

## General Education Portfolio Example Disclaimer

The documents in this General Education Portfolio example are intended to illustrate the proper *organization* of a portfolio *only*. They are not intended to be representative of “good” or “bad” reflection papers or artifacts. Artifacts and reflection papers will vary greatly depending on the degree program the student is in and the assignments or activities completed. All artifacts and reflection papers should represent the individual student and document *specific* personal learning that has occurred. It is suggested that the student read through all the examples given here to decide what might be appropriate or not appropriate for their particular portfolio.



**GENERAL EDUCATION  
PORTFOLIO**

**Sample Student**

**Major: Undecided**

**Capstone: BUSN 298**

**Semester  
Year**

**Performance Assessment Scorecard**

Student Name: Sample Student

Division: Business and Legal Studies

Program: Undecided

Capstone Course: BUSN 298

Capstone Instructor: Ann Instructor

Advisor: Edd Professor

(5-25 pts possible)	5 points	4 points	3 points	2 points	1 points
<b>Conceptual Framework of Portfolio Process</b> Is each outcome addressed with an artifact and reflection paper? Score: ____	✓ All learning outcomes represented ✓ All tabs contain a legitimate artifact and reasonable length reflection	✓ All learning outcomes represented ✓ Most tabs contain a legitimate artifact and/or reasonable length reflection.	✓ All learning outcomes represented ✓ Tabs contain artifact and reflection, but appear to lack quality	✓ All learning outcomes represented ✓ Tabs contain artifact and reflection, but appear to show minimal effort	✓ One or more of the general education student learning outcomes is missing ✓ One or more of the outcomes is missing its artifact and/or reflection
<b>Choice of Artifact</b> Does the artifact clearly reflect the gen ed outcome? Score: ____	✓ All artifacts directly relate to specified learning outcome	✓ Most artifacts directly relate to specified learning outcome	✓ Some artifacts directly relate to specified learning outcome	✓ Artifacts do not directly relate to specified learning outcome	✓ One or more artifact missing
<b>Reflection Papers Make Connection</b> Does the reflection paper address the artifact and the outcome? Score: ____	✓ Complete entries address each area of prescribed format ✓ Reflection papers completely demonstrate connection	✓ Brief entries address each area of prescribed format ✓ Reflection papers somewhat make connection	✓ Brief entries address most areas of prescribed format ✓ Reflection papers have limited connection	✓ Incomplete entries and/or does not use prescribed format ✓ Reflection papers do not have connection	✓ One or more reflection paper missing
<b>Learning Process</b> Does the student explain what was involved in producing the artifact? Is there a discussion regarding the future value of this learning process? Score: ____	✓ Reflection papers thoroughly describe assignment and steps to producing ✓ Demonstrate understanding of value of lessons and future importance	✓ Reflection papers describe, without detail, assignment and steps to producing ✓ Moving toward understanding value of lesson and future importance	✓ Reflection papers partially describe the assignment and steps to producing ✓ Show limited understanding of value of lesson and future importance	✓ Reflection papers partially describe the assignment and steps to producing ✓ Show no understanding of value of lesson and future importance	✓ One or more reflection paper fails to describe the assignment and steps to producing ✓ Shows no understanding of the value of lesson and future importance
<b>Presentation/Format</b> Is the portfolio complete and presented in an organized and professional manner? Score: ____	✓ Portfolio is easily navigated and movement among sections is planned and logical ✓ Table of contents is present and clearly labeled ✓ Reflections contain correct grammar and spelling. ✓ Portfolio professional and demonstrates creativity and originality.	✓ Portfolio is easily navigated and movement among sections is not difficult ✓ Content is labeled ✓ Some reflections may contain a grammar and/or spelling error ✓ Portfolio is professional, yet lacks creativity and originality	✓ Portfolio can be navigated ✓ Sections may require reviewer to open in order to determine content ✓ Reflections contain grammar and/or spelling errors ✓ Minimal attention to professional appearance	✓ Portfolio is difficult to navigate ✓ Content not labeled and reviewer will have difficulty identifying all of the required components ✓ Reflections have excessive grammar and spelling errors ✓ Lack of attention to professional appearance	✓ Portfolio not organized, incomplete, and confusing to the reviewer ✓ Portfolio is presented in decidedly unprofessional manner

