Salt Lake Community College

General Education Assessment Report 2019

Zack Allred, Emily Dibble, Tiffany Rousculp, and Michael Young

All ePortfolio images from SLCC students used by permission.

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Assessment Methods

Salt Lake Community College has been using ePortfolios as a requirement in General Education courses for almost a decade now. After it became an official requirement in Summer of 2010, we quickly realized that it could also provide an effective way to assess the way students at the college experience general education. Starting in 2012, Salt Lake Community College began using student ePortfolios to assess the learning outcomes of the General Education program. Each assessment examines whether the General Education program offers students sufficient opportunities to progress toward Salt Lake Community College's (SLCC) General Education learning outcomes, and whether graduating students are adequately meeting those learning outcomes.

As we have done in the past, our Institutional Research Office pulled a random sample of 150 students for our assessment sample. From that group we took the first 50 men and first 50 women who had ePortfolios that were accessible in our Banner system. The parameters for this sample were as follows: they must have graduated from SLCC in May 2019 with either an A.A. (Associates of Arts) or A.S. (Associates of Science) degree. In addition, all of their General Education coursework must have been completed at Salt Lake Community College. This assured us that we would not be looking at artifacts, students may have completed while taking general education courses at other institutions.

The assessment was completed using a holistic rubric. This rubric was comprised of SLCC-specific internal measures, VALUE rubrics developed by the American Association of Colleges and Universities (AAC&U), and AAC&U VALUE rubrics modified for our particular circumstances at SLCC.

The teams who assessed the written artifacts for the effective communication learning outcome who were organized by the Writing Across the College Director who invited reviewers from the English Department (see page 29 for the names of the participants). The Information Literacy teams were organized by the Assistant Director of the Library who invited other librarians to participate. All other teams were arranged by the ePortfolio Coordinator and were comprised of teams of two. These teams were composed of faculty, staff and administration from SLCC. Most teams were interdisciplinary, and all teams worked together using the rubrics to assess different learning outcomes and calibrate their scores. All 100 ePortfolios were assessed using this method.

This year we decided not to assess a few of the components that we have looked at in years past. We determined that the following--for various reasons-- could not adequately be assessed using ePortfolios at the present time:

Qualitative Effective Communication--for more information on why we did not assess this outcome this year, please see the Effective Communication section.
Working with Others—it was decided that this particular learning outcome was too difficult to assess using the artifacts found in student ePortfolios.
Computer Literacy-- we decided that the current learning outcome is not assessable. This outcome is currently being reviewed to determine if it can be re-worked to the point where we can effectively assess it.
Oral Communication--we are assessing this learning outcome every other year due to the time-intensive nature of gathering the sample of oral communication artifacts in student ePortfolios. We plan to assess this outcome again next year.

Effective Communication

Students communicate effectively. This includes developing critical literacies—reading, writing, speaking, listening, visual understanding—that they can apply in various contexts; organizing and presenting ideas and information visually, orally, and in writing according to standard usage; understanding and using the elements of effective communication in interpersonal, small group, and mass settings.

During the past two years, we have assessed effective communication using the same quantitative and qualitative methods. First, assessment teams assessed the exposure that students had to writing across multiple genres during their education by counting the number of total artifacts and distinct genres in each portfolio. This assessment also tracked the total number of and distinct genres per General Education designation area. Qualitatively, the assessment teams assessed certain criteria from the VALUE rubric as applied to distinct genres. We specifically looked at rhetorical conventions for three genres which we believed could be readily assessed without access to the instructor's assignment and criteria. We next examined organizational strategies in academic essay genres.

These two annual assessments demonstrated similar findings to each other. This year, we explored options that might provide a richer analytical picture of how SLCC students engage with effective communication. Just prior to rolling out the 2019 Effective Communication assessment process, however, the Writing Across the College Assessment subcommittee conducted a proof-of-concept assessment of a Writing Intensive study that had taken place in the SLCC History department in Fall 2018. This assessment demonstrated the unreliability of rubric assessments without access to the writing assignment and stated evaluative criteria. In fact, rubric-based assessments that attempt to evaluate across multiple, diverse writing assignments may actually incorrectly assess the quality of student work. (Contact [wac@slcc.edu for a copy of the assessment report.)](wac@slcc.edu)

The Writing Across the College director requested that the "Effective Communication" outcome be assessed only through quantitative measures this year because it she felt that the labor necessary for the qualitative assessment was not merited given the questionable data that it would produce. During the 2019-2020 academic year, the WAC director will work closely with the Associate Dean of General

Education and the Associate Provost of Learning Advancement to determine the feasibility of conducting a longitudinal assessment of the Effective Communication outcome. Additionally, the WAC director will collaborate on the Signature Assignment Mapping and Design Charrette Project (part of the AAC& U Pathways grant) using the genre data from 2017 through 2019.
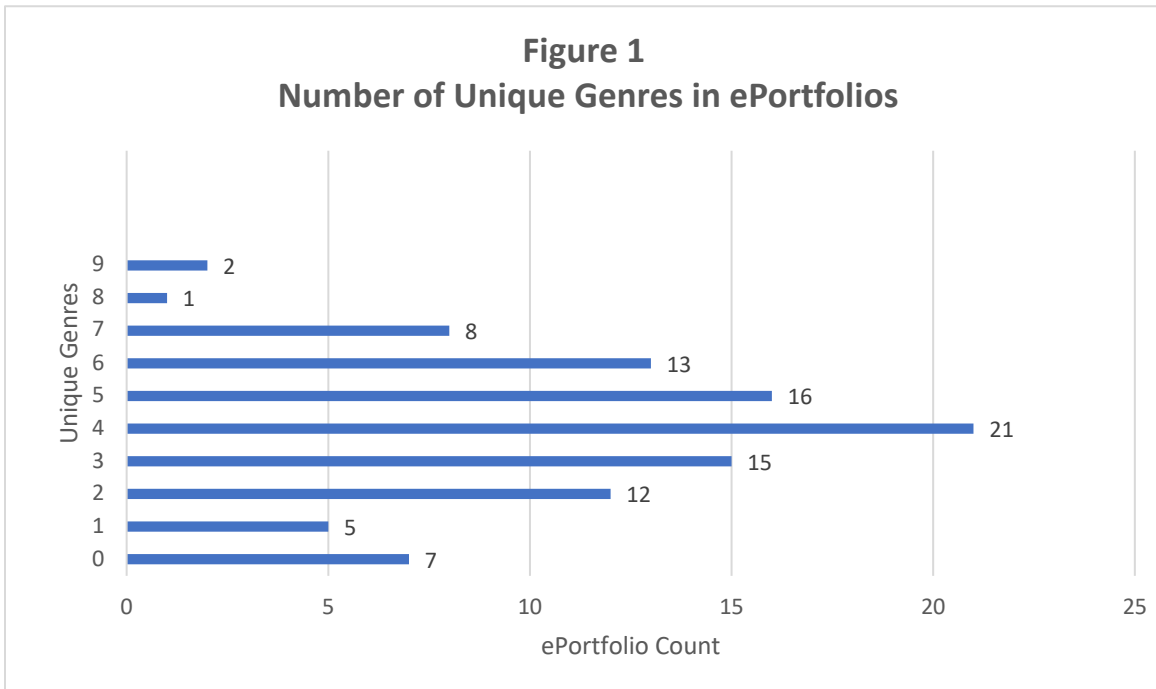
Genre Assessment

The 2019 qualitative assessment of effective communication proceeded in a similar manner as in 2018 and 2017 with a few modifications. Similar to previous years, all assessors were faculty in the English department. Instead of working in pairs, however, as we did last year, we worked individually after conducting an in-depth norming session to decode genre artifacts.

