

Effective Strategies for Successful ePortfolio Initiatives

AAC&U E-Portfolio Forum
San Francisco, CA
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TaskStream
Advancing Educational Excellence



Introductions

- **What is your name, role and institution?**
- **What experience do you have with portfolios?**
- **How are people thinking about portfolios on your campus?**
- **Is this thinking consistent across programs and departments?**
- **How has this thinking changed over time?**

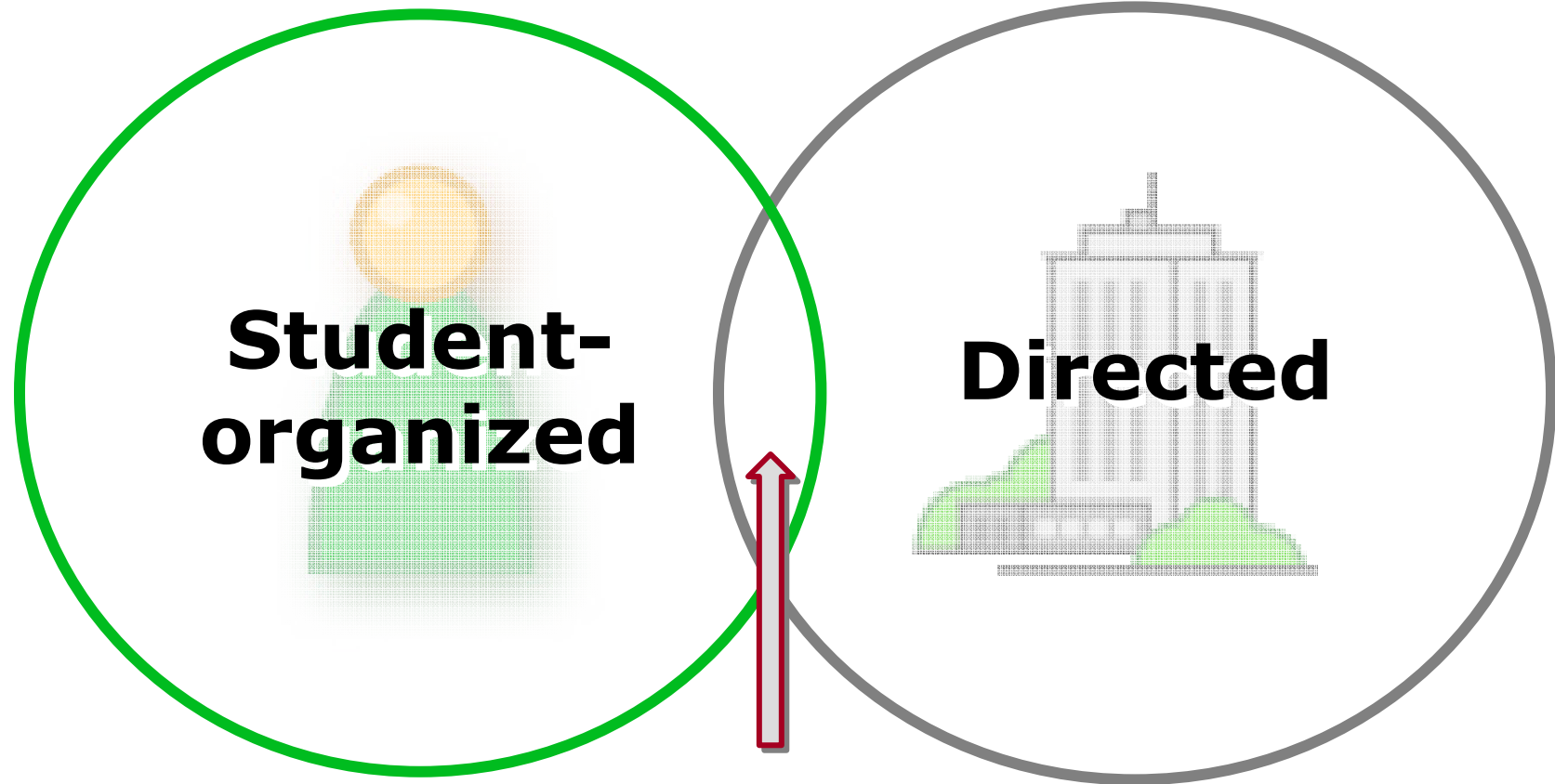


Uses of Portfolios

- Learning and developmental
- Showcase of best work
- Employment or Career
- Assessment of learning outcomes



Who is structuring or directing portfolios?



