Cañada College

e-Portfolio Pilot Project Assessment Report

Prepared by Jeanne Gross and Hyla Lacefield, July 1, 2013

Project Overview

Assignment: During spring and summer 13, a team of faculty worked on an e-Portfolio Pilot Project to assess student achievement of the Institutional Learning Outcomes (ILOs) of Cañada College. The project was assigned by the Taskforce for e-Portfolios.

Context: The College has explored e-portfolios as a means of assessment for Student Learning Outcomes, Program Level Outcomes and Institutional Learning Outcomes through numerous CIETL workshops, including Flipped Classroom e-portfolios, Flex Day, January 13: Why e-Portfolios, Plan for e-Portfolios Spring 13, and Reflections, e-Portfolio-related Tools and Technologies, Exploring e-Portfolio Technologies, Focused Inquiry Group: e-Portfolios, e-Portfolios Spring 13, e-Portfolios, PLOs and Signature Assignments Workshop, e-Portfolio Workshops at CIETL, Conversation with Colleagues: ePortfolios, ePortfolios at SLCC, Journal on e-Portfolios, FINs and e-Portfolios, e-Portfolios Nov 3, e-Portfolios Nov 2, e-Portfolios, and Deepening High-Impact Learning: e-Portfolios.

Template: At the College's request, the District added *google sites* capability to the students' *my.smccd.edu* gmail accounts. To create a site, there are several privacy settings from which to select. For this project, students were asked to select, "anyone with a link can view." The *my.smccd.edu* template that was developed for student use evolved slightly over time. (Some students' work was based upon an earlier template.) There were five pages: *Welcome, Goals, Academics, Campus and Community, and Résumé*. For the pilot portfolios, students were only asked to complete the *Welcome, Goals* and *Academics* pages. The *Academics* page listed the College's four ILOs and linked to pages upon which to post *Evidence* and *Reflection* for at least one ILO. A comprehensive *Instructions* page was posted on the template's *Welcome* page. Additionally, instructions for each page were listed on that page. Included in several locations were the rubrics and privacy and fair use considerations. In order to receive $25 for themselves or their clubs, students were asked to agree to permit the use of their portfolios for "training, assessment and reporting purposes by Cañada College."

Workshops: Three stand-alone and two in-class workshops were given and one drop-in session was offered. Students were given an orientation to the use and purposes of the pilot project, hands-on assistance and guidance concerning privacy and fair use considerations as well as information on how to receive their $25 stipend. Some students constructed the portfolios with minimal guidance or through emailed questions and answers.

Outreach: Using the template, Hyla Lacefield, MART instructor, developed instructional workshops and developed an outreach plan to contact students who were graduating to develop their portfolios and post evidence and reflection meeting the College's ILOs. Additionally, she created a flyer to outreach to all interested students. She was joined by Jeanne Gross, ESL/ENG instructor. Outreaching through individual faculty members and campus clubs and organizations proved especially productive. Cathy Lipe, MESA Coordinator, was particularly helpful. **27 students**, ranging from graduating students to students in Basic Skills classes successfully completed portfolios. Participating students received $25; six students donated their money to the Robotics Club or to the Mathematics Club.

Rubrics and Assessment

Rubrics: Rubrics, attached, were developed for ILOs 1, 2 and 4 as well as for Reflection and Website.

Rubrics and Assessment Participation:

- Danielle Behonick, Health Sciences
- Jeanne Gross, ESL/ENG
- Michael Hoffman, Math
- Hyla Lacefield, MART
- Ray Lapuz, Math
- David Meckler, Music
- Carol Rhodes, Biology
- Jane Rice, Instructional Designer
- Jill Sumstead, ENG

Process of Assessment and Discussion: Eight faculty members participated in an assessment/discussion workshop on June 5, 2013. Another faculty member participated afterwards on-line. Agenda and Minutes are attached. They used these tools:

- Portfolios
- Portfolio Assessment Survey
- Follow up Faculty Survey

Assessment Results and Analysis

Assessment Results: The collaborative assessment session took place during one half-day session. The session included a brief orientation and a discussion about how to use the rubrics in evaluating student work. Work from four portfolios was projected and discussed. Then participating faculty used the list of student work and the on-line survey. Faculty were asked to to assess half of the students; those who wished to assess all the students were welcomed to do so. Jane Rice, Instructional Designer, compiled the on-line assessment survey and compiled the attached results by ILOs as well as by students.

In reviewing results sorted by students it is clear that there were some differences between faculty assessors as well as some faculty errors. For example, there are instances in which students received a score of 3 on one rubric component from one faculty member and a score of 0 from another faculty member. Also, occasionally a faculty member evaluated for one IL O though the student had uploaded for another ILO. (During feedback faculty suggested more extensive and comprehensive training.)

Despite user anomalies, in reviewing the summary of results sorted by ILO, some patterns seemed to emerge, and it seems possible to perform some analysis on the results.

Summary of Faculty Assessment Survey Results:

		ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
		Selection of information/sourc	Evaluation of information &	Use of information &	Creative problem solving and	Reflective thinking	Making connections	Effectiveness	Conventions of standard. edited	Documentation	Reflective thinking	Making connections	Clarity of Representation(s)	Analysis	Conclusion / Reflection	Reflective thinking	Making connections	Website completeness	Website functionality	Website appearance
Frequency of Each Rating Per Rubric Item																				
	0-Below Basic	4	9	9	2	8	12	2	1	3	4	9	2	5	6	6	11	21	9	22

		ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
		Selection of information/sourc	Evaluation of information &	Use of information &	Creative problem solving and	Reflective thinking	Making connections	Effectiveness	Conventions of standard, edited	Documentation	Reflective thinking	Making connections	Clarity of Representation(s)	Analysis	Conclusion / Reflection	Reflective thinking	Making connections	Website completeness	Website functionality	Website appearance
	1-Basic	8	7	7	7	13	15	11	11	5	12	10	14	11	13	15	18	24	50	35
	2-Proficient	11	10	6	6	16	11	10	16	16	12	11	17	18	15	19	11	35	28	28
	3-Advanced	10	5	9	16	11	10	9	5	8	5	3	6	5	5	2	2	23	15	17
Average Rating Per Rubric Item																				
		1.82	1.35	1.48	2.16	1.63	1.40	1.81	1.76	1.91	1.55	1.24	1.69	1.59	1.49	1.40	1.10	1.58	1.48	1.39
Average Rating Per ILO Assessment Category																				
		ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
		1.55			2.16	1.51		1.83			1.39		1.59			1.25		1.49		

Analysis: Initial analysis of the *Average Rating Per ILO Assessment Category* suggested that the range of scores from 1.25 to 2.16 seemed valid given the range of student levels, including Basic Skills students and near-graduating students. Note that 1B scores were highest, possibly because students submitting for this ILO had strong multi-media work. Additionally, ILO 2 scores were relatively high at 1.83. (Fewer students submitted to this ILO; several of those who did were finishing ENG 100.)