During this norming session, we examined four ePortfolios together. We looked at each artifact and collectively determined what genre it belonged to. This process illuminated the evolution of written genres at SLCC, specifically the impact of digital and multi-modal forms of communication. As we moved through the four portfolios, we also interrogated each genre label from the previous year's assessment. We combined some genres (e.g. "memoir" was placed into "fiction/creative non-fiction"), added some (e.g. "infographic/multi-media"), and clarified "fuzzy" genres like "research" (which we agreed was an essay-like document that reported on content without analysis, synthesis, or interpretation). We agreed that the genres may need to be further classified as digital writing becomes more prevalent across the college.[1]

Collectively, the 100 ePortfolios averaged 9.45 documents per portfolio (with a median of 10 documents). The ePortfolios averaged 4.02 distinct genres (with a median of 6 distinct genres). Figure 1 (see page 7) breaks down the sample of ePortfolios by the number of genres represented. It depicts a fairly normal distribution, with 61% of the sampled ePortfolios containing four or more distinct genres.

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[1] The following 40 genres were identified: Abstract, Annotated Bibliography, Case Study, Code, Cost Analysis/Math Project, Critique/Evaluation/Review, Essay (Analytical, Interpretive w/o sources), Essay (Analytical, Interpretive with sources), Essay (Argumentative w/o sources), Essay (Argumentative with sources), Essay (Explorative w/o sources), Essay (Explorative with sources), Ethnography, Exam, Fiction/Creative NF/Memoir, Infographic/Multi-modal/Multimedia, Journalism, Lab Report, Legal, Log, Medical, Notes, Observation, Other, Plan, Presentation/Speech, Profile, Proposal, Reflection, Report, Research (Restating), Response (answer questions), Science, Scientific, Speech, Summary, Technical, Web, Workplace.

Figure 1
Number of Unique Genres in ePortfolios

Unique Genres	ePortfolio Count
9	2
8	1
7	8
6	13
5	16
4	21
3	15
2	12
1	5
0	7

These figures are somewhat decreased from the previous two years' assessments in both total artifacts and range of unique genres. The reason for this decrease is unknown, yet a closer look at the distribution of genres shows specific areas for improvement.

Figure 2
Ten Most Common Genres of Writing in Student ePortfolios

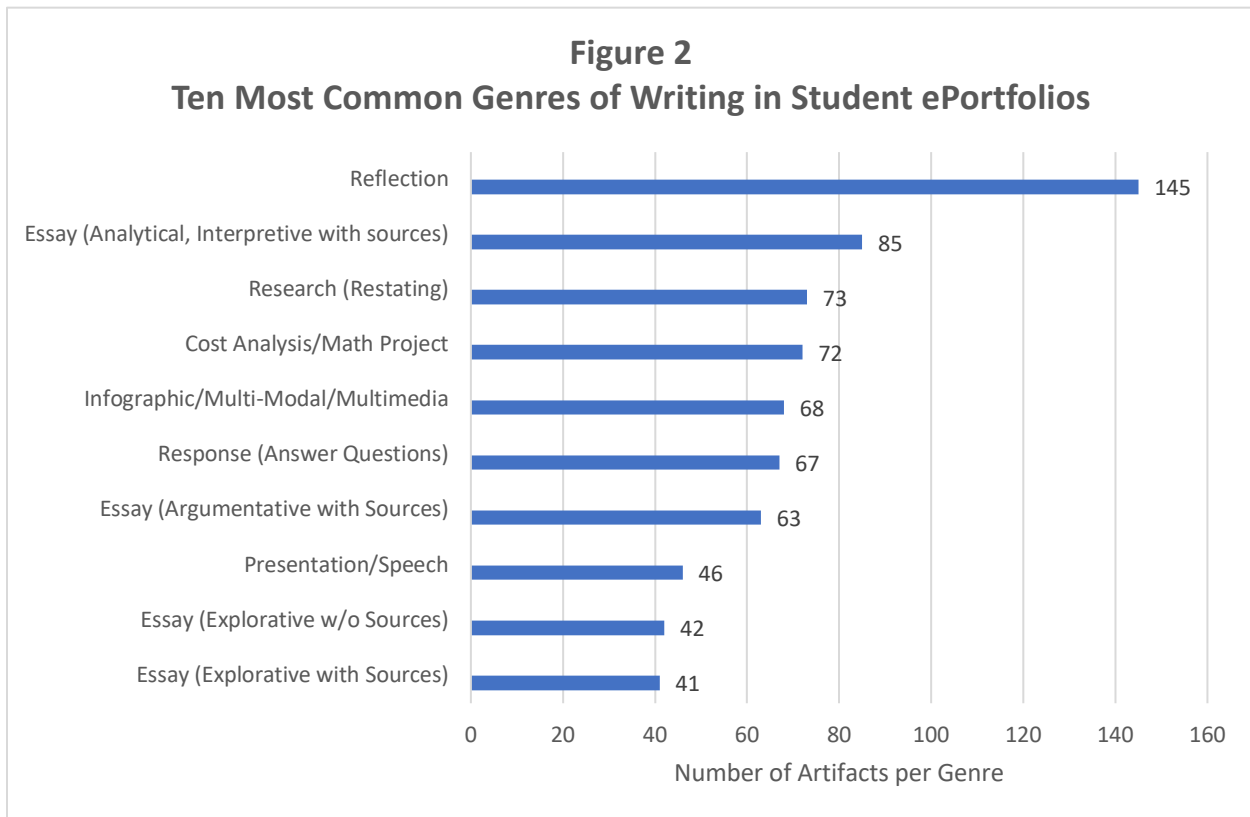| Genre	Number of Artifacts per Genre
Reflection	145
Essay (Analytical, Interpretive with sources)	85
Research (Restating)	73
Cost Analysis/Math Project	72
Infographic/Multi-Modal/Multimedia	68
Response (Answer Questions)	67
Essay (Argumentative with Sources)	63
Presentation/Speech	46
Essay (Explorative w/o Sources)	42
Essay (Explorative with Sources)	41

Figure 2 depicts the ten most common genres in the sampled student portfolios. Reflection (n=145) is the genre with the highest number of artifacts. It should be noted that the assessment teams exclusively examined signature assignments, not the accompanying reflection statements. (Some reflection signature assignments were, in fact, accompanied by such reflection statements, though most were not.) While reflection signature assignments were particularly high in the Lifetime Wellness designated courses, they were one of the two genres that appeared in every general education designation (infographics/multi-media being the other). The next most common genres were "Essay (analytical/interpretive with sources" and "Research." These three genres account for nearly a third of all portfolio artifacts. These genres are often the "default" academic genres for faculty who may not be aware of the multiplicity of genre options that they might utilize to engage their students in meaningful effective communication and learning. The Signature Assignment Mapping and Design Charrette Project will directly address this concern and develop resources to broaden possibilities.

