**Title V, ePortfolio Assessment Plan**

## Institutional Objectives for Students and Assessment Methods

| Measure | Fall 2001 (Baseline data) | Fall 2002 | Fall 2003 | Fall 2004 | Fall 2005 | Fall 2006 |
|---|---|---|---|---|---|---|
| Increase retention rate by 10% by 2006 | one-year retention rate = 60% | (+2%) | (+2%) | (+2%) | (+2%) | (+2%) expected one-year retention rate = 70% |
| Increase number of **transfer** students from LaGuardia into baccalaureate programs fivefold | 20 transfers from LaGuardia | 36 transfers | 52 transfers | 68 transfers | 84 transfers | 100 transfers |
| Increase 3-year **graduation** rates by 10% by 2006 | 3-year graduation rate = 10% | (+2%) | (+2%) | (+2%) | (+2%) | (+2%) expected one-year retention rate = 20% |
| **Other Measures** Faculty Survey (satisfaction, growth due to project, technical skills) | | | | | | |
| Student Survey (satisfaction, growth due to project, technical skills) | | | | | | |
| CUNY Proficiency Exam (expected to improve) | Population pass rate | Participant pass rate vs. non-participant pass rate | Participant pass rate vs. non-participant pass rate | Participant pass rate vs. non-participant pass rate | Participant pass rate vs. non-participant pass rate | Participant pass rate vs. non-participant pass rate |

**Formative Evaluation**:  implementation steps, efficiency of personnel/resources, and quality of internal and external evaluation process

**Summative Evaluation**:  quality of e-portfolios produced, faculty abilities to utilize e-portfolios as assessment tools, analysis of program improvement, impact of project on college, anticipated continuation of project

# Student-Centered Objectives and Assessment Methods

- Consider having "presentation day" where students walk the class through their portfolios
- Maybe have an awards ceremony where top 5 winners (one from each class/category) presents his/her portfolio

| Learning Objective<br><br>Students will be able to: | Assessment Method |
|---|---|
| **Be able to demonstrate mastery of basic technological skills**<br>• Incorporate research tools<br>• Master technology and information resources | • Portfolio evaluation<br>• Evaluate multimedia and html products;<br>• Student Self-assessment<br>• Questionnaires |
| **Be able to write for various audiences**<br><br>• Write using different contexts, purposes, and audiences (narratives, self-assessments, business memos, analytical/lab reports, etc.<br>• Employ writing to understand material | • Portfolio evaluation;<br>• Student self-assessment. |
| **Be able to articulate their career goals while making connections between classroom experience and career competencies**<br><br>• Synthesize content across disciplines and relate it to needs of future career<br>• Indicate relationships between disciplines that are not usually connected<br>• Articulate career-goals and preparedness | • Portfolio evaluation<br>• Student self-assessment<br>• Interviews of faculty & students |
| **Feel confident that their technical skills have improved during the project**<br>• Express a high level of confidence on a survey that they have improved their technical skills | • Student self-assessment<br>• Interviews of faculty & students |