Comments:

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# GENERAL EDUCATION PORTFOLIO

Date: 4/25/16

Submitted by: Sample Student

Division: Business and Legal Studies

Program: Undecided

Advisor: Edd Professor

Capstone Course: BUSN 298 Capstone Instructor: Ann Instructor

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# General Education Portfolio

## Prescribed Format for Reflection Papers

Date: 3/25/16

Submitted by: Sample Student

Program: Associate in Arts

### I. General Education Student Learning Outcome:

**Communicate effectively by listening, speaking, and writing using appropriate technology.**

- Reads, comprehends, analyzes, evaluates various writing.
- Logically organizes, develops and communicates an idea or position.
- Adapts communications to audience, situation and purpose.
- Uses prewriting, drafting, revising and editing techniques using appropriate vocabulary, grammar, punctuation, spelling and syntax.
- Use library print and electronic resources for literature research.
- Use computer technology to organize, access, and communicate information.

### II. Brief Description of the Artifact:

English 102 students were required to choose a topic of personal interest, research this topic via electronic and library resources, organize findings, adapt these findings and successfully write a final research paper fully covering the ideas of the topic chosen. This individual assignment was to show that the student could successfully read, research and communicate findings using various techniques such as prewriting, drafting, revisions, and the use of proper grammar, spelling, punctuation and syntax. The first step was to conduct research, organize and adapt these findings and then to successfully communicate these ideas. The ability to successfully use computer technology and online library resources was essential in properly organizing the research and communicating findings.

III. **Making the Connection:**

This artifact demonstrates my ability to successfully organize, research and communicate findings in a clear and precise way. With my chosen topic—Folklore of Japan—I successfully show my ability to read, navigate and organize necessary research and literature to support my ideas, and my ability to use computer technology to adapt and convey my findings. I used proper spelling, grammar, punctuation and syntax, and I used a revision strategy that clearly shows through in this final version on my research. Through careful and thought out research and writing strategies, my topic is well documented and reflects a wide variety of sources from both fictional literature and non-fictional sources, and is conveyed and adapted in an approachable way for the reader.

IV. **Future Value:**

The ability to properly communicate ideas is so very important in every aspect of life and is certainly not limited to a professional or educational setting, yet I strongly feel that these skills will prove particularly invaluable in the future as I continue my education and navigate the professional career field. I also strongly feel that skill will better my ability to communicate in an everyday setting as well.

1 May 2014

### Ghostly Japan: Apparitions, Specters and Folktales

In an ancient—and for centuries, entirely secluded land—such as that of Japan, it likely isn't a particularly surprising revelation that this culture is steeped with many folktales and eerie stories. In truth, the supernatural myths and legends of Japan encompass an impossibly large and intricately crafted world full of fantastical stories enduring for centuries, retold and reimagined countless times. For one to fully immerse oneself in this vast subject, it could take a lifetime. After all, there is such an ample supply of information to garner from documents and oral tales alike, passed through the generations—all the way into the modern world.

When studying what makes up this unique landscape of specters and apparitions, it's important to first keep in mind that for the Japanese culture of old, the paranormal was not something of debate—it was as real as the natural world around them. Stories and legends were

**Students should include the entire artifact in their portfolio.**

**For this sample portfolio, only a portion of the first page of the each student's originally submitted artifact is included.**

# General Education Portfolio

## Prescribed Format for Reflection Papers

Date: 12/4/15

Submitted by: Sample Student

Program: Industrial Pipe Design Technology

### I. General Education Student Learning Outcome:

**Demonstrate interpersonal skills and ethical behavior appropriate for living and working in a diverse society.**

- Exhibits confidence in self and others.
- Empathizes with others.
- Engages in on-going self-assessment.
- Works effectively within groups.
- Seeks out and considers varied perspectives.