As during the past two years, we again assessed the distribution of ePortfolio artifacts across general education designations. The distribution in Figure 3 almost mirrors previous years' assessments with English 2010 and English 1010 with the most artifacts (n=122 and 100).[2] In 2018, American Institutions, Student Choice, and Humanities were next (n=76, 71, and 72). This year, Social Sciences followed the composition courses (n=83) followed by Student Choice, Life Sciences, and Interdisciplinary designations.[3][4] There appears to be a general trend upward in the spread of artifacts across the general education designations (see Figure 3), yet each designation has room for increase.

Figure 3
Change in Total Artifacts per Designation Area
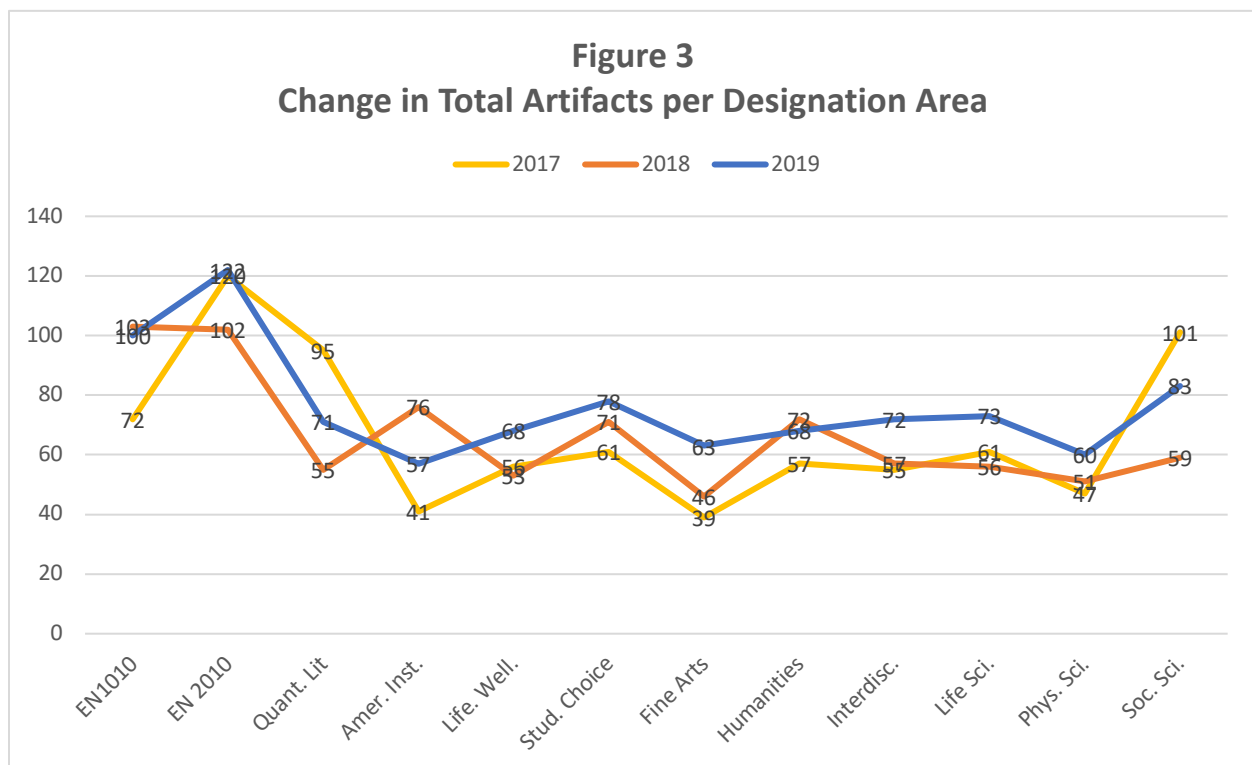
Additionally, there is a significant variety of genres within each general education designation as seen in Figure 4 (page 10). While the Quantitative Literacy and Lifetime Wellness designations included only six and seven different genres, respectively, all other areas contained a dozen or more. This finding has been persistent for the past three years of genre assessment.

Figure 4
Unique Genres in Distribution Areas
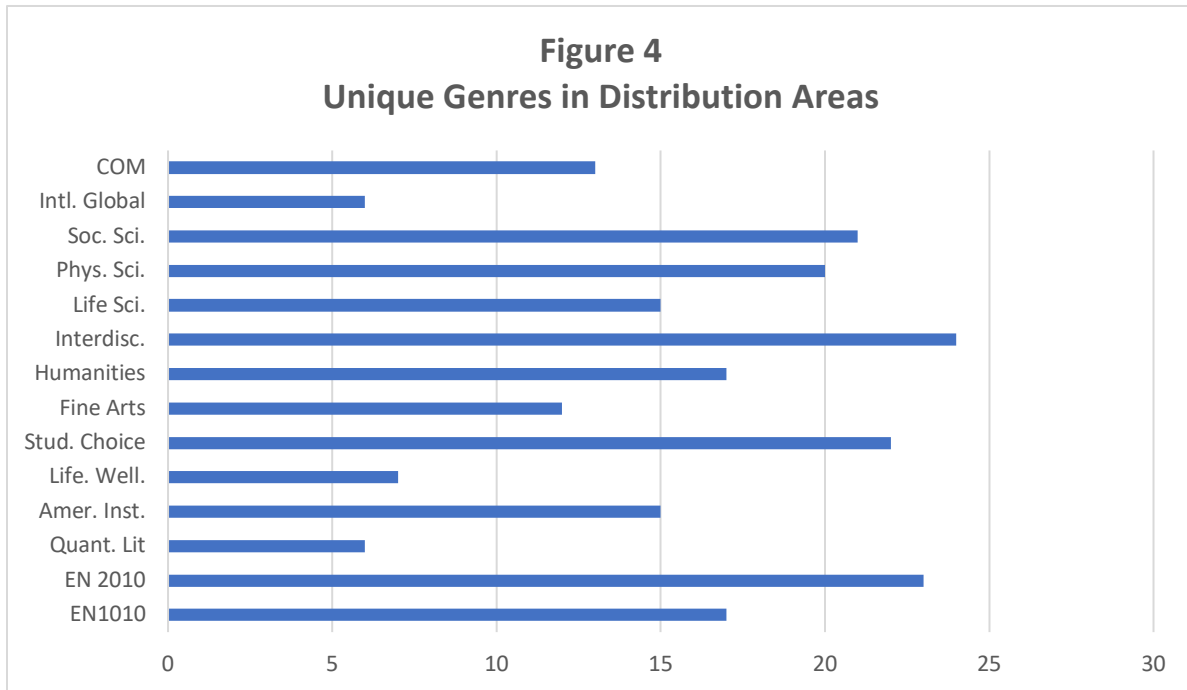
While this does not necessarily indicate a problem with student learning experiences, it does point to a lack of intentional decision-making regarding signature assignments at the programmatic level. For example, in this year's count, there were only three "lab report" artifacts found across all 100 ePortfolios. This genre, or perhaps "science writing" or "technical writing" could be logical fits for designations in the sciences (which appeared twice and three times, respectively, across all portfolios). Such genres might readily align with the habits of mind that these designations bring to the general education outcomes than the predominant occurrence of generalized "research" or "analytical essay" genres in those areas.

These findings support the need for the upcoming Signature Assignment Mapping and Design Charrette Project grant.