Reflection scores, 1.51 for ILO 1, 1.39 for ILO 2 and 1.25 for ILO 4, were lower than the corresponding Evidence scores for which students uploaded, indicating that students may need more instruction in reflective thinking. Further, according to the *Frequency of Each Rating Per Rubric Item*, within the Reflections for each ILO, Making Connections was slightly lower than more generalized Reflective Thinking.

Additional analysis and planning by the campus and researchers is necessary.

Discussion and Follow-up Feedback: Minutes from the Assessment Meeting as well as a summary of survey monkey results are attached. Feedback on the assessment process, the portfolios, the rubrics and next step was rich and varied, from nitty-gritty details of template development to the challenges of authentic assessment. In general, participating faculty agreed that the process was manageable and valuable.

- *ILOs:* There was strong consensus concerning the need for campus-wide review of ILOs for overlap and clarity. The rubrics also need to be carefully aligned with ILOs. Faculty felt ILO 1 was particularly broad and challenging to assess. As ILOs and rubrics are refined, participating faculty strongly highlighted the need for continuing development of signature assignments in courses and programs.

- *Reflection:* Faculty agreed that Reflection is critically important in the learning process. Assessment results suggest that students need guidance throughout their classroom

experiences on how to reflect upon their work. There was also discussion on how to make Reflection more prominent on future templates.

- *Discipline expertise:* Though participating faculty agreed that specific discipline expertise is not required for assessing evidence and reflection, they agreed that there is value in incorporating the perspectives of faculty from various disciplines, so there was a strong suggestion that future ILO assessment be conducted in teams of three, with representatives from a variety of disciplines.

- *Normative process:* Faculty agreed that holistic training on instructional standards and rubric specifics, along with normed student samples of student work representing *below basic, basic, proficient and exemplary* scores, is necessary.

- *Assessment Validity:* The group felt that guidance on significant validity in terms of numbers of students, institutional practice, etc. from the campus as well as the Dean of Planning, Research, & Institutional Effectiveness is needed.

Supporting documents follow.

Supporting Documents for e-Portfolio Pilot Project Assessment Report

Complete Results of the ILO Assessment Survey

Assessor	Student	ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
	GNumbers have been changed to maintain confidentiality.	Selection of information/sources	Evaluation of information &	Use of information & documentation	Creative problem solving and	Reflective thinking	Making connections	Effectiveness	Conventions of standard, edited	Documentation	Reflective thinking	Making connections	Clarity of Representation(s)	Analysis	Conclusion / Reflection	Reflective thinking	Making connections	Website completeness	Website functionality	Website appearance
DJB	G1												0	0	0	2	1	0	1	0
JG	G1												1	1	1	1	1	0	0	0
RML	G1												2	2	2	1	1	1	0	0
	Item Mean												**1**	**1**	**1**	**1.33**	**1**	**0.33**	**0.33**	**0**
	ILO Mean													**1.00**			**1.17**		**0.22**	
JS	G2	2			1	1	0											2	1	1
dcm	G2				2	2	1											1	1	0
CR	G2				3	2	1											2	2	2
MH	G2				3	1	2											3	3	2
JG	G2							0	1	0	1	0						0	0	1
	Item Mean	**2**			**2.25**	**1.5**	**1**	**0**	**1**	**0**	**1**	**0**						**1.6**	**1.4**	**1.2**
	ILO Mean	**2.00**			**2.25**	**1.25**		**0.33**			**0.50**							**1.40**		
JG	G3							1	1	1	1	1						1	1	2
RML	G3							1	2	2	0	0						2	2	1
	Item Mean							**1**	**1.5**	**1.5**	**0.5**	**0.5**						**1.5**	**1.5**	**1.5**
	ILO Mean							**1.33**			**0.50**							**1.50**		
JS	G4	1	0	1	1	0	0											0	1	0
DJB	G4							1	0	2	1	0						2	1	0
dcm	G4							1	2	2	1	1						0	1	0
MH	G4							1	2	2	2	2						2	1	2
JG	G4							0	1	2	0	0						1	1	1
	Item Mean	**1**	**0**	**1**	**1**	**0**	**0**	**0.75**	**1.25**	**2**	**1**	**0.75**						**1**	**1**	**0.6**
	ILO Mean	**0.67**			**1.00**	**0.00**		**1.33**			**0.88**							**0.87**		
JS	G5												2	2	1	2	0	0	0	0
dcm	G5												2	2	2	2	1	0	1	0
MH	G5												2	2	2	2	2	0	1	1
JG	G5												1	1	1	1	1	0	1	1
	Item Mean												**1.75**	**1.75**	**1.5**	**1.75**	**1**	**0**	**0.75**	**0.5**
	ILO Mean													**1.67**			**1.38**		**0.42**	
DJB	G6	2	0	1	2	2	3											3	2	2
JG	G6				2	3	2											2	2	2
RML	G6	2	2	0		2	2											2	2	2

