

## Abstract

Colleges and universities grapple with how best to present evidence of authentic student learning to various audiences and stakeholders. Researchers propose to connect two assessment activities that have been particularly useful at demonstrating learning engagement and outcomes: the National Survey of Student Engagement (NSSE) and use of rubrics to score student portfolios. Researchers propose to combine self-reported engagement in active learning from student responses to the National Survey of Student Engagement (NSSE) with authentic assessment of student learning through review of student portfolios in an effort to cross-validate our assessment of student learning through these two approaches.

Items on the NSSE related to writing, quantitative reasoning, and diversity will be connected to rubric scores of Freshman Inquiry portfolios. Results will provide information on student learning and learning assessment techniques in general education. The results (a) helps the institution respond to re-accreditation recommendations, (b) support increased understanding of student learning at the freshman level and (c) complement PSU's participation in other national initiatives including the AAC&U "Give Students a Compass" Project and the Voluntary System of Accountability.

This project represents collaboration between faculty in the general education program and the institutional research office. Identifying the connections between diverse data sources and analyzing them in ways that respond to demands for accountability elevates the role of assessment associate and institutional researcher to that of partners in the university's attempts to provide authentic evidence of student learning and continual improvement.