Program and Institutional Assessment with an ePortfolio
Implementation Strategies and Lessons Learned

March 2015
Bethany College

• Founded in 1881 by Swedish Lutheran immigrants
• Lindsborg, KS . . . Little Sweden USA
• 650 campus-based enrollment
Background

• Edgewood College – Madison, WI
  – Undergraduate
  – Graduate (including doctoral-level)

• Bethany College
  – Undergraduate
  – Institutional
ePortfolio System

- System selection process
  - Requirements definition
  - Program level (not course-level) assessment
  - Student-driven assessment
  - Value to institution, value to divisions, value to student (professional presentation portfolio)
  - Cost

- Foliotek
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• Academic structure
  – 21 departments
  – 40+ majors
  – 20+ minors
  – 10 special programs; e.g., gen ed
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- Implementation Strategy
  - Assessment manual
  - Comprehensive policies and procedures
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• Implementation Strategy
  – Willing and enthusiastic volunteers first
  – Willing volunteers second
  – Everyone else third

• Conversations with the Provost
  – Special Assistant to the Provost – Assessment

• Handoff to Foliotek for build-review-approve
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• Institutional System Design
  – Program (think major) Documentation
    • Mission statement (repository within Foliotek only)
    • Curriculum map
    • Program learning outcomes and competencies
      – Scoring guide and rubric
    • Evaluation data reports
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• Institutional System Design (continued)
  – Student Work Samples
  – Courses
    • Syllabus Template
• Evolution of Program-level outcomes
• Biology, Chemistry, and Physics
  – Willing and enthusiastic volunteer
• Program level outcomes
  – v01
  – v02
  – v03
# Bethany College

- **Biology, Chemistry and Physics**

<table>
<thead>
<tr>
<th>Group Section</th>
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<th>Learning Outcomes</th>
<th>Competencies / Expectations</th>
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<tbody>
<tr>
<td><strong>Sophomore</strong></td>
<td>Scientific Communication Writing Artifact(s)</td>
<td>1  Student will convey scientific information using standard formatting and conventions.</td>
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<td>Scientific Inquiry</td>
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<td>4  Student will be able to develop a hypothesis based on scientific literature and propose an experimental plan to test the hypothesis.</td>
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• Scoring Guide – Universal
  – 0 Not Present
  – 1 Unsatisfactory
  – 2 Beginning
  – 3 Developing
  – 4 Mastery

• Rubrics – senior level definitions
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• Faculty buy-in
  – Equation for change
    • Dissatisfaction
    • Readiness
    • Vision
    • Next steps
    • Implementation
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• Faculty buy-in
  – Willing and enthusiastic volunteers first
  – Willing volunteers second
  – Everyone else third
  – Career stragglers fourth
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- Faculty training
  - Level 1 – simple system mechanics
  - Level 2 – how did that work again?
    - Test faculty/test students
    - Department meetings
    - Class visits
  - Level 3 – have students submit something
  - Level 4 – assessment days and program reviews
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