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[2] These figures do not indicate the percentage of ePortfolios with artifacts in each designation. Many ePortfolios include multiple artifacts for a single designation, while others include none.

[3] In 2017, the Social Science designation had more artifacts than every other designation than English 2010.

[4] The General Education International and Global (IG) and Communication (COM) designations were approved in 2017-2018 and have replaced the Interdisciplinary and Student Choice designations. We expect to see an increase in the former, and decrease in the latter, in future assessments.
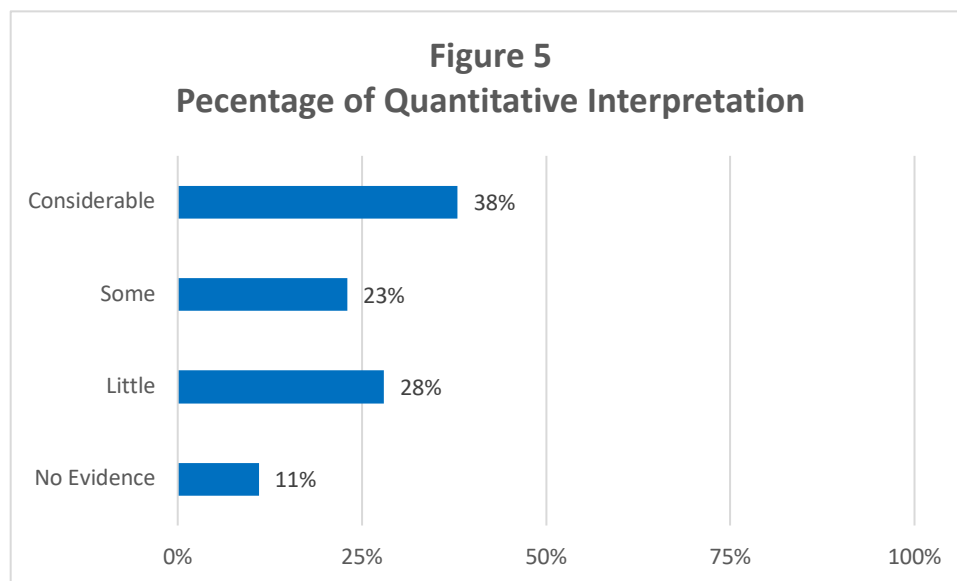
Quantitative Literacy

Students develop quantitative literacies necessary for their chosen field of study. This includes approaching practical problems by choosing and applying appropriate mathematical techniques; using information represented as data, graphs, tables, and schematics in a variety of disciplines; applying mathematical theory, concepts, and methods of inquiry appropriate to program-specific problems.

We began our assessment of quantitative literacy by looking at the evidence in student ePortfolios and their ability to use or interpret information represented as data, graphs, tables and schematics in a variety of disciplines.

Figure 5 indicates that sixty-six percent of all students had "some" (two artifacts) or "considerable" (three or more artifacts), evidence of interpreting information. The thirty-eight percent who had "considerable" evidence was up 9% from last year and up 14% from two years ago.

Only thirty-nine percent had "little" or "no" evidence, which is a decrease of 10% from our findings from last year, and 11% decrease from two years ago. Both the "little" and "no" evidence categories shared a 6% decrease each from last year.

Figure 5
Pecentage of Quantitative Interpretation

Category	Percentage
Considerable	38%
Some	23%
Little	28%
No Evidence	11%

Reviewers also looked at how well students interpreted quantitative information in various forms. Out of 100 ePortfolios, they found 282 artifacts where students attempted to interpret quantitative information. By comparison, this is an increase in sample size of 113 artifacts from what was reviewed from last year.

As seen in Table 1, 10% of student work fell in the "well below" category, and 60% of the artifacts scored in the top two performance levels, meaning the majority of students were providing accurate explanations.

Table 1 **Percentage of Artifacts (n=282) with Scores for the Interpretation of Quantitative Data in the VALUE Rubric Categories. (mean=2.56)**

Interpretation *Ability to explain information presented to the student in the form of equations, graphs, diagrams, tables, words, etc.* Total # Assignments = 94 Mean Score = **2.56**	Attempts to explain information presented in mathematical forms but draws incorrect conclusions about what the information means.	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units.	Provides accurate explanations of information presented in mathematical forms.	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information.
	11%	26%	61%	3%

In addition, we also wanted to look at the students' ability to manipulate quantitative information from one to another, such as converting a table of data to a graph or chart. In Table 2 (page 13) we can see that once again, very few (only 3%) of students' artifacts had inaccurate or inappropriate mathematical portrayals while 81% competently converted relevant information into desired mathematical portrayals and a combined total of 83% met or exceeded expectations in this area.

Table 2 **Percentage of Artifacts (n=282) with Scores for the Manipulation of Quantitative Data in the VALUE Rubric Categories. (mean=2.87)**

Manipulation *Ability of the student to convert relevant information from one form—such as equations, graphs, diagrams, tables, words—to another.* Total # Assignments = 94 Mean Score = **2.87**	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.
	3%	8%	81%	2%

Finally, we felt the unaltered VALUE rubric for quantitative literacy did a sufficient job in aiding reviewers who assessed students' ability to communicate quantitative evidence in support of an argument or the purpose of their work. Table 3 (page 14) indicates the reviewer found 36 instances when students were asked to do this. Twenty-seven percent provided arguments where quantitative evidence is pertinent but did not provide adequate numerical support. Thirty-one percent of assignments used quantitative information but did not effectively connect it to the argument or purpose of the work. The majority (32%) used the information to connect with the argument of the work, although it may have been less effectively presented. Four percent of students used quantitative information to connect to the argument and presented it in a high-quality and effective format.
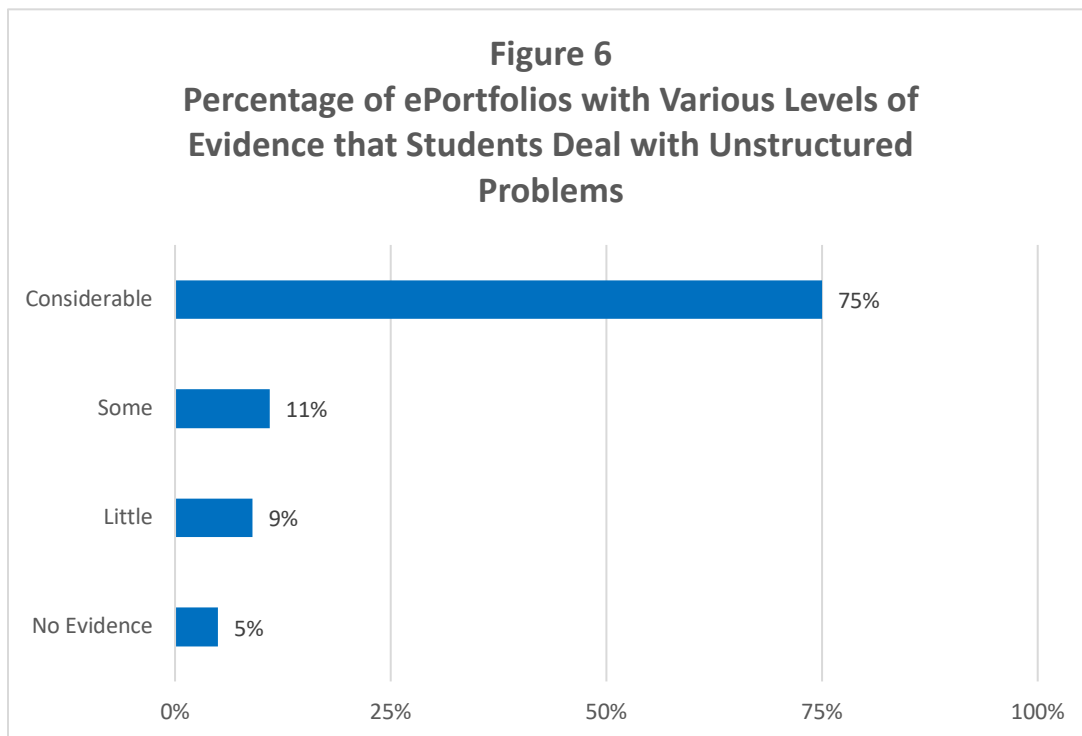
Table 3 **Percentage of Artifacts (n=282) with Scores for the Communication of Quantitative Data in the VALUE Rubric Categories. (mean=2.14)**

