

Students as Scholars Course Portfolio Assessment

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Why Do Assessment?

- Assessment is the continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service expectations
- Faculty do assessment every day
- Program assessment connects course-based learning to program-level goals



Students as Scholars

Student Learning Outcomes

Universal Student Learning Outcome

- **All Mason students will discover how they can engage in the process of scholarship.**

Discovery of Scholarship

- Understand the value of knowledge and how it is generated and communicated.

Scholarly Inquiry

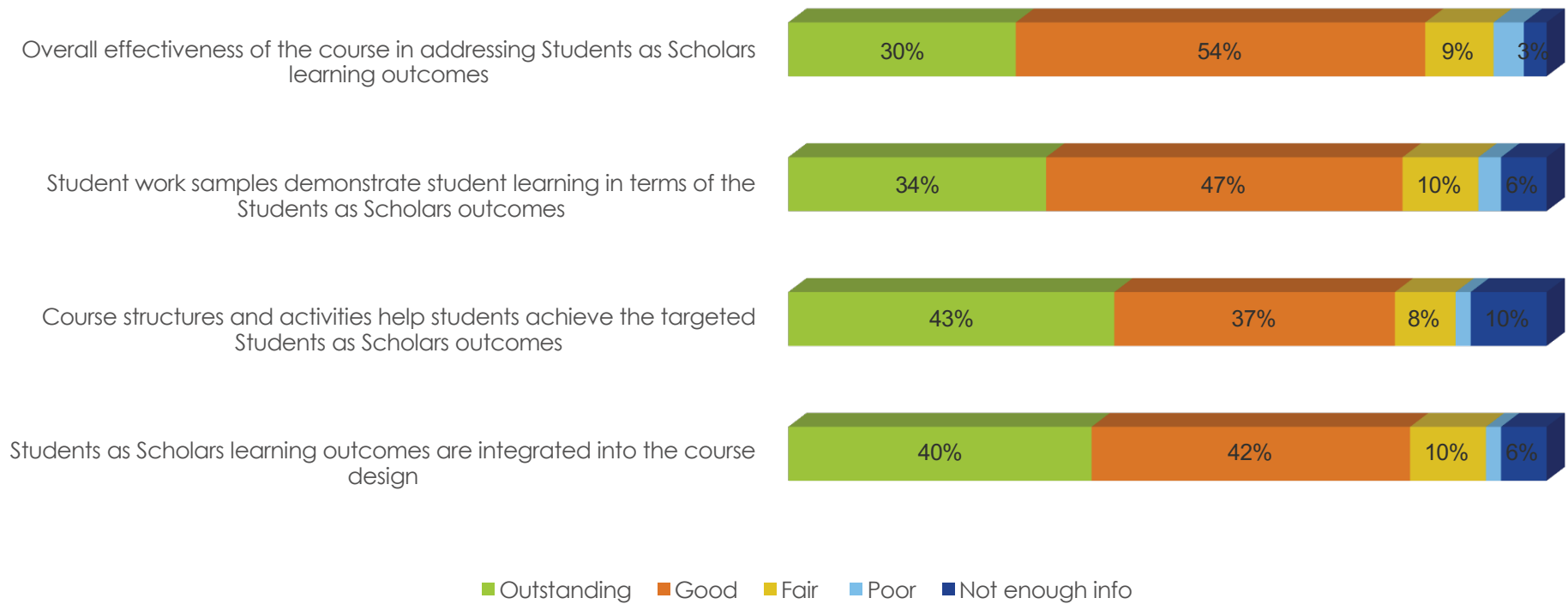
- Engage in elements of scholarly inquiry.

Creation of Scholarship

- Create an original scholarly project and communicate knowledge from the scholarly or creative project.
-

Findings from RS Course Reviews

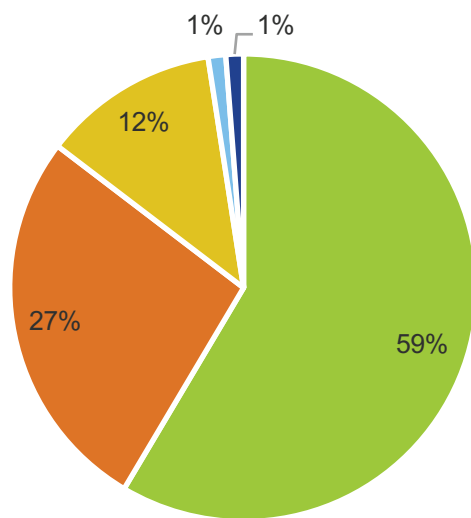
Students as Scholars Learning Outcomes



Based on 50 RS courses, 2 reviews each, from AYs 2013, 2014, 2015, and 2016

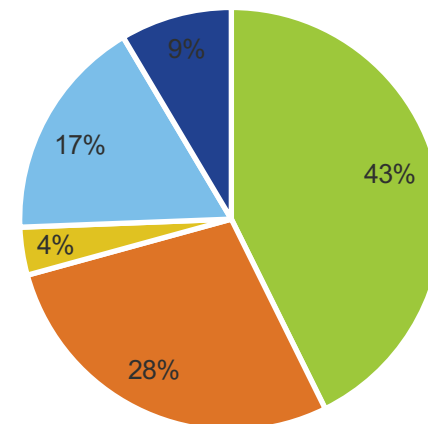
Findings from RS Course Reviews

Students create an original scholarly or creative project



■ Outstanding ■ Good ■ Fair ■ Poor ■ Not enough info

Students have an opportunity to communicate knowledge from an original scholarly or creative project beyond the class

