



UNIVERSITY OF
SOUTH CAROLINA
AIKEN

Measuring, Managing, and Communicating Learning Outcomes of General Education

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History of Writing Portfolio

- Early 1990s Discussion of repercussions of removal of remedial courses from curriculum → how will we make sure our students can write well?
- 1994-1995 Development of portfolio concept and implementation.
- 1995-1996 Committee vetting and faculty approval as graduation requirement.
- 1996-1997 First portfolios collected for students entering under the Fall 1996 Bulletin.
- 1996-2003 Data collection (paper rating sheets & filing cabinets).
- 2003-2004 Development of web-based data delivery system.
- 2004-2005 Web interface launched.
- 2005-2006 Expansion to additional general education competencies.

Conceptual Design

- Graduation Requirement (stakes are attached)
- Process-Oriented (skill applied over time)
- Goal-Oriented (6 goals for writing competency)
 - **Clarity of Purpose:** Students will demonstrate the ability to establish a clear purpose (thesis or announced intent) and an appropriate awareness of audience (reader).
 - **Quality of Thought:** Students will demonstrate a level of rational thought that recognizes and examines complexity of ideas and is supported by credible and logical evidence.
 - **Organization of Content:** Students will demonstrate effective unity, coherence, and general arrangement of content, all in the appropriate support of purpose.
 - **Use of Sources:** Students will demonstrate correct and effective use of sources with clear attribution and accurate documentation.
 - **Language and Style:** Students will demonstrate the ability to make stylistic choices in vocabulary, diction, and syntax.
 - **Grammar and Mechanics:** Students will demonstrate competence in grammar, usage, punctuation, and spelling.

Logistics of Writing Portfolio

- 3 graded papers, previously submitted for a course and 1 reflective essay.
- Submitted after 60 hours have been earned.
- Portfolios collected once during Fall, Spring, and Summer terms.
- 2 graders (paid by nominal fee assessed at Bookstore); readers get about \$3 per portfolio.
- Ties broken by 3rd reader.
- Readers assess student competency for each of the six goals on a scale of 1 to 5.
- Minimum aggregate score of 3 (out of 5) to pass.
- Students who do not pass may resubmit or take AEGL 201 Writing in the University.

Goals of Web Interface

- Transform data from collection of individual scores to meaningful information (including statistical analysis) that can be used for program improvement.
- Deliver information to faculty and staff to identify relative strengths and weaknesses of various groups of students.
- Provide better methods for data collection (under development).
- Expand faculty investment in both improving students' writing skills and developing assessment systems.

Web Interface Link

- Link to web tool:
GEORGE: General Education Outcomes
Report GEnerator
<http://ie.usca.edu/tools/>
(Password protected)

- Link to USCA IE Office Web Site:
<http://ie.usca.edu/>
Click on “Interactive Tools”

All Majors Report

USCA Office of Institutional Effectiveness - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Address <https://ie.usca.edu/facstaff/GEORGE/AEGLJ/reports/>

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English Portfolio Reporting

[English Portfolio Assessment Interface](#) -> Reporting

Score Report by Major

Select term(s):
Fall 2003
Spring 2004
Summer 2004
Fall 2004

Select major:
All Majors
Biology
Business (All)
- Accounting
- Finance
- Management
- Marketing
- Marketing (Golf Course Services)
Chemistry
Communications
Education (All)
- Early Childhood Education
- Elementary Education
- Secondary Education (All)
- Secondary Education - Biology
- Secondary Education - Chemistry
- Secondary Education - English
- Secondary Education - Math
- Secondary Education - Science
- Secondary Education - Soc. Studies
- Special Education
English (All)
- English (General)
- English (Writing)
Exercise Science (All)
- Athletic Training

Institutional Effectiveness Home
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Scores by Student ID ()

Select term(s):
Fall 2003
Spring 2004
Summer 2004
Fall 2004

Advanced Reporting Options

[Advanced Report Generation](#)