Communication *Ability of the student to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)* Total # Assignments = 94 Mean Score = **2.14**	Presents an argument for which quantitative evidence is pertinent but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)	Uses quantitative information but does not effectively connect it to the argument or purpose of the work.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.
	27%	31%	32%	4%

Critical Thinking

Students think critically. This includes reasoning effectively from available evidence; demonstrating effective problem solving; engaging in reflective thinking and expression; demonstrating higher-order skills such as analysis, synthesis, and evaluation; making connections across disciplines; applying scientific methods to the inquiry process.

One aspect of the critical thinking learning outcome we examined was whether SLCC students were getting experiences with unstructured problems (or problems where there was no clearly defined right or wrong answer). The team of assessors did a quantitative count of the number of assignments in students' ePortfolios where there were artifacts that dealt with these types of problems. As indicated in Figure 6, 75% of students' ePortfolios showed "considerable" evidence (three or more artifacts) that they were getting practice grappling with unstructured problems and another 11% indicated that student ePortfolios had "some" evidence (two artifacts).

Figure 6
Percentage of ePortfolios with Various Levels of Evidence that Students Deal with Unstructured Problems

Level	Percentage
Considerable	75%
Some	11%
Little	9%
No Evidence	5%

Student reflections are another area where we felt students demonstrate critical thinking. Every General Education course requires students to reflect on their learning or coursework, to self-reflect on who they are as learners, and then to place their learning in a broader context of either their lives or experiences or other classes they have been taking.

Figure 7 demonstrates that 41% of students are engaging in at least some reflection (six to twelve reflections in each ePortfolio) and an additional 40% are doing "considerable" reflection (thirteen or more reflections). Only 1% of student ePortfolios showed no evidence of reflection. These numbers are comparable to last year's numbers. We always hope to see reflection continue to increase in the future. As signature assignments and the accompanying reflection increasingly becomes the accepted norm at the college, we would expect the number of student reflections to increase.

Figure 7
Percentage of ePortfolios with Various Levels of Evidence that Students Engage in Reflection

- Considerable: 40%
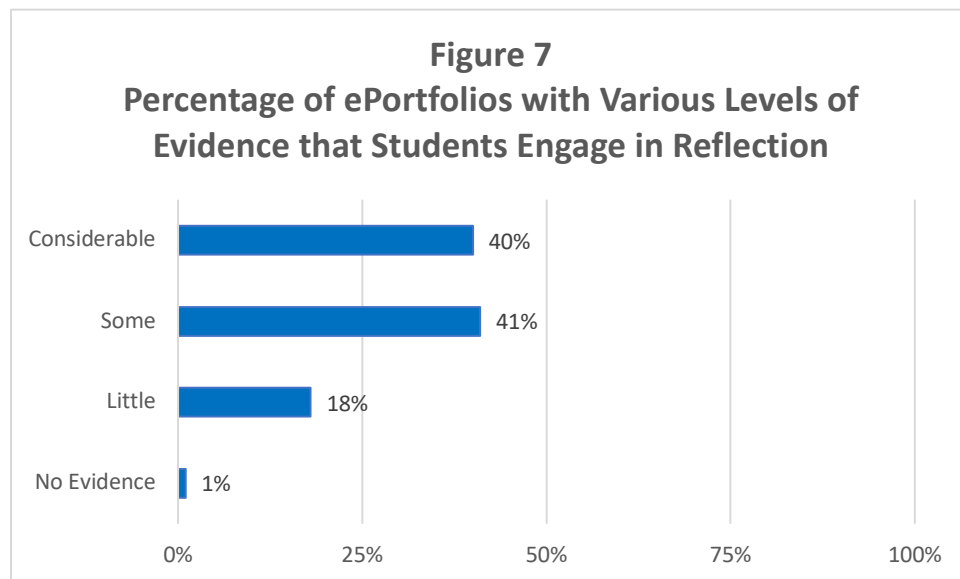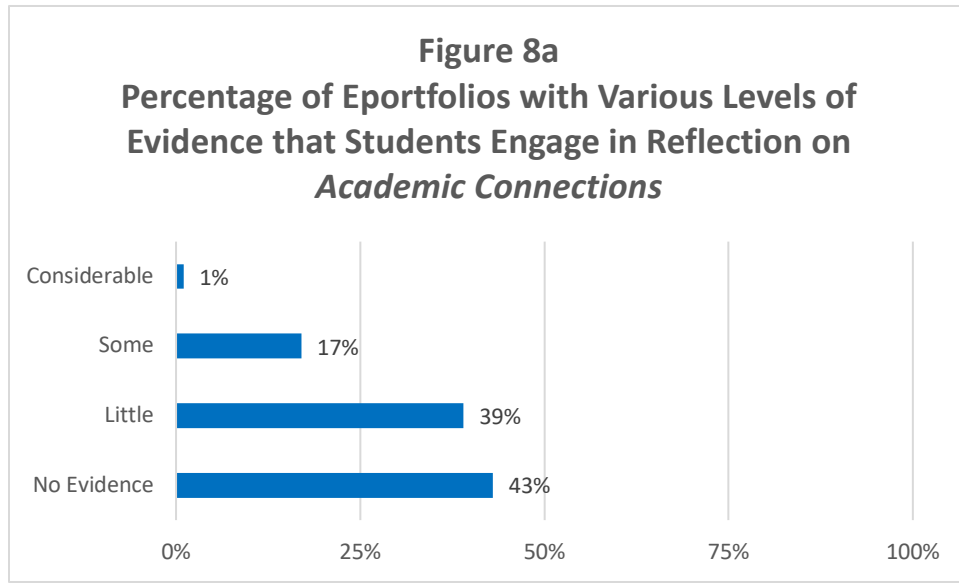- Some: 41%
- Little: 18%
- No Evidence: 1%

Figure 8a and Figure 8b (page 17) examine where students made connections in their reflections. Just like last year, Figure 8a indicates that only 1% of student reflections made "considerable" (five or more) academic connections. Still 82% of students' portfolios showed "little" (one or two academic connections) to "no" evidence of academic connections. While the number of students who have done "some" has increased, this is continuing to be an area where we need improvement.