Assessor	Student	ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
	GNumbers have been changed to maintain confidentiality.	Selection of information/sources	Evaluation of information &	Use of information & documentation	Creative problem solving and	Reflective thinking	Making connections	Effectiveness	Conventions of standard, edited	Documentation	Reflective thinking	Making connections	Clarity of Representation(s)	Analysis	Conclusion / Reflection	Reflective thinking	Making connections	Website completeness	Website functionality	Website appearance
	Item Mean	**2**	**1**	**0.5**	**2**	**2.33**	**2.33**											**2.33**	**2**	**2**
	ILO Mean	**1.17**			**2.00**	**2.33**												**2.11**		
DJB	G7												1	0	0	1	1	2	1	0
JG	G7												2	1	2	2	2	2	2	2
RML	G7												1	2	1	2	2	2	2	2
	Item Mean												**1.33**	**1**	**1**	**1.66**	**1.66**	**2**	**1.66**	**1.33**
	ILO Mean												**1.11**			**1.67**		**1.67**		
meckler	G8				3	2	2	3	1	2	2	2				2	2	3	1	3
CR	G8				3	3	3	2	1	3	2	2						3	1	2
JS	G8	2	1	0	1	1	1											1	1	1
DJB	G8							3	2	3	3	0						3	3	2
MH	G8				3	1	1											3	2	3
	Item Mean	**2**	**1**	**0**	**2.5**	**1.75**	**1.75**	**2.66**	**1.33**	**2.66**	**2.33**	**1.33**				**2**	**2**	**2.6**	**1.6**	**2.2**
	ILO Mean	**1.00**			**2.50**	**1.75**		**2.22**			**1.83**					**2.00**		**2.13**		
DJB	G9												1	1	1	1	1	2	1	0
JG	G9												2	3	3	2	2	2	2	2
RML	G9												3	3	3	3	3	2	3	0
	Item Mean												**2**	**2.33**	**2.33**	**2**	**2**	**2**	**2**	**0.66**
	ILO Mean												**2.22**			**2.00**		**1.56**		
DJB	G10	1	0	1		2	1											2	1	0
JG	G10							2	2	1	2	2						2	2	1
RML	G10							1	3	2	2	2						2	2	1
	Item Mean	**1**	**0**	**1**		**2**	**1**	**1.5**	**2.5**	**1.5**	**2**	**2**						**2**	**1.66**	**0.66**
	ILO Mean	**0.67**				**1.50**		**1.83**			**2.00**							**1.44**		
JS	G11	3	2	3	3	0	0											3	1	2
dcm	G11	2	2	2		0	0						2	2	2	0	0	0	1	1
CR	G11	3	1	3		2	2											2	2	2
MH	G11	3	3	3		0	1											1	1	1
JG	G11							2	2	3	1	1						1	1	2
	Item Mean	**2.75**	**2**	**2.75**	**3**	**0.5**	**0.75**	**2**	**2**	**3**	**1**	**1**	**2**	**2**	**2**	**0**	**0**	**1.4**	**1.2**	**1.6**
	ILO Mean	**2.50**			**3.00**	**0.63**		**2.33**			**1.00**		**2.00**			**0.00**		**1.40**		
DJB	G12	1	0	1		1	0											0	1	1
JG	G12	1	0	0		1	1													
RML	G12	2	2	0		1	1											1	0	1
	Item Mean	**1.33**	**0.66**	**0.33**		**1**	**0.66**											**0.5**	**0.5**	**1**
	ILO Mean	**0.78**				**0.83**												**0.67**		

Assessor	Student	ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
	GNumbers have been changed to maintain confidentiality.	Selection of information/sources	Evaluation of information &	Use of information & documentation	Creative problem solving and	Reflective thinking	Making connections	Effectiveness	Conventions of standard, edited	Documentation	Reflective thinking	Making connections	Clarity of Representation(s)	Analysis	Conclusion / Reflection	Reflective thinking	Making connections	Website completeness	Website functionality	Website appearance
dcm	G13	0	0	0	2	2	1	2	2	2						2	1	1	1	0
CR	G13				2	3	2											2	2	2
DJB	G13	0	0	0		2	1											3	2	2
MH	G13	2	2	3	3	2	1											3	3	3
JG	G13												1	2	2	2	2	2	2	2
	Item Mean	**0.66**	**0.66**	**1**	**2.33**	**2.25**	**1.25**	**2**	**2**	**2**			**1**	**2**	**2**	**2**	**1.5**	**2.2**	**2**	**1.8**
	ILO Mean	**0.78**			**2.33**	**1.75**		**2.00**			**#DIV/0!**		**1.67**			**1.75**		**2.00**		
DJB	G14												3	3	3	2	2	3	3	3
RML	G14												3	3	3	3	3	3	3	3
JG	G14												3	2	2	2	2	3	3	3
	Item Mean												**3**	**2.66**	**2.66**	**2.33**	**2.33**	**3**	**3**	**3**
	ILO Mean												**2.78**			**2.33**		**3.00**		
JS	G15	2	1	2	1	1	1	2	2	1	1	1						2	1	2
dcm	G15				3	3	3	3	3	3	3	3						3	3	3
JS	G15	3			3	3	2		3	0	3	2						3	2	2
CR	G15				3	3	3	3	2	1	3	3						3	3	2
MH	G15				3	2	2											3	3	3
JG	G15				3	2	3	2	2	0	2	2						3	3	3
	Item Mean	**2.5**	**1**	**2**	**2.66**	**2.33**	**2.33**	**2.5**	**2.4**	**1**	**2.4**	**2.2**						**2.83**	**2.5**	**2.5**
	ILO Mean	**1.83**			**2.67**	**2.33**		**1.97**			**2.30**							**2.61**		
JS	G16												1	0	0	1	0	1	1	1
CR	G16				0	1	0											0	1	1
dcm	G16	1	1	1	1	0	0						0	0	0	0	0	1	1	1
MH	G16	1	1	0	1	1	1											2	1	2
JG	G16												1	1	1	0	0	1	1	1
	Item Mean	**1**	**1**	**0.5**	**0.66**	**0.66**	**0.33**						**0.66**	**0.33**	**0.33**	**0.33**	**0**	**1**	**1**	**1.2**
	ILO Mean	**0.83**			**0.67**	**0.50**							**0.44**			**0.17**		**1.07**		
DJB	G17	2	2	3	2	0	0											2	1	0
JG	G17	3	2	2		2	3											1	1	2
RML	G17	3	3	2		0	0											0	2	0
	Item Mean	**2.66**	**2.33**	**2.33**	**2**	**0.66**	**1**											**1**	**1.33**	**0.66**
	ILO Mean	**2.44**			**2.00**	**0.83**												**1.00**		
DJB	G18				3	3	0											3	2	3
JG	G18				3	2	2											3	3	3
RML	G18				3	3	3											3	3	3
	Item Mean				**3**	**2.66**	**1.66**											**3**	**2.66**	**3**