Student Organized Portfolio

1 - Welcome to My Portfolio - Showcase

Template: "Custom portfolio"

All Folios & Web Pages



Edit Content

Comments

Publish/Share

Web View

Request Comments

Select Page/Area to Edit:



1 - Welcome to My Portfolio - Showcase

Resume

Academic Experience

- Projects
- Publications
- Teaching

Corporate Experience

- Internships
- Projects
- Presentations

Credentials

- Awards
- Transcript
- Certifications
- Recommendations

Professional Affiliations & Community Service

Professional Affiliations & Community Service

Rename

Text and Image Section

Edit Text & Image

Delete Section

Community and University Service

Institutional Scholarship Committee - Student Advisor 2002-2004

University of Chicago Economics Department Alumni Newsletter - Co-Editor 2004-2005

University of Chicago Economics Department - Liaison between undergraduate economics majors and the department administration 2005

Chicago Society for Hyde Park - Volunteer accountant 2002-2005

Statistics and Economics Information for Prospective Freshmen - Panelist 2004, 2005

Professional Associations



[American Economic Association](#) - Junior Member



[American Academy of Arts and Science](#)

Add:

Text & Image

Slideshow

Standards

Main Text

Attachments

Videos

Links

Reports

Sample Work

Section

Directed Portfolio

College Business Program

Template: UC Business Program Folio

Work

Comments

Scores/Results

Resources

Options

Preview as Folio

Status: Work Not Started

Request Comments

+ Expand All - Collapse All

General Information

- **104: Microeconomics**
 - Case Study Analysis
 - Micro Eco Problems**
 - Entry Survey
- **202: Accounting II**
 - Data Handling
 - Reporting
- **302: Marketing**
 - Cases 1-5
 - Projects
 - Observation
- **305: Financial Mgt.**
 - Valuation
 - Financial Statements
- **406: Entrepreneurship**
 - Business Plans 2
 - Business plans 2
 - Marketing Plan

Micro Eco Problems (Final problem Set)

Directions [Help on this Page](#)

For this requirement, please attach descriptions of your problem set solutions including a rationale and methodologies. If you made a model (not required), include description and spreadsheet. Include a reflection on your approach and activity while solving the problems in the set. Include any other information you feel is important.

The link below provides a list of problem sets from which you should select one.

Web Links:

- Problems Sets** Problems in Microeconomics is a set of practice problems and interactive lecture displays for students and faculty in introductory courses in microeconomics. The problems were written by Byron W. Brown, Professor of Economics at Michigan State University.

Evaluation Method

A rubric is used in this Evaluation.
Name of rubric: Microeconomics Rubric [\[View rubric\]](#)
Final scoring method: Evaluator enters score between 0 and 4 points

To begin, select the type of content you would like to add

Add: [Text & Image](#) [Slideshow](#) [Attachments](#) [Videos](#) [Links](#)

Case Studies



Case Study #1: Student-Driven Portfolio

- Student organized portfolio - asked to create Career Portfolios as part of their college experience
- Students select electronic tools
- These portfolios are meant to be student-directed and they have flexibility to decide what they want to include
- “Career Portfolios are a great way to show off academic work and extracurricular activities as part of a job interview”
- Key benefit for students is portability (e.g., take it with them after graduation, used for future employment)

Implementation Lessons Learned

- While benefit to have students create their own portfolios, realized there is no assessment tied to this requirement
- Since no assessment there is no accountability (limited external motivation)
- No central management of the process
- Difficult to determine success



Case Study #2: Institution-Driven Portfolio

- A member of the Technology Support Services group has been tasked with overseeing the creation and collection of student portfolios at the University
- Would like students to submit information about themselves (e.g., bio, resume), documentation of co-curricular activities, and evidence of learning associated with core competencies
- Very detailed structure and on the surface well thought-through
- Looking to gather useful data on student learning but the connection between assessment and learning is unclear