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Done Internet

All Majors Report

English Portfolio Score Report for All Majors

Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005

	<u>Clarity of Purpose</u>	<u>Quality of thought</u>	<u>Use of sources</u>	<u>Organization of Content</u>	<u>Language and Style</u>	<u>Grammar and Mechanics</u>	Aggregate
Below 2.0	1	1	21	2	4	16	5
2.0-2.49	14	14	55	8	39	51	28
2.5-2.99	34	36	87	40	60	69	88
3.0-3.49	342	314	363	342	394	441	478
3.5-3.99	281	289	199	284	235	209	210
4.0-4.49	176	175	145	185	136	99	89
4.5-5.0	70	89	44	57	49	33	20
Total	918	918	914	918	917	918	918
Mean	3.43	3.47	3.2	3.42	3.28	3.16	3.32
Std. Dev.	0.56	0.57	0.67	0.53	0.59	0.59	0.5
Std. Error	0.019	0.019	0.022	0.018	0.019	0.02	0.017

[Return to Report Generator](#)

Business Majors

English Portfolio Score Report for Business Majors

Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005

	<u>Clarity of Purpose</u>	<u>Quality of thought</u>	<u>Use of sources</u>	<u>Organization of Content</u>	<u>Language and Style</u>	<u>Grammar and Mechanics</u>	Aggregate
Below 2.0	1	0	3	0	0	3	0
2.0-2.49	3	4	25	1	14	22	10
2.5-2.99	13	6	36	14	19	20	28
3.0-3.49	111	103	108	116	123	132	150
3.5-3.99	86	93	51	79	71	64	62
4.0-4.49	44	50	38	51	31	26	17
4.5-5.0	10	12	6	7	10	1	1
Total	268	268	267	268	268	268	268
Mean	3.34	3.4	3.09	3.35	3.22	3.09	3.25
Std. Dev.	0.5	0.49	0.63	0.47	0.54	0.53	0.43
Std. Error	0.031	0.03	0.038	0.029	0.033	0.033	0.026

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Sociology Majors

English Portfolio Score Report for Sociology Majors
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005


	<u>Clarity of Purpose</u>	<u>Quality of thought</u>	<u>Use of sources</u>	<u>Organization of Content</u>	<u>Language and Style</u>	<u>Grammar and Mechanics</u>	Aggregate
Below 2.0	0	0	6	1	0	6	2
2.0-2.49	1	3	7	2	10	3	6
2.5-2.99	8	6	8	3	3	5	11
3.0-3.49	25	24	17	27	30	28	28
3.5-3.99	13	17	11	14	8	11	6
4.0-4.49	6	3	5	7	4	3	3
4.5-5.0	3	3	1	2	1	0	0
Total	56	56	55	56	56	56	56
Mean	3.21	3.18	2.82	3.21	2.96	2.88	3.04
Std. Dev.	0.54	0.55	0.83	0.56	0.58	0.66	0.52
Std. Error	0.072	0.073	0.112	0.075	0.078	0.088	0.069

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Advanced Reporting Features

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Search

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Advanced Report Generation

[English Portfolio Assessment Interface](#) -> [Reporting](#) -> Advanced Report Generation

Filters

Select term(s):
Summer 2004
Fall 2004
Spring 2005
Summer 2005

Select major: All Majors
Select gender: All
Select race: All
Select basis/type: All

Column/Row Variables

Use row variables Use column variables

Column/row variable 1: Race
Column/row variable 2: Gender

Performance Variables

Performance variable 1: Average English Portfolio Scores (All)
Performance variable 2: Average SAT Critical Reading
Performance variable 3: Average High School %Rank
Performance variable 4: Average Cumulative College GPA

Generate Report

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Advanced Report: Race & Gender

English Portfolio Report
Average English Portfolio Scores, Average SAT Critical Reading Score, Average High School % Rank, Average Cumulative Collegiate GPA
for All Students
by Race, Gender
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005