Assessor	Student	ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
	GNumbers have been changed to maintain confidentiality.	Selection of information/sources	Evaluation of information &	Use of information & documentation	Creative problem solving and	Reflective thinking	Making connections	Effectiveness	Conventions of standard, edited	Documentation	Reflective thinking	Making connections	Clarity of Representation(s)	Analysis	Conclusion / Reflection	Reflective thinking	Making connections	Website completeness	Website functionality	Website appearance
	ILO Mean				**3.00**	**2.17**													**2.89**	
DJB	G19	2	2	2		3	3											0	1	2
JG	G19	3	3	3		3	3	3	3	3	3	3	2	1	0	0	0	2	2	2
RML	G19	3	3	3		3	3											1	3	3
	Item Mean	**2.66**	**2.66**	**2.66**		**3**	**3**	**3**	**3**	**3**	**3**	**3**	**2**	**1**	**0**	**0**	**0**	**1**	**2**	**2.33**
	ILO Mean	**2.67**			**0.00**	**3.00**		**3.00**			**3.00**		**1.00**			**0.00**		**1.78**		
JS	G20							3	2	2	1	0						2	1	1
dcm	G20	3	2	3		1	1	3	2	3	0	0						0	0	1
CR	G20							1	1	2	2	2						2	2	1
MH	G20							2	2	2	1	2								
JG	G20							1	1	2	1	1						2		3
	Item Mean	**3**	**2**	**3**		**1**	**1**	**2**	**1.6**	**2.2**	**1**	**1**						**1.5**	**1**	**1.5**
	ILO Mean	**2.67**				**1.00**		**1.93**			**1.00**							**1.33**		
JS	G21	1	1	1	1	1	0											1	1	1
CR	G21										0	0						0	1	
dcm	G21							1	1		1	1						1	0	1
MH	G21	0	0	0	0	0	0											0	0	1
	Item Mean	**0.5**	**0.5**	**0.5**	**0.5**	**0.5**	**0**	**1**	**1**	**#DI**	**0.5**	**0.5**						**0.5**	**0.5**	**1**
	ILO Mean	**0.50**			**0.50**	**0.25**					**0.50**							**0.67**		
JS	G22												3	2	2	2	1	3	1	1
dcm	G22	0	0	0									2	2	2	1	1	1	1	1
CR	G22												1	1	2	1	1	0	1	1
CR	G22												1	1	1	1	1	1	1	1
MH	G22												2	2	2	2	2	2	1	1
JG	G22												2	2	1	2	1	1	1	1
	Item Mean												**1.83**	**1.66**	**1.66**	**1.5**	**1.16**	**1.33**	**1**	**1**
	ILO Mean												**1.72**			**1.33**		**1.11**		
DJB	G23												2	2	2	1	0	2	2	3
JG	G23	2	2	2		2	2	3	2	2	2	2	3	3	3	2	2	2	2	3
RML	G23												2	2	2	1	0	2	2	2
	Item Mean	**2**	**2**	**2**		**2**	**2**	**3**	**2**	**2**	**2**	**2**	**2.33**	**2.33**	**2.33**	**1.33**	**0.66**	**2**	**2**	**2.66**
	ILO Mean	**2.00**				**2.00**		**2.33**			**2.00**		**2.33**			**1.00**		**2.22**		
JS	G24												2	2	1	2	1	2	1	1
dcm	G24												1	1	1	1	0	1	0	1
MH	G24												2	2	2	2	2	3	2	2
JG	G24												1	1	1	2	1	2	2	2

Assessor	Student	ILO 1				Reflec-tion		ILO 2			Reflec-tion		ILO 4			Reflec-tion		Website		
		1A			1B															
	GNumbers have been changed to maintain confidentiality.	Selection of information/sources	Evaluation of information &	Use of information & documentation	Creative problem solving and	Reflective thinking	Making connections	Effectiveness	Conventions of standard, edited	Documentation	Reflective thinking	Making connections	Clarity of Representation(s)	Analysis	Conclusion / Reflection	Reflective thinking	Making connections	Website completeness	Website functionality	Website appearance
	Item Mean												**1.5**	**1.5**	**1.25**	**1.75**	**1**	**2**	**1.25**	**1.5**
	ILO Mean													**1.42**			**1.38**		**1.58**	
JS	G25												2	2	1	1	0	2	1	1
dcm	G25	1	1	1									2	2	2	0	1	0	1	0
CR	G25												1	0	0	1	1	2	2	1
MH	G25															1	1	1	1	0
JG	G25												1	1	1	0	0	1	1	0
	Item Mean	**1**	**1**	**1**									**1.5**	**1.25**	**1**	**0.6**	**0.6**	**1.2**	**1.2**	**0.4**
	ILO Mean	**1.00**												**1.25**			**0.60**		**0.93**	
JS	G26							1	2	2	2	1						2	1	1
dcm	G26	3	3	3		1	1	3	3	3	1	1						0	1	0
CR	G26							1	1	2	1	0						0	2	0
MH	G26							2	2	1	2	1						1	2	0
JG	G26							2	1	2	2	1						1	1	1
	Item Mean	**3**	**3**	**3**		**1**	**1**	**1.8**	**1.8**	**2**	**1.6**	**0.8**						**0.8**	**1.4**	**0.4**
	ILO Mean	**3.00**				**1.00**		**1.87**			**1.20**							**0.87**		
	G--------				3	2	2	2	1	3	2	2						3	3	3
JG	**ILO Mean**				**3.00**	**2.00**		**2.00**			**2.00**							**3.00**		
	Frequency of Each Rating Per Rubric Item																			
	0-Below Basic	4	9	9	2	8	12	2	1	3	4	9	2	5	6	6	11	21	9	22
	1-Basic	8	7	7	7	13	15	11	11	5	12	10	14	11	13	15	18	24	50	35
	2-Proficient	11	10	6	6	16	11	10	16	16	12	11	17	18	15	19	11	35	28	28
	3-Advanced	10	5	9	16	11	10	9	5	8	5	3	6	5	5	2	2	23	15	17
	Average Rating Per Rubric Item																			
		1.82	1.35	1.48	2.16	1.63	1.40	1.81	1.76	1.91	1.55	1.24	1.69	1.59	1.49	1.40	1.10	1.58	1.48	1.39
	Average Rating Per ILO Assessment Category																			
		ILO 1				**Reflec-tion**		**ILO 2**			**Reflec-tion**		**ILO 4**			**Reflec-tion**		**Website**		
		1A			**1B**															
		1.55			**2.16**	**1.51**		**1.83**			**1.39**		**1.59**			**1.25**		**1.49**		