Competency Based Case

Template: Competency Based Case

[Work](#) [Comments](#) [Scores/Results](#) [Options](#)

Preview as Folio

Status: Work Not Started [Request Comments](#)

[+ Expand All](#) [- Collapse All](#)

General Information


- **About Me**
 - [Short Bio](#)
 - [Career Goals](#)
 - [Resume](#)
 - [Social Networking](#)
 - [Clubs and Activities](#)
 - [Service Learning](#)
- **Critical Thinking**
 - [Artifact](#)
 - [Artifact](#)
 - [Artifact](#)
- **Personal Growth and Responsibility**
 - [Artifact](#)
 - [Artifact](#)
 - [Artifact](#)
- **Information Technology**
 - [Artifact](#)
 - [Artifact](#)
 - [Artifact](#)
- **Quantitative Literacy**
 - [Artifact](#)
 - [Artifact](#)
 - [Artifact](#)

Artifact (and reflection)

- ▼ **Directions** [Help on this Page](#)

No directions added
- ▼ **Evaluation Method**

A rubric is used in this Evaluation.
Name of rubric: Intentional Learning [\[View rubric\]](#)
Final scoring method: Score is automatically computed based on rubric criteria scores

 To begin, select the type of content you would like to add

Add: [Text & Image](#) [Slideshow](#) [Standards](#) [Attachments](#) [Videos](#) [Links](#)

Intentional Learning

| Levels | Criteria | 6. Articulate the value of considering multiple perspectives | 7. Examine phenomena from multiple viewpoints. | 8. See connections in seemingly disparate information | 9. Recognize links among topics and concepts presented in different courses | 10. Synthesizes disparate facts, theories, and concepts. | 11. Work within a context of diverse and conflicting concepts, viewpoints, and/or priorities | 12. Adapt what is learned in one situation to problems encountered in another | 13. Connect intellectual study to personal life | 14. Draw on a wide range of knowledge to make decisions |
|--------|--|--|--|--|---|---|--|--|---|--|
| | Does not study or p inappropriate study with liberal art | Does not articulate the value of considering multiple perspectives | Examines the phenomenon from only one perspective. | Does not identify connections or focuses on invalid connections. | Does not identify links or identifies invalid links among topics and concepts presented in different courses. | Does not synthesize disparate facts, theories, and concepts or provides an invalid synthesis. | Demonstrates inaccurate understanding of the conflict or describes a coping style that is not appropriate for the situation. | Does not adapt what is learned in one situation to problems in another situation or describes an invalid adaptation. | Does not connect intellectual study to personal life or describes invalid connections | Does not present a decision, does not provide the rationale for a decision, or relies on one line of information to make a decision. |
| | Does not aspects o (describe, improve) memoriza facts. | Recognizes that others' opinions and viewpoints have value, but shows lack of discrimination or analysis, as if all perspectives are always equally valid or as if one's own perspective is always superior. | Considers multiple perspectives, but consistently favors a single perspective without giving reasonable consideration to each viewpoint. | Identifies valid connections, but tends to focus on the obvious, such as connecting related disciplines. | Identifies valid links among topics and concepts in different courses, but tends to focus on the obvious or does not fully explain the nature of the links. | Provides a valid synthesis, but does not explicitly address major relevant aspects of the disparate information. | Demonstrates some ability to cope in situations of conflict or difference, but describes a strategy that does not take into account important aspects of the situation. | Describes a valid adaptation, but the solution relies on concrete similarities between the two contexts. | Describes valid connections between intellectual study and personal life, but the connections rely on concrete similarities between the two contexts. | Makes a decision based on a narrow range of knowledge, perhaps applying ideas from a single course or discipline or from closely-connected disciplines |
| | Does not pursue le describes on memor facts. | Demonstrates the value of multiple perspectives and recognizes that one's own perspective is not always superior and that all perspectives may not be equally valid. | Examines multiple perspectives and identifies some relevant commonalities and conflicts. | Identifies valid connections that go beyond the obvious. | Identifies valid links among topics and concepts presented in different courses, goes beyond the obvious, and explains the nature of the links. | Provides a valid synthesis that explicitly addresses major aspects of the disparate information. | Accurately identifies the nature of the conflict or difference and describes reasonable strategies for working within this situation. | Describes a valid adaptation that goes beyond concrete similarity between two contexts. | Describes valid connections between intellectual study and personal life that go beyond concrete similarity between the two contexts. | Makes a reasonable decision based on more than a narrow range of knowledge. |
| | Does not aspects o setting, p reflecting | Response has all the characteristics indicating proficiency, plus explores the processes of evaluating conflicting perspectives and/or demonstrates a commitment to seek out dissenting view points. | Examines the phenomenon from multiple viewpoints and explores subtle nuances and complexities among the viewpoints and/or provides sophisticated discussion evaluating their relative merit. | Identifies valid connections that are subtle, sophisticated, and/or creative and discusses insights or implications based on these observations. | Identifies valid links that are subtle, sophisticated, and/or creative and discusses insights or implications associated with the links. | Provides a valid synthesis that explicitly identifies sophisticated or creative connections involving subtle nuances and complexities in the disparate information. | Accurately identifies major and subtle aspects concerning the conflict or difference and describes creative, sophisticated strategies for working within this situation. | Describes a creative and/or sophisticated adaptation that has the potential for developing more effective solutions or new insights about the problem being addressed. | Describes creative and/or sophisticated connections between intellectual study and personal life that lead to new insights or behaviors. | Makes a creative or particularly effective decision based on sophisticated integration of ideas from a wide range of knowledge. |
| | Does not conflicting viewpoint identifies irrelevant being add | | | | | | | | | |