Figure 8a
Percentage of Eportfolios with Various Levels of
Evidence that Students Engage in Reflection on
Academic Connections

Considerable — 1%
Some — 17%
Little — 39%
No Evidence — 43%

(0% 25% 50% 75% 100%)

In Figure 8b we can see that students tend to be more consistent about making personal connections to their lives in their reflections. Ninety percent of students' ePortfolios contained "some" (three or four) or "considerable" (five or more connections) evidence of reflections which made personal connections. Only 1% of student ePortfolios contained no evidence of personal connections in reflections. While this number was already quite high last year, this is an area of reflection that students have improved on even more this year.

Figure 8b
Percentage of ePortfolios with Various Levels of
Evidence that Students Engage in Reflection on
Personal Life

Considerable — 80%
Some — 10%
Little — 9%
No Evidence — 1%
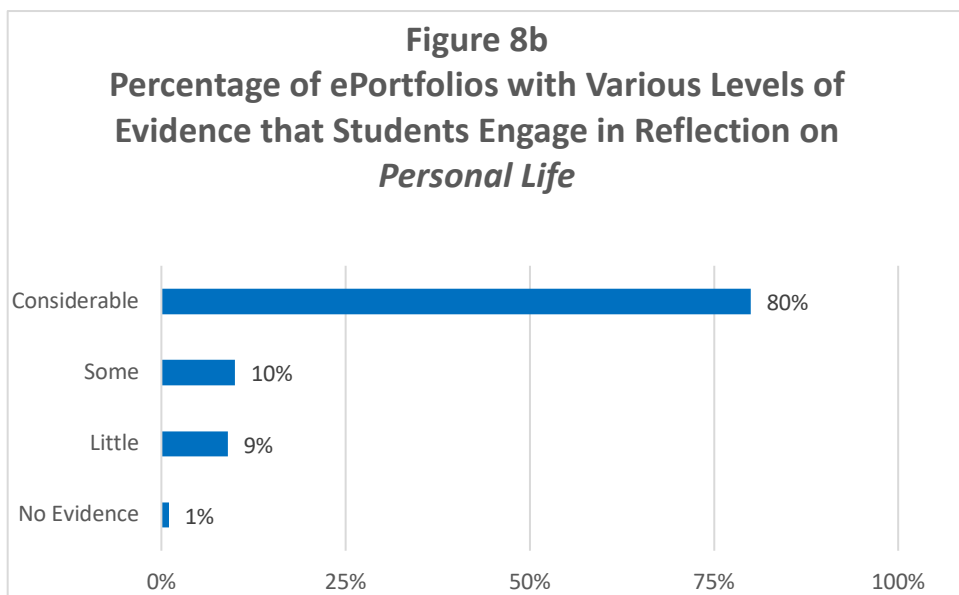
(0% 25% 50% 75% 100%)

Table 4 displays the qualitative results for the students' reflections. We asked one team of reviewers to pick three of what they viewed as strong reflections from each ePortfolio. Next, they applied an in-house rubric to assess the reflections. Finally, they averaged the scores for each ePortfolio. The mean for reflections in the sample of 100 ePortfolios this year dropped from 3.07 last year to 2.31 this year. Thirty-five percent of students' reflections directly addressed the prompt(s) given by the instructor, and demonstrated adequate elaboration, connections, insights and perspectives and used techniques such as analysis, comparison and interpretation. Another 10% in the "exceeds" expectations category made strong connections and highlighted new insights and perspectives. A total of 45% of reflections fell into the top two categories. It is concerning that fully 23% of students failed to address the reflection prompt(s) and contained no elaboration. Given that every student's ePortfolio should be showcasing multiple reflections, we would hope the quality of student reflection would be higher.

Table 4: Percentage of Student Reflections (n=300) with Scores for Reflection Quality in the Rubric Categories. (mean=2.31)

1	2	3	4
The writer fails to address the reflection prompt(s) given by the instructor. The reflection piece contains no elaboration and is too short.	The writer partially addresses the reflection prompt(s) given by the instructor and fails to sufficiently elaborate his/her points. S/he makes few connections, offers few insights and perspectives, etc.	The writer addresses the reflection prompt(s) given by the instructor, and does a fairly good job with elaboration, making connections, offering new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.	The writer directly addresses the reflection prompt(s) given by the instructor, elaborates his/her points, makes strong intellectual or personal connections, highlights new insights and perspectives, and/or uses techniques such as questioning, comparing, interpreting, and analyzing.
23%	32%	35%	10%

In Table 5 we can view the way artifacts scored for scientific thinking. Reviewers found 242 artifacts where they saw students attempting to demonstrate an understanding of scientific thinking. Out of this sample, none of the artifacts demonstrated that students did not clearly understand the scientific method. Sixty-four percent of the artifacts indicated that students understood some aspects of the scientific method. An additional 32% of assignments showed students understood most of the method and only 4% showed an understanding of all components of scientific method including appropriate use of hypotheses, observation, collecting data, interpreting data and formulating conclusions.

Table 5: Percentage of Assignments (n=242) with Scores for Scientific Thinking in the Rubric Categories. (mean=2.40)

1	2	3	4
Student clearly does not understand hypotheses, observation, collecting data, interpreting findings or formulating conclusions consistent with data.	Student understands a few of the following: the appropriate use of hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.	Student understands most of the following: the appropriate use of hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.	Student understands all of the following: the appropriate use of a hypotheses, observation, collecting data, interpreting findings, and formulating conclusions consistent with data.
0%	64%	32%	4%

Information Literacy

Students develop information literacy. This includes gathering and analyzing information using technology, library resources, and other modalities; understanding and acting upon ethical and security principles with respect to information acquisition and distribution; distinguishing between credible and non-credible sources of information and using the former in their work in an appropriately documented fashion.

We decided to begin our assessment of information literacy by having a team of reviewers look at the sample of 100 ePortfolios and count the number of assignments that asked students to gather information using technology, library resources, or other modalities.

This team looked for assignments where students were obviously using outside-of-classroom information sources to complete signature assignments. Figure 9 shows that the majority (68%) demonstrated "considerable" (four or more artifacts) evidence of doing so. Only 7% showed no evidence of using outside information sources.

Figure 9
Percentage of ePortfolio with Various Levels of Evidence that Students Gather Information Using Technology, Library Resources, and Other Modalities

