



# Assessment Depositing: A Resource for Faculty

The ePortfolio Program and Faculty Co-Directors of the Assessment created this document to help faculty support assessment depositing in their courses. It contains the rationale for LaGuardia's assessment process and information about how to access resources to support students depositing authentic academic work via our Digication ePortfolio system.

## 1. RATIONALE - Signature Assessment at LaGuardia: The Philosophy of a Learning College

Outcomes Assessment is the primary process by which faculty employ data from authentic student work to visualize, study, and refine student learning at the College. It is also mandated by CUNY for the purposes of accreditation. LaGuardia's assessment processes have emerged organically from sustained work by faculty and staff over the past two decades. Our assessment framework employs evidence to make claims about student learning at LaGuardia that consider:

- ✓ The *entire* purpose of college education, from first to last semester;
- ✓ The teaching that takes place inside *and* outside the classroom;
- ✓ The learning that happens *within* and *across* programs, majors, or disciplines.

Our assessment processes are meant to answer questions such as:

- ✓ What do we want our students to learn?
- ✓ What are our common priorities as a College?
- ✓ How do we know we are succeeding in teaching those priorities?
- ✓ How do we know our students are learning, and how do we prove it?

These questions activate the College's sustained inquiry into the following key areas:

- ✓ Our disciplinary majors and academic programs;
- ✓ Our General Education Core Competencies and Communication Abilities;
- ✓ Our student services and College administration;
- ✓ Our co-curricular events and programs.

When students deposit their work into our Digication ePortfolio platform, they provide us with the evidence we need to make claims about what learning takes place in our academic programs. But more important, we give ourselves the opportunity to improve student learning. Students can be important agents in the improvement of the College.

*Source: Learning Matters Assessment Guide, pp 4-5. For additional information about assessment, faculty and staff can visit the Assessment website at [www.laGuardia.edu/assessment](http://www.laGuardia.edu/assessment).*

## 2. DEPOSITING RESOURCES FOR FACULTY: Helping your students complete the assessment process

There are **four simple ways** faculty can help students complete the assessment depositing process. They can:

1. **Request a workshop** and a staff member will come to your class to help your students deposit their work. Click [here](#) to access the form.  
**Note:** For faculty teaching a First Year Seminar (FYS) course, the Student Success Mentor (SSM) will conduct the assessment depositing during the Studio Hour. Faculty are encouraged to connect with their SSM ahead of time in case any questions arise. Click [here](#) for more information.
2. **Send students to open labs on campus** normally scheduled during the last week of classes and during finals' week at different timeslots to reach day and evening students. Click [here](#) to see the schedule and share it students.

3. **Share resources with students so that they can deposit their work on their own.** All they need to know is the assignment they need to deposit and the competency/ability it goes under. Share this [quick guide](#) with them.
4. **Deposit student's work.** If faculty choose to, they can also submit student work to the assessment area by following [this guide](#).
5. **Direct students to the ePortfolio office in MB-57** and to the website [www.laguardia.edu/eportfolio](http://www.laguardia.edu/eportfolio) for additional resources and support.

### 3. THREE STEPS TO ENSURE SMOOTH ASSESSMENT DEPOSITING

**STEP 1: Speak to your students about this process.** It's important for faculty to make students aware of this to understand the process and the logistics behind. To this end, feel free to:

- Share the rationale above about outcomes assessment and the role depositing plays in the process.
- Request a one-on-one training to guide you through the steps for depositing. Email to [eportfolio@lagcc.cuny.edu](mailto:eportfolio@lagcc.cuny.edu)
- Share [this handout](#) with your students that explains the Core Competencies and Communication Abilities.
- Review [this quick guide](#) and follow the steps so that you can check the Competencies and Abilities have properly been set up for your course.

**STEP 2: Share resources with them.** Once you've informed your students about the assessment process and have checked that this information has been set up for your course, share the following resources with students:

- A [quick guide](#) for students to deposit assignments to the assessment area (this includes ePortfolio pages, regular files, or media assignments)
- A [video tutorial](#) to show the depositing process

**STEP 3: Review the artifacts submitted.** Familiarize yourself with the assessment section before your students deposit work, and check to be sure your students have completed this process by accessing this [quick guide](#) to help you confirm that your students have deposited their work.

### 4. CONTACT AND INFORMATION

For questions about assessment depositing or the designation of a course to a particular Core Competency or Communication Ability, please contact:

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For questions about scheduling an assessment workshop, resources for faculty or students, and for scheduling a one-on-one training demonstration for faculty, please contact the following ePortfolio staff:

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