Showcasing Assessment
Through Strategic Planning,
Curricular Design & ePortfolios

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Revised WASC Standards

• CFR 1.2 – Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels….

• CFR 2.3 – The institution’s student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and wider learning environment.
Presentation Overview

LEAP
- What are LEAP’s Essential Learning Outcomes?

CUSP II
- How do SF State’s strategic goals map to LEAP outcomes?

BAC
- How do CSU & SF State baccalaureate goals map to LEAP outcomes?

ePortfolios
- How can ePortfolios help demonstrate student achievement of LEAP, institutional, undergraduate, and course outcomes?
LEAP Essential Learning Outcomes

LEAP 1
• Knowledge of Human Cultures & the Physical World

LEAP 2
• Intellectual & Practical Skills

LEAP 3
• Personal & Social Responsibility

LEAP 4
• Integrative Learning
SF State CUSP II Strategic Plan

Goal 1
- Social Justice & Equity

Goal 2
- Writing Proficiency

Goal 3
- High-quality Post-baccalaureate Education

Goal 4
- Internationalization

Goal 5
- Participation in University Life

Goal 6
- A Resource to the Community
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Executive Order for General Education

TO: California State University
FROM: CSU Chancellor Reed
Re: General Education & LEAP
Date: June, 2008

“Each CSU campus shall define its GE student learning outcomes to fit within the framework of the four ‘Essential Learning Outcomes’ drawn for the LEAP campaign, an initiative of the Association of American Colleges and Universities.”
San Francisco State’s Baccalaureate Goals

SF State undergraduates will emerge from their studies with a breadth and depth of knowledge and understanding developed from integrating their course work and academic experiences in both general education and in the major…

We expect the following interconnected educational outcomes from a baccalaureate of SF State:
San Francisco State’s Baccalaureate Goals

Goal 1
- Competencies for Lifelong Intellectual Endeavors \( L=2 \)

Goal 2
- Intellectual Attainments \( L=1 \)

Goal 3
- Appreciation for Diversity \( L=3 \)

Goal 4
- Ethical Engagement \( L=3 \)

Goal 5
- Integration & Application of Knowledge \( L=4 \)

Goal 6
- Qualities of Mind and Spirit \( L=1,2,3 & 4 \)
### Physical Science Learning Outcomes

After completion of a lower division course in physical science, students will be able to:

- **Lifelong Intellectual Endeavor**
  - describe methods of inquiry and analysis characteristic of the physical sciences;

- **Intellectual Attainment**
  - evaluate scientific information from a variety of sources and use that information to articulate well-reasoned responses to scientific concerns;

- **Appreciation for Diversity**
  - identify alternative points of view regarding major scientific theories, research, and applications;

- **Ethical Engagement**
  - describe ethical dilemmas arising out of contemporary scientific research and applications;

- **Integration & Application of Knowledge**
  - use scientific theories to explain phenomena observed in laboratory or field settings; and

- **Qualities of Mind & Spirit**
  - discuss the relevance of major scientific theories and research to their lives.
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- **ePortfolios**
  - How can ePortfolios help demonstrate student achievement of LEAP, institutional, undergraduate, and course outcomes?
What is an ePortfolio?

Paper-based Portfolios

Electronic Portfolios
Dr. Ruth Cox
SF State ePortfolio Lead
& Kevin Kelly
Online Teaching & Learning

GALLERY of Examples

Wilson Wong
Behavioral and Social Science
ePortfolio Examples

Daniel De Foe
Business ePortfolio Examples
Why ePortfolios at SF State?
What is an ePortfolio?

Intentional & Integrated Learning
Mapping Artifacts to Institutional Goals

LEAP

CUSP II

BAC

DEPT/PROGRAM

Course

Electronic Portfolio

Video

Reflection

Texts & Resources

Mapping Artifacts to Institutional Goals

Health and Social Justice Documentary Films

Exploring the impact of HIV on Women

Why Women & HIV?

Over two and a half decades have passed since the first diagnosis of AIDS in America and over the years, women have emerged as the changing face of AIDS. Today, the proportion of HIV and AIDS cases among women has more than tripled from 7 percent in 1985 to an alarming 39 percent in 2005. HIV has hit the African-American and Hispanic communities particularly hard. Women in these communities account for over 78 percent of all female AIDS cases in the U.S. Read more...

The Class

Documentary for Health & Social Justice is an interdisciplinary course offered at San Francisco State University that provides students the unique opportunity to work in partnership with community-based organizations and create short documentary films to educate and advocate for change on a health and social justice issue of choice.

Electronic Portfolio

Video

Reflection

Texts & Resources
SF State Course

Instructor:
Rachel Poulain

Students:
- Cinema
- Health Education
- Sociology
- Urban, Ethnic, and Women's Studies

Course Learning Outcome:
Students will be able to shoot and produce a documentary on a Health & Social Justice Issue

http://documentaryforhealth.sfsu.efolioworld.com/index.asp?Type=&SEC=
EMPOWERING THE YARD

Set in Oklahoma where more women are incarcerated per capita than anywhere else in the country, EMPOWERING THE YARD looks at HIV prevention from the perspective of incarcerated women who are using peer education to empower themselves, their families, and their communities.

The HIV Peer Education Program provides an opportunity for incarcerated women to teach each other about the issues they face including safe sex, sexually transmitted infections, drugs, and violence. This 15-minute film follows five HIV Peer Educators who explain why incarceration rates for women are so high and speak to the self-esteem and empowerment they have gained through the HIV Peer Education Program.

Use the accompanying Discussion Guide below to help viewers think critically about why so many women are incarcerated, how social conditions affect HIV transition, and foster dialog about what can be done.

Discussion Guide & Resources (PDF)
Mapping Institutional Goals to Artifacts

- Personal & Social Responsibility
- Social Equity & Justice
- Appreciation for Diversity
- Ethical Engagement
- Identify the connection between social justice, health equity, and personal & community health
- Shoot & produce a documentary on a health & social justice issue

ARIFACTS

- Video
- Reflection
- Texts & Resources
“Co-creating “Empowering the Yard” has made a lasting impact in my life. With 1 in 100 Americans incarcerated and the growing rate of HIV/AIDS among young women, it is imperative that we listen and learn from one another…

Since the film's initial screening at SFSU in May 2008, Empowering the Yard has been entered and accepted to film festivals across the country and is going global.”
Social Justice Documentaries

Empowering the Yard


Presented by the San Francisco State University Health Equity Initiative and the National AIDS Fund in partnership with the SF State Health Education and Cinema Departments.
Testimonials to Student Learning

Video available at:
http://www.aidsfund.org/naf/video/play.cfm?video=Behindthescenes.flv

Presented by the San Francisco State University Health Equity Initiative and the National AIDS Fund in partnership with the SF State Health Education and Cinema Departments.
Mapping Artifacts to Institutional Goals

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  - Personal & Social Responsibility

- **CUSP II**
  - Social Equity & Justice

- **BAC**
  - Appreciation for Diversity
  - Ethical Engagement

- **DEPT/PROGRAM**
  - Identify the connection between social justice, health equity, and personal & community health

- **Course**
  - Shoot & produce a documentary on a health & social justice issue

- **ARIFACTS**
  - Video
  - Reflection
  - Texts & Resources
Thank You.

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Discussion

In groups, please discuss and report back:

How can you incorporate the LEAP Essential Learning Outcomes at your university for:

• Strategic Planning
• Curriculum Design
• ePortfolio Assessment