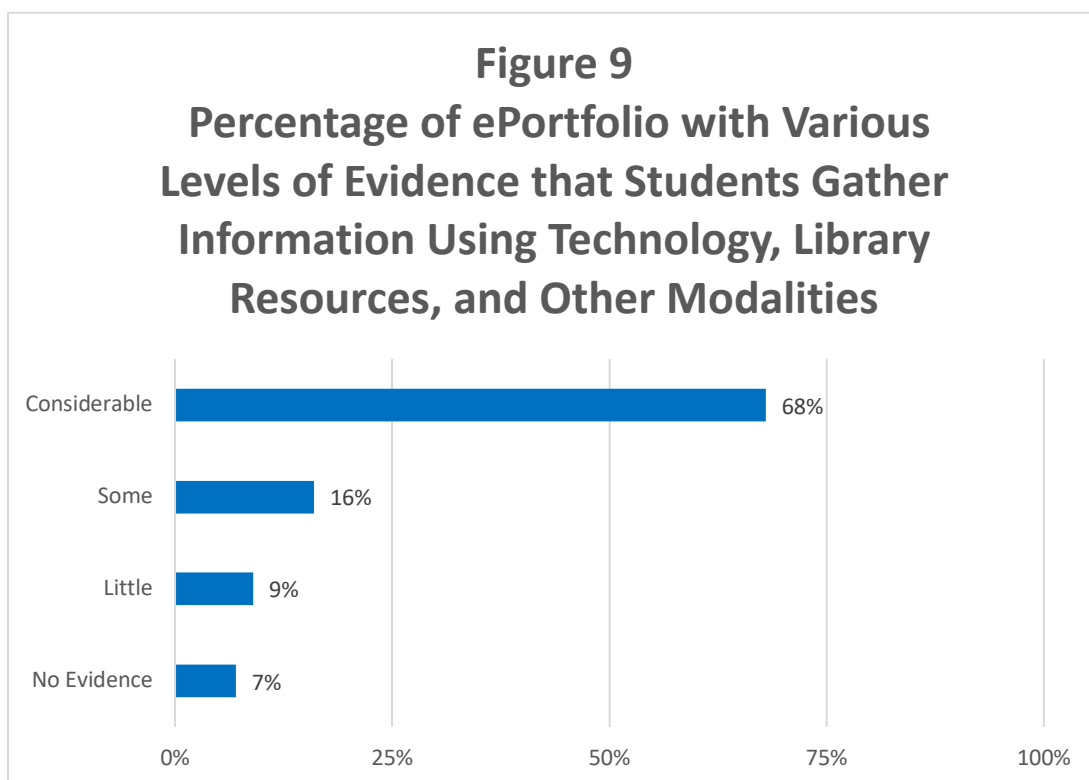| Level	Percentage
Considerable	68%
Some	16%
Little	9%
No Evidence	7%

Table 6: Percentage of Portfolios (n=100) Whose Holistic Assessment Scores Fell into the ACRL-Inspired Information Literacy Rubric Performance Levels.

Indicators	1	2	3	4
Student will articulate a topic/ research question	Topic/research question not articulated.	Topic/research question is articulated late in the project.	Topic/research question is articulated early in the project.	Topic/research question is articulated in an academic or professional manner.
(Mean=2.34)	**3%**	**63%**	**30%**	**4%**
Student will indicate the intended audience/purpose of their project	No audience/purpose.	Audience/purpose is minimally indicated.	Audience/purpose is indicated.	Audience/purpose is indicated in an academic or professional manner.
(Mean=2.65)	**1%**	**33%**	**65%**	**1%**
Student will draw syntheses based upon sources	Synthesis is not provided.	Synthesis is provided but is not logical or related to sources.	Synthesis is reasonable in relation to sources.	Synthesis is excellent and point toward new areas of research.
(Mean=2.20)	**6%**	**70%**	**21%**	**3%**
Student will distinguish their original thoughts/ideas from sources	Original thoughts/ideas are not distinguished.	Original thoughts/ideas are minimally distinguished.	Original thoughts/ideas are distinguished.	Original thoughts/ideas are distinguished in an academic/professional manner.
(Mean=2.57)	**1%**	**43%**	**54%**	**2%**
Student will use appropriate/credible/ authoritative sources to the scope of the project	Work does not include sources.	Work includes minimally appropriate/ credible/ authoritative sources.	Work includes mostly appropriate/ credible/ authoritative sources.	Work includes a variety of sources identifiable as appropriate/ credible/ authoritative.
(Mean=2.72)	**1%**	**30%**	**65%**	**4%**
Student will cite sources and use a consistent format (for each project)	No citations provided.	Citations are incorrectly done, or format has major errors.	Citations are mostly done correctly, or format has few minor mistakes.	Citations are perfect and format is professionally done.
(Mean=2.53)	**1%**	**47%**	**49%**	**3%**

The 2019 ePortfolio assessment process for Information Literacy was similar to previous years. The primary change was a more detailed quantitative analysis of artifacts which correspond to the various rubric indicators. This change increased the nuance of the analysis and allowed the reviewers to account for the evolution and improvement of student work as they progress through their time at the College.

The assessment review team consisted of three SLCC Librarians. Each Librarian was responsible for assessing a third of the 100 ePortfolios. Before individual analysis occurred, there was a norming process ensuring the individual reviews were on a par with the others. Librarians continued to use the SLCC created Information Literacy Assessment Rubric – with the updated College Wide Student Learning Outcome for Information Literacy, the define expectations and assessment criteria are now consistent.

Results of this year's assessment as seen in Table 6 (page 21) is comparable to previous years; a Gaussian distribution was observed with the majority of student performance being observed in the 'Below Expectations' and 'Meets Expectations' assessment levels. However, the 'Sources Cited & Consistent Format' indicator continues to be a challenge with a larger distribution to the negative tail end of the bell curve. But, on the positive side, our students continue to present their own perspectives, as demonstrated by the 'Original Thoughts/Ideas' indicator. Another area of concern is the volume of resources being cited by students which do not appear to meet higher education standards; while not falling to an unacceptable level, it is the second lowest scoring indicator and is only marginally above the mean.

SLCC Library Services would like to express gratitude to University of Utah Librarians Dale Larsen and Nicole Pankiewicz (Graduate and Undergraduate Services Librarians) for their time and efforts. Additionally, thanks should be extended to Lis Pankl (Head of Graduate and Undergraduate Services) and Alberta Comer (Dean of the Marriott Library & University Librarian) for facilitation of the collaboration.

Lifelong Wellness

Students develop the attitudes and skills for lifelong wellness. This includes understanding the importance of physical activity and its connection to lifelong wellness; learning how participation in a fitness, sport, or leisure activity results in daily benefits including stress reduction, endorphin release, and a sense of well-being.

One of the requirements for earning an Associates degree at SLCC is for students to take a Lifelong Wellness (LW) course. Table 7 shows that out of the 100 ePortfolios reviewed, only 66% of those students completed a lifelong wellness assignment. From those 66 students, 9% of students' artifacts scored in the "well below" range. Another 17% minimally expressed understanding of the importance of physical activity and its connection to lifelong wellness. Forty-one percent of students adequately expressed understanding and 33% effectively understood the importance and made connections. Overall, the quality of student artifacts met expectations with an average score of 2.98.
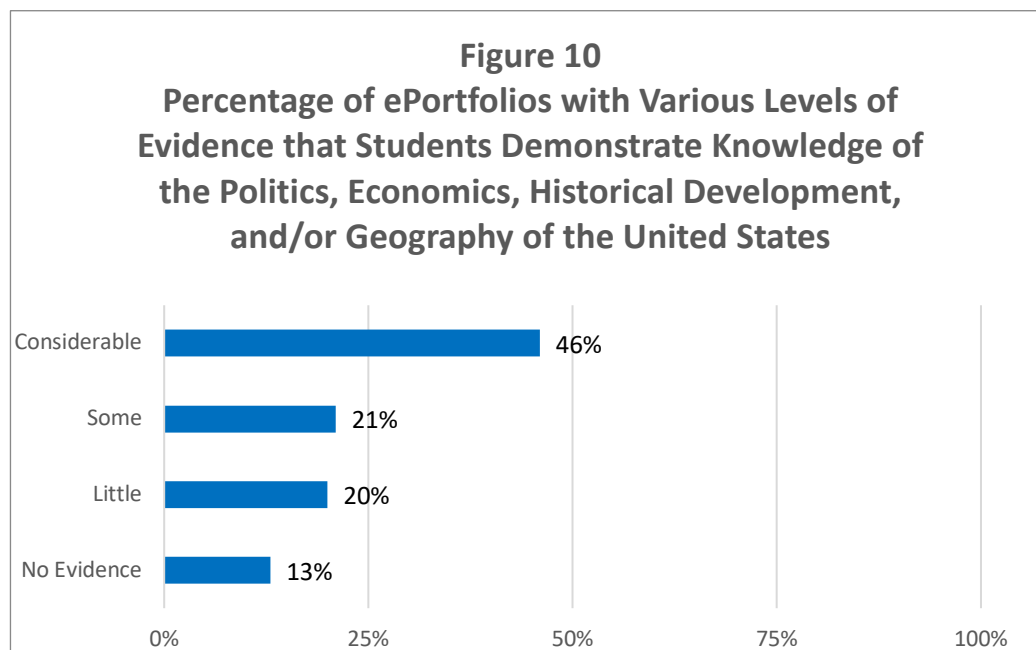
Table 7: Percentage of Students Whose Mean Scores for Lifelong Wellness Fell into These Ranges.