Summary of Responses from Post-Assessment Faculty Survey

1. *What do you think went well in assessing pilot portfolios?*

- There was a good pool of portfolios with which to work. Working in collaboration with other faculty worked well. It was especially helpful to review and discuss portfolio samples together before assessing. Discussing the process of assessing and addressing questions/concerns made the experience worthwhile.
- The provided template made creating a website very easy, which meant that many students were able to get started. Overall, this was a great opportunity for students to start something that may be very useful to them. The survey provided to us made the process very simple. GREAT JOB!!
- With practice, the rubrics were relatively easy to apply. It was very enlightening to see the range of quality among these students. Hopefully, that range might be a bit narrower among grads and transfers.
- I really appreciated the group that gathered to do this project. To my mind, the organizers did a lovely job of nabbing folks not only from a variety of academic fields, but also folks who brought very different/complementary skill sets, ideas and opinions to the group. Excellent curation!
- Good number of portfolios to look at.
- Identifying the issues and the ideas for solutions to these.

2. *What did not go well?*

- Some of the rubrics seemed redundant. It was also not clear if the evidence was appropriately posted to specific ILOs.
- For me, it would have been better to do this with the group. In isolation I'm left feeling slightly unsure my assessment was in line with the intentions of the rubrics. Also, having the actual assignment (or a restatement by the student) of the specific tasks assigned would allow me to better understand what the level of student work. For my basic skills students, I think it was difficult for them to grasp what the portfolio really meant. The concept of ILO, and the language of the ILO's I don't think were easily accessible to my students. Next time I would spend more time in-class discussing the ILOs and what they mean. The other problem my students had was understanding how to complete the survey from the link after completing work on their site. I had over 30 students create portfolios, but only 4 actually filled out the survey to submit it. I was disappointed to see that so few of my students had actually submitted the portfolios I know they completed. I suppose I needed to make sure they filled out the survey in the instructions before finishing the site. For example, Gary Davis: https://sites.google.com/a/my.smccd.edu/gaz-davis/
- attachments that could not be opened. weird software. clarity of structure - two different templates were used, and some tabs deleted, some not. portfolios in which the evidence was linked to ILO 2 but actually addressed ILO 1 best.
- There were lots of hiccups in the actual execution of the portfolios, and this is to be expected. I think having clearer/standardized directions from the get-go (which it sounded like not all student participants had) and also making rubrics available to the students would be great.
- rubrics and ILOs need work
- Understanding the rubrics

3. *What do you think are possible next steps in using web portfolios to assess ILOs?*

- Providing as much feedback and description as possible will help build support for web portfolios as a means to assess the College's ILOs.
- I think we could generate a common set of instructions (handouts and videos) and examples of assignments that connect to each of he SLOs. I also think asking students (perhaps in the reflection) to rewrite, or explain what the assignment prompt was, would be useful for the students and for us.
- Encourage students to post evidence for all 4 ILOs, then have faculty teams each evaluate just 1 ILO. Data from this round should help find out if evaluation should be done as a team or not. Rewrite ILO 1 and 2 to better distinguish them, and rewrite rubrics accordingly.
- Implement this in more courses, so it becomes standard practice. I'm one of the folks who has been most resistant to using e-portfolios (due to technology access issues for some/many of my students) and after seeing this I feel much more willing to find a way to integrate this into my classes such that everyone can participate. One thing that would help is having campus-wide workshops to train students to do this.
- revise rubrics & ILOs and assess small sample of complete porfolios
- More simplified instructions for the students (instead of calling it ILO1, ILO2, ILO3 - have them upload projects under different titles. The terminology is confusing. Also, letting students be aware of the rubric that they'll be graded on (which needs to be tweaked and streamlined).

Institutional Learning Outcome Rubrics (Developed Spring/Summer 2013)

ILO I Assessment: Select, evaluate, and use information to engage in creative problem-solving, investigate a point of view, support a conclusion, or engage in creative expression.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3	Score
A. Selection of information/sources	**None** of information/sources selected are appropriate for topic and/or are at course-level standard.	**Some** of information/sources selected are **appropriate** for topic and/or are at course-level standard.	**Most or all** of information/sources selected are **appropriate** for topic and/or are at course-level standard.	**All** of information/sources selected are **exemplary** for topic and/or are **above** course-level standard.	
Evaluation of information and sources	Selection provides **no evaluation** of information/sources.	Selection provides **incomplete evaluation** of **all** information/sources. **OR** Selection provides **adequate evaluation** of **some** information/sources.	Selection provides **thorough and appropriate evaluation** of **most or all** information/sources.	Selection provides **thorough and insightful evaluation** of **all** information/sources.	
Use of information & documentation	Selection **does not utilize** sourced information and/or **fails to provide** appropriate, documented references.	Selection **utilizes some** of sourced information and provides references, but may **not be fully credible** or **may contain documentation** errors.	Selection **utilizes most** of sourced information and provides **credible references** with **negligible** documentation errors.	Selection **utilizes all** of sourced information and provides **highly credible references**, with **adequate** documentation.	
B. OR (Apply when appropriate) Creative problem solving and expression	**Substandard** execution or **minimal evidence** of creative work or expression.	**Some demonstration** of creative thought or approach mostly based on pre-existing models.	**Proficient execution or design** demonstrating creativity and expressive range.	**Exemplary work** reflecting the potential for the mastery of skill and a sense of personal expression.	
Total Score (Maximum score is 9 or 3.):					

Assessment of Reflection I A or IB: Reflection articulately explains student's thinking and learning processes, as well as implications for future learning and makes clear connections between this learning experience, the goals of the course for which the assignment was completed as well as with personal and academic goals.

