Electronic Portfolio Options

General Education or Baccalaureate (0-3 courses, 0-3 hours)

Option #1 - General Education reflection using an ePortfolio initiative

Option #2 - Baccalaureate reflection using an ePortfolio initiative

General Education Model
Between 33 and 39 hours

Baccalaureate Options
Between 1 and 6 hours

EL & HIP Options
Between 1 and 3 hours

Option #1 - An electronic portfolio (ePortfolio) platform becomes a general education programmatic requirement and used as a repository of significant general education assignments and/or experiential learning and high impact practice experiences. Students and faculty record their reflections regarding those assignments.

Option #2 - An ePortfolio becomes a Baccalaureate graduation requirement for ALL students; helping to integrate general education studies with focused learning within major fields of study.

In either option reflection practices may be broadened to map the Baccalaureate Goals and SLOs to both general education and major coursework. This will permit students to determine which goals and SLOs are stressed in courses they select, and permit transcripts to indicate at what levels such goals and SLOs have been met.
A number of potential options exist for assessing the programmatic components of the suggested PLUS models. Any one of the four Assessment options might potentially be implemented with each model. Assessment is the systematic collection and analysis of information to improve student learning and institutional practices regarding learning. The assessment process follows these steps:

1. Establishing student learning goals and objectives;
2. Measuring whether these goals have been met;
3. Using the results to improve teaching and learning.

Potential assessment practices of the General Education (and Baccalaureate) Program include:

1. **Option # 1 - Programmatic-based General Education assessment using an ePortfolio initiative**

   In this option, reflection of the general education learning outcomes will be programmatic rather than course-based, and reduced to a student ePortfolio system. This system will serve as a warehouse for significant general education assignments and the student and faculty reflections regarding those assignments. The ePortfolio will also permit students to document their goals, record participation in any High-Impact Practices, and post their resume for employers and scholarship committees.

   Students are responsible for collecting pieces of work from their classes and elsewhere, connecting (tagging) it to the general education competencies throughout their undergraduate experience.

2. **Option # 2 - Programmatic-based Baccalaureate assessment using an ePortfolio initiative**

   In this option the ePortfolio reflection practices may be broadened in order to gauge the entire Baccalaureate experience, mapping the Baccalaureate Goals and SLOs to both general education and major coursework. This permits students to determine which goals and SLOs are stressed in courses they select, and permitting student transcripts to indicate at what levels such goals and SLOs have been met.

   In this option an ePortfolio becomes a graduation requirement for ALL students; helping students integrate their general education studies with their focused learning within major fields of study. An ePortfolio may also be used for career development and as a portable and permanent library of achievement for student use as well as institutional review of programs, accreditation, and institutional development.