The Del Mar College QEP Team has reviewed the proposed QEP topics and is requesting that you provide further development of the idea by responding to these standardized questions. We thank you for your input and participation in assisting the College in developing a well-defined, meaningful QEP.

**What is the specific problem or opportunity that this QEP topic addresses?**

1) Student portfolios as a demonstration of learning and mastery of the Intellectual Competencies identified by the Texas Higher Education Coordinating Board for inclusion in each state college's or university's core curriculum. (The Intellectual Competencies include Reading, Writing, Speaking, Listening, Computer Literacy, and Critical Thinking.)

   **OR**

2) Student portfolios as a demonstration of student learning and mastery of program-devised student learning goals.

These two similar (but different) QEP topics address an important issue in higher education: the use of actual course-related work (in most cases going beyond pencil-and-paper examinations), captured in student-created "portfolios" to demonstrate student learning and mastery of ideas, concepts, practices, or abilities identified as crucial by either the Texas Higher Education Coordinating Board (see #1 above) or by programs or departments (see #2 above).

The essential question associated with these topics, of course, is would this sort of portfolio-based, "authentic" assessment of learning be appropriate, manageable, and preferable to more traditional assessment methods?

**Which students or group of students would be the focus of this topic?**

1) Students in AA or AS programs for which the college's core curriculum is required.

2) Students in each of the college's programs.

**Which departments, offices or programs would be involved?**

1) Each program offering an AA and/or AS degree . 2) Each of the college’s academic and technical/occupational programs. In addition, both of these topics would involve the President, Vice President of Instruction, Vice President of Student Development, Information Technology Department, Institutional Research and Effectiveness, Teaching and Learning Center, Enrollment Services, Counseling and Advising, Student Support Services, and other offices.

**What are the specific results that you expect to achieve from the implementation of the QEP?**

*College faculty, staff, and students will engage in research and discussion concerning portfolios and portfolio assessment of student learning.

*College faculty, staff and students will develop "definitions" for each of the Intellectual Competencies (applies to #1 above).

*College faculty, staff, and students will develop realistic and manageable guidelines for the creation (by students) and the assessment (by faculty and staff) of student portfolios.

*With faculty and staff support, students will recognize the goals and value of learning portfolios and will develop portfolios as "evidence" of their learning and also as aids in transferring to universities and/or seeking careers. Such "evidence" will also inform and lead faculty decisions regarding improvement of courses and assignments.

**Describe how this QEP affects student learning.**

Both of these QEP suggestions have potential, I believe, to deepen student learning. 1) Should the Texas Higher Education Coordinating Board truly require the college to assess student mastery of the Intellectual Competencies, student-created portfolios would permit students to make use of "authentic" coursework -- collected and organized in portfolios -- to demonstrate such mastery instead of completing a standardized exam which would simply be another burden added to students by the college. Should the THECB not take action on the Intellectual Competencies, the implementation of a portfolio requirement by the college would indicate to students (and the community) that these competencies are taken seriously at DMC. 2) Students (particularly those in academic programs) would become more aware of essential learning goals and would have great flexibility in demonstrating achievement of those goals through authentic course assignments. Awareness of the need to create portfolios -- and aided and encouraged in this work by faculty and staff and by opportunities to do "portfolio work" through assignments in a variety of courses -- would encourage greater seriousness of purpose, effort, and thought from students.

These responses are due in the office of the VPI by April 2, 2007. Date Received in office of VPI: 4-2-07