Primary Element	Below Basic -0	Basic – 1	Proficient – 2	Advanced – 3	Score
Reflective thinking	The reflection **does not address** the student's thinking and/or learning.	The reflection **attempts** to demonstrate thinking about learning but is **vague and/or unclear** about the learning process.	The reflection **clearly** explains the student's thinking about his/her learning processes.	The reflection is an **in-depth analysis** of the learning experience and the student's appreciation for the topic.	
Making connections	The reflection **does not** make connections to course goals or academic/personal goals.	The reflection v**aguely** makes connections between this learning experience, course goals and academic/personal goals.	The reflection **clearly describes** connections between this learning experience, course goals and academic/personal goals.	The reflection **articulately explains** connections between this learning experience, course goals and academic/personal goals.	
Total Score (Maximum score is 6.)					

ILO 2 Assessment: Use language to effectively convey an idea or set of facts,
including the ability to use source materials and evidence according to institutional and discipline standards.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3	Score
Effectiveness	Selection conveys ideas/facts in a **disorganized** or **unconvincing** manner.	Selection conveys ideas/facts, but **lacks organization** and/or **depth.**	Selection conveys ideas/facts in an **organized, convincing** manner.	Selection conveys ideas/facts in a **well-organized, compelling** manner.	
Conventions of standard, edited English	Selection has **numerous** distracting errors.	Selection has **several** distracting errors.	Selection has **few** distracting errors.	Selection has **no** distracting errors.	
Documentation	Selection **fails** to provide **appropriate,**	Selection provides references, but may **not**	Selection provides **credible references** with	Selection provides **highly credible references**, with	

	documented references.	**be fully credible** or **may contain documentation** errors.	**negligible** documentation errors.	**exemplary** documentation.	
Total Score (Maximum score is 9.):					

Assessment of Reflection II: Reflection articulately explains student's thinking and learning processes, as well as implications for future learning and makes clear connections between this learning experience, the goals of the course for which the assignment was completed as well as with personal and academic goals.

Primary Element	Below Basic -0	Basic – 1	Proficient – 2	Advanced – 3	Score
Reflective thinking	The reflection **does not address** the student's thinking and/or learning.	The reflection **attempts** to demonstrate thinking about learning but is **vague and/or unclear** about the learning process.	The reflection **clearly** explains the student's thinking about his/her learning processes.	The reflection is an **in-depth analysis** of the learning experience and the student's appreciation for the topic.	
Making connections	The reflection **does not** make connections to course goals or academic/personal goals.	The reflection v**aguely** makes connections between this learning experience, course goals and academic/personal goals.	The reflection **clearly describes** connections between this learning experience, course goals and academic/personal goals.	The reflection **articulately explains** connections between this learning experience, course goals and academic/personal goals.	
Total Score (Maximum score is 6.)					

ILO 3 Assessment: In progress.

ILO 4 Assessment: Represent complex data in various mathematical forms (e.g., equations, graphs, diagrams, tables, and words) and analyze these data to make judgments and draw appropriate conclusions.

Primary Element	Below Basic-0	Basic-1	Proficient-2	Advanced-3	Score
Clarity of Representation(s)	• No Data is provided.	• Data is represented in a manner that **does**	• Data is represented in **a manner appropriate to the discipline** that is minimally sufficient for conveying the	• Data is represented in **multiple, visually pleasing ways appropriate to the discipline**. • Includes **all necessary labels**, units, terms,	

		not clearly communicate the information.	intended information but is not **professional in appearance** or visually pleasing. • Includes **most necessary labels**, units, terms, or discipline-specific symbols. But not all. • **Definitions** of most variables, symbols or acronyms are provided. But not all.	or discipline-specific symbols. • **Clear definitions** of all variables, symbols or acronyms are provided.	
Analysis	• No analysis attempted.	• Analysis is **insufficient**, OR is **difficult to follow**, OR Contains **major / concept errors**.	• Analysis is **brief, but sufficient**. OR lacks clarity • Application of discipline-specific methods contains **minor errors**.	• Analysis is **thorough**, clear and draws on provided data for evidence. • Explicitly and **effectively applies rules**, formulas, laws, theories, or models common to the discipline	
Conclusion / Reflection	No Conclusion is provided. OR is entirely unrelated to Analysis.	• **No Verification** of results is attempted • Makes judgments or draws **conclusions that are only loosely connected to the analysis.**	• **Verification** of the results is minimal. • Makes judgments or draws **conclusions that follow logically** from their analysis, but no other insights are included.	• **Verifies** the reasonableness of the results in the context of the problem and/or validates the results in some other manner. • Makes judgments or draws **conclusions that follow logically** from their analysis **AND incorporates other insights** that reflect a grasp of discipline-specific issues involved.	
Total Score (Maximum score is 9.):					

Assessment of Reflection IV: Reflection articulately explains student's thinking and learning processes, as well as implications for future learning and makes clear connections between this learning experience, the goals of the course for which the assignment was completed as well as with personal and academic goals.

Primary Element	Below Basic -0	Basic – 1	Proficient – 2	Advanced – 3	Score
Reflective thinking	The reflection **does not address** the student's thinking and/or learning.	The reflection **attempts** to demonstrate thinking about learning but is **vague and/or unclear** about the learning process.	The reflection **clearly** explains the student's thinking about his/her learning processes.	The reflection is an **in-depth analysis** of the learning experience and the student's appreciation for the topic.	
Making connections	The reflection	The reflection	The reflection **clearly describes**	The reflection **articulately explains**	

	does not make connections to course goals or academic/personal goals.	v**aguely** makes connections between this learning experience, course goals and academic/personal goals.	connections between this learning experience, course goals and academic/personal goals.	connections between this learning experience, course goals and academic/personal goals.	
Total Score (Maximum score is 6.)					

Notes:

Additional Assessment

Assessment of Website: Website is complete; links and visuals are used effectively to highlight student goals and accomplishments.

Primary Element	**Below Basic -0**	**Basic – 1**	**Proficient – 2**	**Advanced – 3**	**Score**
Website completeness	Site is incomplete.	Site has incomplete information on some pages.	Site has information on all required pages.	Site has complete, engaging information on all pages;	
Website functionality	Contains broken links; no images are included.	Links function.	Pertinent links function and at least one visual is used.	Links are used effectively to highlight student goals and accomplishments.	
Website appearance	No images are included.	Images are included, but not integrated into text.	Relevant images are included and integrated into text.	Engaging images are skillfully integrated into text.	
Total Score (Maximum score is 9.)					