Race	Gender	# of Students	Average Clarity of Purpose Score	Average Quality of thought Score	Average Use of sources Score	Average Organization of Content Score	Average Language and Style Score	Average Grammar and Mechanics Score	Average Aggregate Score	Average SAT Critical Reading Score	Average High School % Rank	Average Cumulative Collegiate GPA
White (Non-Hispanic)	F	457	3.53	3.57	3.31	3.51	3.37	3.26	3.42	504	25	3.2
	M	222	3.45	3.49	3.22	3.44	3.3	3.18	3.34	514	37	2.98
American Indian/Alaskan Native	F	1	4	4.5	4	4.5	4.5	4	4.25	550	19	2.86
Black/African-American	F	149	3.13	3.1	2.91	3.11	2.98	2.87	3.01	424	28	2.68
	M	40	3.19	3.2	2.71	3.28	3.1	2.9	3.06	444	44	2.84
Asian/Pacific Islander	F	4	3.88	4.25	4	3.75	3.75	3.38	3.83			3.48
	M	2	3.25	3.75	3.5	3.25	3.5	2.75	3.34	510	19	3.35
Hispanic	F	4	3.12	3.5	3.25	3.5	3	2.88	3.2	475	13	3.25
	M	7	3.57	3.7	3.13	3.64	3.07	2.86	3.33	470	26	3.01
Race Not Reported	F	22	3.66	3.73	3.39	3.64	3.57	3.5	3.58	509	23	3.37
	M	10	3.5	3.45	3.25	3.4	3.35	3.2	3.36	495	60	2.95

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Advanced Report: English 101 Grade

English Portfolio Report
Average English Portfolio Scores, Average SAT Critical Reading Score, Average High School % Rank, Average
Cumulative Collegiate GPA
for All Students
by AEGL 101 Grade
Term(s): Fall 2003, Spring 2004, Summer 2004, Fall 2004, Spring 2005, Summer 2005

AEGL 101 Grade	# of Students	Average Clarity of Purpose Score	Average Quality of thought Score	Average Use of sources Score	Average Organization of Content Score	Average Language and Style Score	Average Grammar and Mechanics Score	Average Aggregate Score	Average SAT Critical Reading Score	Average High School % Rank	Average Cumulative Collegiate GPA
A	76	3.74	3.68	3.51	3.64	3.53	3.41	3.58	511	24	3.42
B+	56	3.45	3.54	3.34	3.46	3.29	3.27	3.39	494	22	3.12
B	139	3.4	3.42	3.09	3.37	3.24	3.13	3.27	481	32	2.89
C+	38	3.34	3.42	3.2	3.28	3.17	3.1	3.25	469	38	2.68
C	75	3.21	3.25	3.07	3.25	3.07	2.9	3.12	464	37	2.6
D+	3	3	3	2.25	3	3	2.83	2.89	483	55	2.28
D	3	3	3	2.33	3.33	2.67	2.33	2.78	486	48	2.52
F	13	3.62	3.62	3.19	3.46	3.5	3.19	3.43	580	18	3.33
Unknown	515	3.43	3.48	3.19	3.43	3.3	3.17	3.33	496	27	3.12

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System Specifications

- Windows Server 2003 backend with
 - Internet Information Server 6 (IIS6)
 - MS SQL Server 2003

- Interface implemented with Active Server Pages using VBScript

Database Sources and Design

➤ Data Sources:

- Flat files from mainframe:
 - Current student records for academic information and demographics
 - Admissions data for high school performance and entrance test scores
- Excel files provided by English Department (in future, Departments will have online data entry)

➤ Implementation:

- Raw datasets are run through Perl scripts to 'de-mainframe' and select only pertinent data, then imported into database
- Reports are generated from two main tables, one for storing portfolio scores, another for storing demographics and performance variables

Security Overview

- Server is protected by university and local firewalls; server software is kept up to date
- Users must authenticate to USCA domain
- Transactions are encrypted by 128-bit Secure Socket Layer (SSL) protocol
- Local database table keeps track of who has access to what data
- Online scripts are written with input checking to guard against buffer overflows and SQL injection

Future Plans

- Expand usage to additional general education competencies:
 - Foreign Language (Fall 2005).
 - American Political Institutions (Spring 2006).
- Conduct additional institutional studies.
 - Performance by race, gender, and other variables.
 - Graduation rate studies.
 - Assist faculty in Scholarship of Teaching and Learning (SOTL)
- Promote use of system for program review and assessment of learning outcomes in the major.
 - Present uses to various faculty groups.
 - Document use of data for curricular adjustments.
- Design administrative piece to revise goals and objectives.
 - Add, deactivate, transform, and map goals and objectives.
 - Add more general education competencies.
 - Encourage units to adopt system for assessment of majors.

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