Program Activity for All Authors: All Statuses

[Print View](#) [Export to Excel](#)

DRF template: Competency Based Case

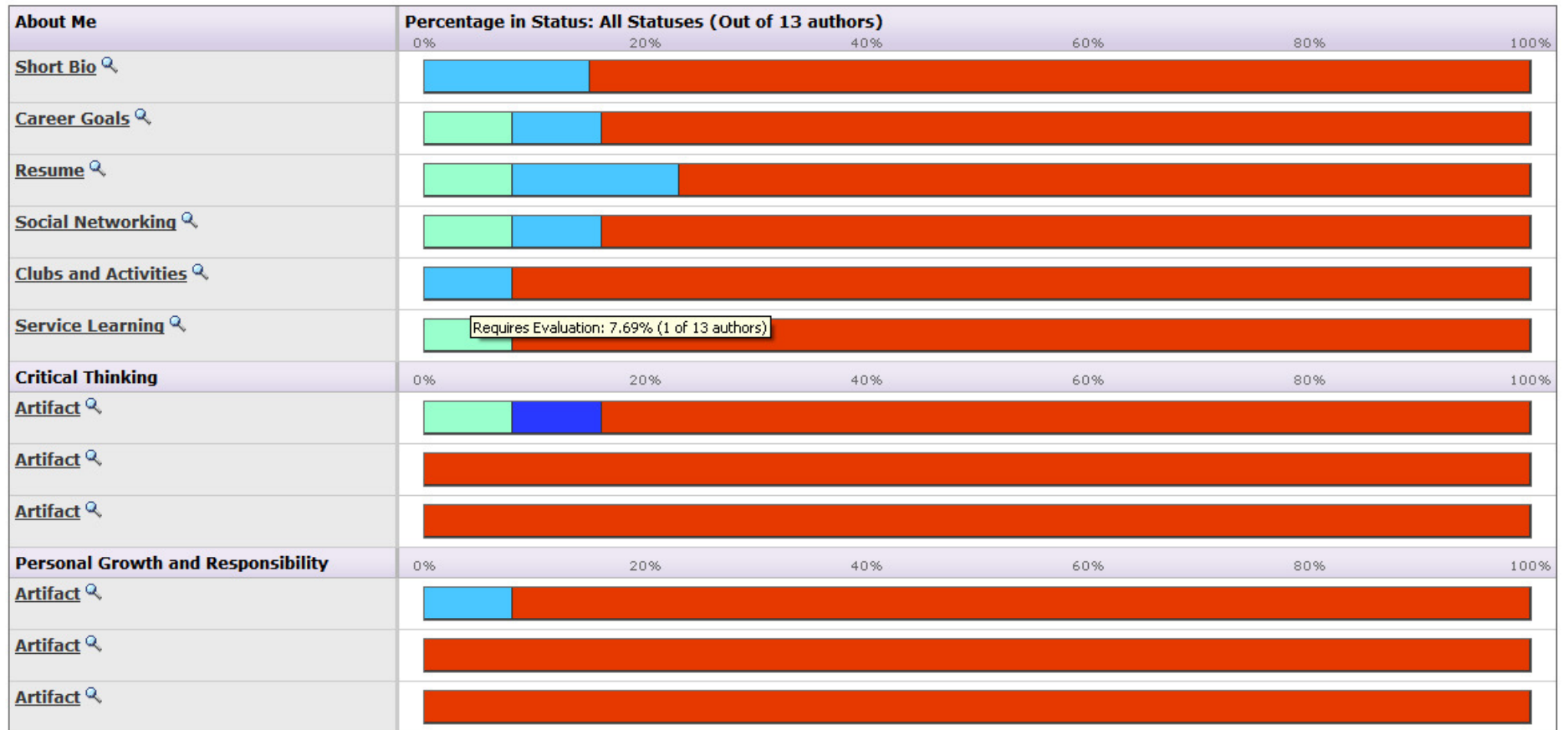
Program: Competency Based Case

Authors: 13 Authors matched search criteria

Report Generated: Thursday, January 20, 2011

Filter By: Show Summary Report (show all work statuses)

Legend: ■ Eval/Reconcile Completed: RELEASED ■ Eval/Reconcile Complete: NOT Released ■ Requires Reconciliation ■ Requires Evaluation ■ Evaluation In Progress ■ Work Sent Back for Revision ■ Work in Progress ■ Work Not Started



Implementation Lessons Learned

- The main person in charge of this initiative was working in isolation – not realistic to student submission and faculty evaluation activities connected to program (e.g., long rubric)
- Because of sporadic submission/evaluation reporting suffered
- Lack of communication about the importance of initiative - students and faculty didn't have a clear understanding about why they were using the tools, how it linked to what they were doing in courses, and hadn't been consulted for feedback
- While the structure was open-ended it didn't seem to tie into the program well
- It would be helpful to have a team of people working together from different perspectives



Case Study #3: Student & Faculty Driven

- Combination - Program articulates key components (provides starter template) and students design their portfolio each year (determine the learning artifacts)
- The portfolio is meant to capture artifacts over the first three years of the program
- Conduct assessment with a holistic rubric
- Goal is to report on performance of students (aggregate and individually) over the three years



Home

Professional

- Curriculum Vitae