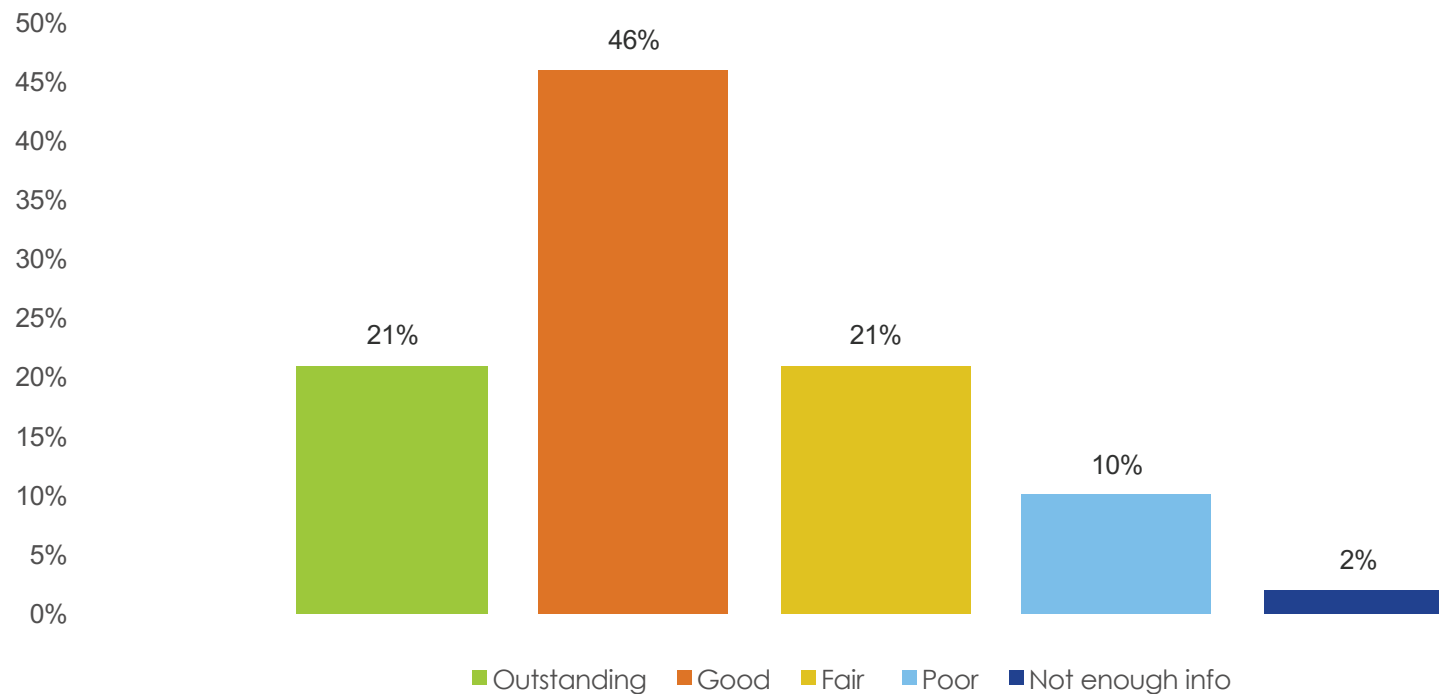


■ Outstanding ■ Good ■ Fair ■ Poor ■ Not enough info

Based on 50 RS courses, 2 reviews each, from AYs 2013, 2014, 2015, and 2016

Findings from RS Course Reviews

To what extent is this course a model for other RS courses?



Based on 50 RS courses, 2 reviews each, from AYs 2013, 2014, 2015, and 2016

About RS Students

- Students often had difficulty
 - identifying appropriate scholarly questions
 - finding and relying on scholarly sources in forming research topics
- Some students were unwilling or unable to commit to working on their projects outside of classroom
- Students who were successful displayed increased confidence and made informed decisions about their career or graduate school plans



What Faculty Learned

- ❑ Organize courses to emphasize creative scholarship rather than traditional grades and assignments
- ❑ Mentoring many student projects simultaneously was difficult and time consuming
- ❑ A peer review process helped the instructor and student
- ❑ Trying to incorporate all of the SaS learning outcomes was overwhelming
- ❑ Teaching an RS course is a bigger commitment, but often more rewarding, than teaching a traditional course





RS Course Portfolios

What do we need to do?

Why Course Portfolios?

- Faculty-driven assessment approach
- Clarify teaching and learning goals
- Improve students' understanding of expectations for performance
- Provide you with more information about student learning
- Keep course updated to meet broader educational (*Students as Scholars*) aims



Who does a portfolio?

- Faculty are required to submit a portfolio for the first time the RS course is being taught after being designated as RS
- Faculty teaching the RS course for the first time—it may have been taught before, but this is your first time teaching it
- All RS faculty are encouraged to submit portfolio this year, even if you have submitted in the past



Course Portfolio Overview

- **Course syllabus** with learning objectives
- **Course map** with assessment report
- **Student work samples** for three performance levels
- **Faculty narrative** on the course outcomes