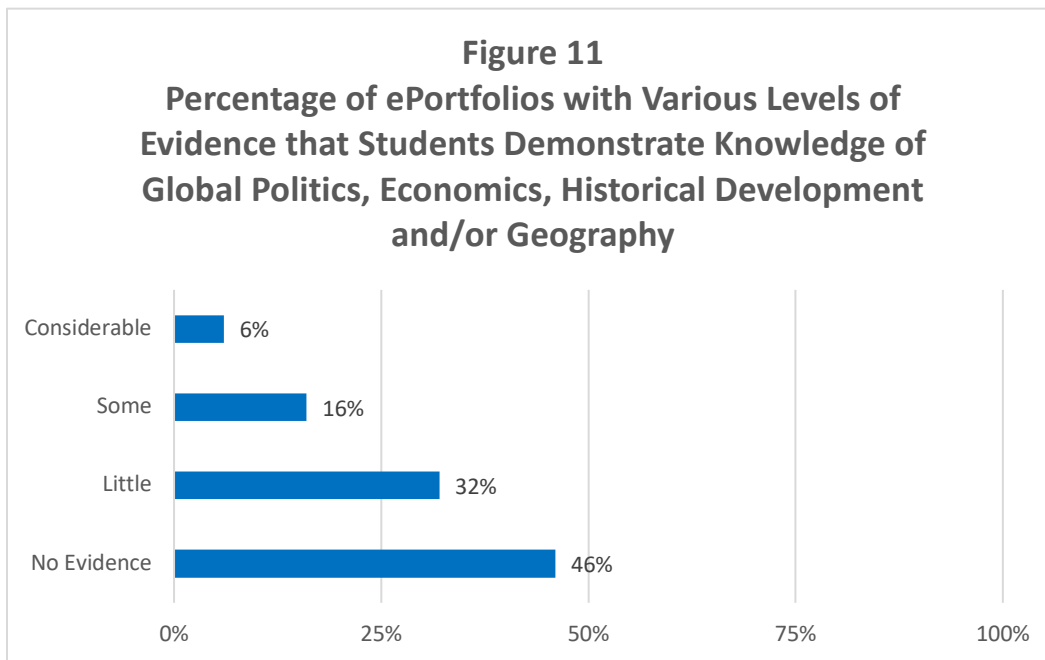| 1	2	3	4
The posted artifact or instance of reflection was completely unsatisfactory.	At least one artifact or instance of reflection in which the student minimally expresses an understanding of the importance of physical activity and its connection to lifelong wellness.	At least one artifact or instance of reflection in which the student adequately expresses an understanding of the importance of physical activity and its connection to lifelong wellness.	At least one artifact or instance of reflection in which the student effectively expresses an understanding of the importance of physical activity and its connection to lifelong wellness.
9%	17%	41%	33%

Community and Civic Engagement

Students develop the knowledge and skills to be community engaged learners and scholars. This includes understanding the natural, political, historical, social, and economic underpinnings of the local, national, and global communities to which they belong…

The Community and Civic Engagement learning outcome is one that has been looked at from several different aspects. A more extensive analysis, using a slightly different methodology was conducted by a group of four faculty. Their report will be published to the college at a later time. Our assessment reviewed ePortfolios for only basic civic literacy competencies. The main issue looked at here was whether students were creating signature assignments, which asked them to demonstrate understanding of either the United States or the world outside of the United States. Figure 10 shows that 20% of students had either no or "little" (one artifact) evidence while 46% of students had "considerable" (three or more) evidence that demonstrated knowledge of U.S. civic literacy. This number is down 9% from last year.

Figure 10
Percentage of ePortfolios with Various Levels of Evidence that Students Demonstrate Knowledge of the Politics, Economics, Historical Development, and/or Geography of the United States

Level	Percentage
Considerable	46%
Some	21%
Little	20%
No Evidence	13%

When we looked at students' global knowledge in Figure 11, only 6% of students had "considerable" evidence (three or more artifacts) and 46% had no evidence. There was a 5% decrease from last year's "considerable" evidence and a 5% decrease for "no evidence." We hope that recent efforts made in curricular bodies will ensure that students in the near future will have sufficient opportunities to develop global knowledge. There was a 10% increase in "little evidence" from last year showing some improvement on these efforts.

Figure 11
Percentage of ePortfolios with Various Levels of Evidence that Students Demonstrate Knowledge of Global Politics, Economics, Historical Development and/or Geography

Level	Percentage
Considerable	6%
Some	16%
Little	32%
No Evidence	46%

Recommendations from Reviewers

Each year we ask those who have participated in the General Education ePortfolio Assessment to reflect on their experience. Below are some of the insights and observations from this year's assessors about how we can help students improve their ePortfolios.

Signature Assignments:
- There is a need for greater alignment between signature assignments and learning outcomes
- Good design of signature assignments is crucial to student success
- Instructors should carefully design separate signature assignments around the desired outcomes for their particular designations
- Allow for greater creative expression in assignments- give alternative options to post using a variety of visual or media types or combine more traditional types with something more visual
- Give students more freedom in choosing which assignment(s) to post (perhaps they could choose which piece they feel was their best)
- Collaborate with other faculty in designing assignments

Reflection:
- Make sure students are in fact doing the reflections
- Ask reflection questions in terms that students can understand what they are being asked to think about
- Use prompts that encourage thoughtful reflection- particularly those that will get students to reflect/interact critically
- Collaborate with other faculty in designing meaningful reflection prompts
- Create prompts for students that are specific and tie into the course's outcomes/goals
- Give students a few reflection prompts to choose from

ePortfolio Design:
- No file dumps- make sure students are displaying work visually
- Need for clear navigation
- Most students can improve on creativity with customizing their sites in general-faculty can encourage students to be more intentional about this, show examples, etc.

Context/Content:

- Have students clearly label the course name and number on the course title page in addition to a course description
- Have students include the reflection prompts and context around the signature assignment
- Encourage faculty to highlight the importance of the ePortfolio early on and encourage them to get the basic structure set up early

Acknowledgements