### II. Brief Description of the Artifact:

The artifact being presented is a reflective paper written at the end of my 2014 summer internship in CAD. It was an evaluation of my work experience during the 4 months that I was employed as an Industrial Pipe Designer at Jacobs Engineering. It was an individual project. My first step was to list out all the pros and cons of my experience, from there I created a rough draft. After I was satisfied with the quality of my paper, I then allowed a peer to review it and offer suggestions. The artifact was submitted to both my instructor and my direct supervisor. I was also given a categorized numeral evaluation of my skillset by my direct supervisor.

### III. Making the Connection:

Within the context of the evaluation there are multiple examples of both my confidence in myself and others as well as my empathy towards others in the piping industry. I believe that the positive points of the internship experience show the building of confidence. My statements and concerns about the work in the piping

industry being either “feast or famine” show empathy for others. The paper in its entirety is one large assessment of both myself and Jacobs Engineering. There were multiple time when I worked in groups with others with varied perspectives. I tried to gain as much information from as many sources as possible.

#### **IV. Future Value:**

I believe that all of these performance indicators are key in maintaining good interpersonal relations in the workplace. You may be the smartest person of the floor or have the best ideas, but if you fail to maintain a healthy relationship with others it can hinder your success and growth. Interpersonal skills will also be important to me because the majority of my work will be in collaboration with others working on the same project. This may include not only my coworkers but also contacts within the industry.

SAMPLE

Interning with Jacobs Engineering for the 2015 summer semester proved to be a valuable and enjoyable experience. Starting this internship with a basic understanding of the piping industry due to my prior work experience in pipe fabrication allowed me to quickly learn and take full advantage of multiple opportunities. Overall this internship allowed me to build and expand on my skillsets in pipe drafting, communication, data organization, collaboration, as well as business programs and processes.

Although familiar with the piping industry from fabrication there were many areas where I was able to grow. I was introduced to collaborative and technical programs such as

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# General Education Portfolio

## Prescribed Format for Reflection Papers

Date: 11/9/15

Submitted by: Sample Student

Program: Nursing

### I. General Education Student Learning Outcome:

**Use quantitative and scientific knowledge effectively to solve problems, manipulate and interpret data, and communicate findings.**

- Use computational skills to solve problems, manipulate and interpret numerical data, and communicate data in a logical manner.
  - Applies basic math formulas and principles.
  - Solves ratio, percentage, proportion, decimal, fraction and/or conversion problems within context.

### II. Brief Description of the Artifact:

For this artifact, I used my calculations exam I had to complete in my Nursing 221 class. This was an individual assignment. The purpose was to show that as a nurse I would be able to calculate drip factors when I have a medicine to give.

### III. Making the Connection:

The assignment demonstrates that I have the ability to apply basic math formulas as well as work with ratio, percentage, proportion, decimal, fraction and conversion problems within context. In order to successfully pass this test I had to interpret the given information and to perform a conversion problem to get the required drip rate. I had to be familiar with the basic measurements used in medical calculations and be able to correctly calculate the answer.

#### **IV. Future Value:**

As a nurse, I will be giving medications on a daily basis. I cannot rely on the doctor and pharmacist alone in giving the proper dose of medicine. It is up to me to be able to double check to see if I am administering the proper amount. It is important to be able to work with basic formulas and to solve problems correctly and efficiently. I also need to have an understanding of percentages, fractions and conversions in order to perform my job correctly.

SAMPLE

ordered ~~have~~ ~~x~~

**Nursing 221:  
Nursing Care in Adult Health and Illness IV**

**Critical Care Drip Factor Calculations Exam  
Academic Year 2009-10**

Name \_\_\_\_\_ Score 100 / 50

**Directions:** The IV fluid order is listed for each problem. Calculate the IV flow rates using appropriate formula required for the problem. **Show all work.** **No partial credit will be awarded.** 50 questions (worth 50 points) = 90 minutes. **Good luck!**

1. 10mb/hc Mr. Sinks has undergone aortic valve repair and has orders for Heparin at 1000 units/ hour. The concentration is Heparin 25,000 units in 250 mL of 0.9% NS. How many milliliters per hour should the IV pump be programmed for?