ILO Discussion, Opening Days, Fall 2013

Please provide the names of your group members.	**1. Describe some ways your discipline or program aligns with the ILOs .**	**2. How can you guide students to make connections between your assignments and the ILOs ?**	**3. What strategies can you use to teach/ mentor students so they can articulate sophisticated, meaningful Reflections ?**
Kristen Parks, Diana Tedone, Valeria Estrada	Library aligns with ILO 1 - select, evaluate, and use information - through Library 100 classes, annotated bibliographies, library orientations with worksheets. Library provides resources from a variety of viewpoints and strives to maintain a diverse collection - ILO 3. In PLSC, students make presentations on current events in the classroom, supporting ILO 2, and debate issues and policy choices - ILO 3. Both library and PLSC are weaker on ILO 4.	Library 100 class helps students learn how to find information, how to differentiate between different types of sources, how to cite, how to evaluate information - ILO 1. In PLSC, students debate and discuss different points of view - ILO 3.	Make sample written work available to students through norming activities so they can learn to identify strengths and weaknesses in their own work. Provide lots of examples of essays and papers. In the classroom, encourage students to share what they've learned and write course-level self-evaluations.
Lisa Palmer, Susan Mahoney, Carol Rhodes	Note: we have different disciplines and programs. 1. Information literacy and critical thinking are essential in biology, English, and environmental studies. Students have to select and evaluate information. Students must distinguish between science and non-science. 2.Our programs all require written and oral communication. Students learn to persuade others in English and biology projects. 3.For environmental issues, understanding how culture plays into decision-making is instrumental to figuring out how to solve issues. In English, students learn how to interpret texts from various points of view. 4. Students must understand the data to make informed decisions and to know when one is being bamboozled. We also teach students to understand diagrams and charts.	We spend time in different classes explaining the connections between what we do in class and real life and job skills, which we think are what the ILOs describe. Faculty may explicitly draw the connections between the e-portfolios and the ILOs. Perhaps the ILOs should be part of a student orientation. Maybe it should be part of the convocation?	In English, students are required to write reflection papers on their writing process. Give good prompts. Require practice. Demonstrate or share useful examples.

Please provide the names of your group members.	1. Describe some ways your discipline or program aligns with the ILOs .	2. How can you guide students to make connections between your assignments and the ILOs ?	3. What strategies can you use to teach/ mentor students so they can articulate sophisticated, meaningful Reflections ?
Salumeh Eslamieh, Misha Maggi, Attila Elteto, Soraya Sohrabi, Gloria Darafshi	ILO 1: Counseling- Ss should be able to have critical thinking skills to be able to evaluate how to navigate the pathways to transfer and degree completion. Student Life- Ss learn about the Brown Act and Parliamentary Procedures. Physical Sciences- Ss learn problem solving skills through lab reports; also using language skills and mathematical forms.	Provide clear guidelines and instructions. Put several outcomes on the syllabus. Clearly communicate to students that they are not only learning content skills, they are also achieving outcomes.	The questions in class discussions should train students to create responses that guide their reflection process. Actively question the reflective process. Encourage peer learning.
Jessica Kaven, Katie Ireland, Ridge McGhee, Alison Field	- course level SLOs are aligned with PLOs and ILOs (Social Sciences).	- We talked about how sComputer Science & ILO #3 might incorporate different cultural perspectives.	- Scaffold reflection into smaller informal assignments. - Use an e-portfolio. - Self-evaluation & meaningful peer responses.
Susan Gangel, Elizabeth Terzakis	All the English, Reading, Literature, and Creative Writing courses we teach address the first three ILOs through reading and writing assignments. Research gathered as evidence for arguments in writing assignments often contains quantitative and scientific content that students must analyze and explain; this is how we align with ILO 4.	Introduce the ILOs to students and explain the connections.	Self-assessment of writing ability is a regular part of most English classes. Some faculty require self-evaluations for every written assignment.
David Meckler, Lindsey Huff	SLOs are aligned and in Music, most courses obviously align with creative expression (ILO 1), cultural points of view (ILO 2)	For skills classes (Piano, Guitar, MUS 100) this is a difficult fit. It requires extra prompts, extrinsic to the normal course of instruction, for reflecting on things such as creative problem solving, but it is possible to ask students to verbalize ore write about practice issues. Academic or cultural background courses (Appreciation, World Music etc) are easily connected.	Simply start asking them to reflect! Many seem trained in this at the HS level. To improve the meaningfulness of reflections, give examples and and encourage specificity.

Please provide the names of your group members.	1. Describe some ways your discipline or program aligns with the ILOs .	2. How can you guide students to make connections between your assignments and the ILOs ?	3. What strategies can you use to teach/ mentor students so they can articulate sophisticated, meaningful Reflections ?
Candice Nance, Leonor Cabrera	Business and Accounting align with ILO's. Candice Nance and Leonor Cabrera created / reworded new PLOs to tie into ILOs.	Our SLOs align with our PLOs which align with rour ILOs.	Uncertain
Amelito Enriquez, Evan Innerst, Bob Tricca, Rich Follansbee	STEM disciplines align naturally with ILO #4 in collecting experimental data, generating graphs and interpreting data. With respect to ILO#1: In Chemistry, students are given an unknown. Students use/synthesize previous learning to determine the unknown. It's difficult and does not as straight forward to address ILO#3. For Math, in solving a complex problem, students who have a good understanding of the problem are the ones who use at least as many words as equations in their solutions.	Give ILOs at the beginning of semester (in the syllabus) and ask them to think about them in the context of the class.	Refer them to the Learning Center and Library tutors who will be helping them. Have students practice reflecting on their exams after they have received the results. Show students examples of good and bad reflections.
Blake Respini, Nick Matin, Kay O'Neill, Jane Rice, Lisa Bjerknes, Dora Collado, Wanda Nalls	Political Science uses data, graphs, and charts to measure public opinion and economic development. (ILO 4) It also provides readings expressing different ideological views and discusses these. (ILO 1 and 2) Work Force Development uses ILO evaluation tools to demonstrate our capacity to measure grant program outcomes Career classes do mock interviews and role plays which aligns with ILO's one and two. (creative expression, and supporting a conclusion, engagement, investigation a point of view (the employer) Science work in groups to design, run and report on an experiment. Because these groups are comprised of diverse students, it helps them appreciate varying viewpoints from different kinds of people. (ILO's 1, 2, 3, and 4)	Explain the goal of assignments on assignment instructions. Ask assessment questions that reflect on the ILO's. Show students how the ILO's connect the the skills employers desire.	Ask for oral or written responses that require that they reflect on the meaning of an assignment or activity as it relates to some of the specific ILO's. For example after doing community service they explain not only what they did, but also what they got out of it. Questions like "what surprised you or what was unexpected" can help students reflect.

