Year 2: Areas B1, B2, B4

Year 3: Areas C1, C2, E

Year 4: Areas D1, D2, D3

Year 5: Areas IB, IC

Year 6: Areas ID, MI

VII. Criteria/Rubric for Evaluating G.E. assignments:

- A. The current G.E. learning outcomes are broad enough to enable faculty committees to establish criteria or rubrics that could be used to judge the diverse assignments currently being used. For example, D3 outcome 3 asks students to discuss the influence of major social, cultural, economic, and political forces on human behavior and institutions and common criteria could be used to evaluate various assignments, exam questions, essays or papers, and presentations. In areas such as B2, which requires students to take a specific Biology course, the current assignments could be evaluated along the lines that the Biology department is assessing them if these criteria were officially “adopted” by the faculty committee. Signature assignments, if currently being used or if adopted by departments, could also be evaluated using a common rubric.