$$\frac{1000 \text{ units}}{25,000 \text{ units}} \times \frac{250 \text{ mL}}{1} = 10 \text{ mL/hr}$$

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# General Education Portfolio

## Prescribed Format for Reflection Papers

Date: March 22, 2016

Submitted by: Sample Student

Program: Veterinary Technology

### I. General Education Student Learning Outcome:

**Apply critical thinking skills to analyze problems and make informed decisions.**

- Asks pertinent questions and applies effective observation techniques.
- Uses logical/systematic approach to make decisions.
- Anticipates consequences and devises alternative solutions to problems.

### II. Brief Description of the Artifact:

This assignment was my anesthesia record from when I was in my surgery tech class. After calculating the correct dose for our surgery patient and inducing it, our purpose was to keep track of the patient's vitals and planes of anesthesia during the procedure. The whole surgery we had to make sure the patient wasn't too "deep" into anesthesia, or too "light". We had to monitor the patient's respirations and heartbeat with the use of our stethoscope to ensure they weren't crashing or having any irregular reactions. The record keeping was an individual effort, whereas the surgery, (spay/neuter) was a class project.

### III. Making the Connection:

This artifact demonstrates that I have applied critical thinking to analyze a problem. I had to use observation techniques to see if the animal's heart started to speed up, so that I was able to catch it in time to let the doctor know the animal was probably too light under anesthesia—causing him or her pain. From there, I was able to make the informed decision to turn the anesthesia machine up a notch—increasing the amount

of Isoflurane gas the patient was receiving. I had to anticipate the consequence of giving too much or too little anesthesia to keep the patient safe and comfortable.

#### **IV. Future Value:**

The future value of anticipating consequences and using observations to make informed decisions is a critical skill to have when working with animals. Animals cannot tell the veterinarian what they need or what is wrong. I will have to use observations and a past experiences to make decisions on how to safely treat the patient. It is important to think critically as each patient is unique and I must apply my knowledge to meet the needs of my patients.

SAMPLE

**FELINE OVARIOHYSTERECTOMY**

Date <u>4/19/15</u>				Carver Career Center --Veterinary Technology Program			
Pet Owner Name:				Pet Name or KCHS Number:			
Date: <u>4/14/15</u>				Telephone #:			
Street Address:							
City:		State:		Zip:			
Animal Species: <u>feline</u>		Breed: <u>Bengal</u>		Color: <u>Golden Spotted</u>			
Birth Date: <u>11/14</u>		Sex: (Circle) <u>Female</u>		Male		Spayed Neutered	
<input type="checkbox"/> Student Pet		<input type="checkbox"/> KCHS Animal		<input checked="" type="checkbox"/> Private owner		<input type="checkbox"/> Instructors pet	
Weight: <u>5.02 lb</u>				MM: <u>Pink</u>			
BCS: (1 to 5) <u>2/5</u>				CRT: <u>1 sec</u>			
Temp: <u>102.4°F</u>				Attitude: <u>BAR</u>			
Pulse: <u>168</u>				Hydration: <input checked="" type="checkbox"/> Appears Normal <input type="checkbox"/> Mildly dehydration			
Respirations: <u>28</u>				<input type="checkbox"/> Moderate dehydration <input type="checkbox"/> Severely dehydrated			
1. Eyes <input checked="" type="checkbox"/> Appears Normal <input type="checkbox"/> Abnormal Findings				2. Ears <input checked="" type="checkbox"/> Appears Normal <input type="checkbox"/> Abnormal Findings			
3. Mouth, Teeth and Gums <input checked="" type="checkbox"/> Appears Normal <input type="checkbox"/> Abnormal Findings				4. Nose and Throat <input checked="" type="checkbox"/> Appears Normal <input type="checkbox"/> Abnormal Findings			
5. Coat and Skin <input checked="" type="checkbox"/> Appears Normal				6. Cardiovascular <input checked="" type="checkbox"/> Appears Normal			

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