Please provide the names of your group members.	1. Describe some ways your discipline or program aligns with the ILOs .	2. How can you guide students to make connections between your assignments and the ILOs ?	3. What strategies can you use to teach/ mentor students so they can articulate sophisticated, meaningful Reflections ?
Ray Lapuz, Rafael Rivera, Pam Jones, Jeanette Medina, Dani Behonick, Lucas Cantin	ILO4 RADTECH - lab demonstrations, group processes, testing effective communication with patients, case presentations CHEM - create graphs of density, interpret and solve for unknowns, oral presentations of results MATH - applying math concepts to real-world situations as part of project BIOL/HSCI - interpret health data/statistics from primary documents (ex - HHS, WHO)	Give the students the ILOs and show them how the assignments are supposed to apply. Group activities to guide the students through the ILOs.	Make them practice (i.e. do it more than once a class/semester)! Integrate throughout all courses so that students have ample (and possibly interdisciplinary) opportunity to get experience with reflection. Also, provide students with examples of good reflections and not-so-good reflections.
Paul Naas, Kevin Powers, Ken Cope, Sam Rohde, Ken Cope, Hyla Lacefield	The multimedia program provides problems to solve with the tools to solve them.	It's easier if we make the connections explicit in the assignments	Make self evaluation and reflection, and its presentation, part of the exercises from the start, as part of critiques, so they get used to discussing their work and others, thus increasing oral skills.
	Students in the Fashion Design and Merchandising Department design and create storyboards, and present these to their classmates several times throughout the year. Students in Fashion Entrepreunership create a product and write a business plan for marketing that product.	Students in the Fashion Design and Merchandising Department will use various communications skills to convey their design ideas.	Through History of Fashion and study of cultural dress through the centuries, create a better understanding of how fashion has evolved into what is is today.

Please provide the names of your group members.	1. Describe some ways your discipline or program aligns with the ILOs .	2. How can you guide students to make connections between your assignments and the ILOs ?	3. What strategies can you use to teach/ mentor students so they can articulate sophisticated, meaningful Reflections ?
Nathan Staples, Bahij Hanhan, Eugenia Lau, Ozlem Yankin	Collect and organize experimental data to determine biological tendencies/properties. Peruse professional literature and critically evaluate it for accuracy and logic in its conclusions, as well to contribute to further research. Multiple solutions can often be found to different problems in biology, economics, mathematics, etc. Cultural differences may contribute to different approaches to problem-solving. Students represent their conclusions verbally and in graphs/charts of data. Our diverse students also discuss results and conclusions in groups, taking diverse opinions/cultures/attitudes into accounts. Group discussion and problem-solving are common elements in classes. Students must evaluate each other,and consider the instructor's evaluation. THe college has many resources to help them learn and effectively meet these outcomes -- library, tutors, counselors.	Using professional research tools -- library, librarians, tutors to gather information, and make the ILO and PLO evaluation processes transparent to students, just as we incluse SLOs on our course syllabi. Simply stating directly to them, clearly and without secrecy, what we are looking for from students in our SLOs, PLOs, and ILOs.	Group work and significant discussion is encouraged to evaluate information, and to evaluate each others' conclusions and clarity of communication. Written and oral presentation of data and conclusions will enhance communication skills. Immediate feedback can be given in group discussions and/or oral presentation formats. Proper reliable and professional sources of information, as well as proper citation formats, are also discussed in class. Finally and most importantly, students will be asked, most likely in writtten report format, for their individual thoughts on what they learned, how they learned it, and where their weaknesses and strengths lie. They will thusly evaluate their own learning, and identify ways that they can enhance their own learning and experiences and skills, and make continual improvement.
Duncan Lawson, Robert Haick	For upper level English classes, three of the ILOs are the basis for what we teach: critical thinking, quoting, citing, context, and clear and concise writing. Likewise, in career classes, these same skills are important for students to understand their place in the institution and how it reflects and help them on their path.	The objectives on the syllabus should reflect word for word the same objectives on the ILOs. And they should be mentioned on the essay prompts, and brought up during class discussions, so the objectives are scaffolded into the class.	One of the ways in which it's beneficial for students to further process and articulate their learning is by having them keep weekly journals that not only incorporate their in class learning but also have prompts to encourage them to think further about that learning.

Please provide the names of your group members.	1. Describe some ways your discipline or program aligns with the ILOs .	2. How can you guide students to make connections between your assignments and the ILOs ?	3. What strategies can you use to teach/ mentor students so they can articulate sophisticated, meaningful Reflections ?
Jason Chang, Frank Young, jett chinn	Anatomy - special lab or research projects Philosophy: In philosophy courses, we challenge students to investigate different arguments on controversial issues and defend their own view. This aligns with the ILO of investigating a point of view and supporting a conclusion. -We also develop the ability to articulate complex ideas. This aim aligns with ILO #2. -We also challenge students to keep an open mind to different points of view and arguments - including those that differ from their own. This facilitates the realization of ILO #3.	anatomy- link real life applications with topics learned Philosophy - Design assignments with ILOs in mind.	anatomy-peer review
Supinda Surihekaphong, Regina Blok, Krystal Johnson Martinez	DRC-Evaluate necessary courses and select professors DRC and ISC-Help slef-advocacy strategies ISC-International student ambassadors contribute to newsletter DRC-Alternative media technology ISC-International Club through language exchange program andinternational film night DCR and ICR-Understanding diverse language and course material DCR-Peak midterm/final exam time, blue forms	Not applicable	tell students about e-portoflio maintaining e-fortfolio would develop time management skills, creative expression, logical thought sequence,
Margie Carrington, Dave Vigo, Victoria Nunes, Chialin Hsieh	educate students to apply for financial aids and how to pay student fees	encourage them to attend financial aid trainings and show different payment methods to pay their fees	distribute informative flyers to apply FAFSA and different financial aid and teach them how to do payments on-line.