- **Professional Reflection Papers 1 & 2**
- Professional Reflection Papers 3 & 4

Leader

Teacher

Scholar

Author: Dara Wexler
Last modified:
01/20/2011 09:18:55 PM EST

[Home](#) / [Professional](#) / Professional Reflection Papers 1 & 2

Professional Reflection Papers 1 & 2



Professional Reflection is a key component of the Doctoral program in Language and Literacy. These papers are examples of what it means to be a professional in my field of study.

File Attachments:

1. Professional Reflection Paper #1

This Professional Reflection Paper (#1) was completed as part of my cognate studies courses in Sociology.


2. Professional Reflection Paper #2

This Professional Reflection Paper (#2) was completed as part of work I accomplished in the Literacy Seminar (working with Diverse Learners).

Language & Literacy

Template: Language & Literacy


 **Work**


 **Scores/Results**

 **Options**

Preview as Folio


Status: Work Not Started

 Expand All


 Collapse All

General Information


Year 1

 [Portfolio](#)

Year 2


 [Portfolio](#)

Year 3

 [Portfolio](#)

Portfolio

Directions

 [Help on this Page](#)

You will create and submit a portfolio in each of the next three years.

1. Please create a webfolio, using the TS webfolio tools.
2. Choose your best work or what you feel best represents your competencies in these areas.
3. Once you are satisfied with your portfolio for the year, please submit by April 1st.


If you have any questions about the portfolio process, please contact [Mary Jones](#) in the Coordinator Office.

Evaluation Method


A rubric is used in this Evaluation.

Name of rubric: Language & Literacy [\[View rubric\]](#)

Final scoring method: Score is automatically computed based on rubric criteria scores

 To begin, select the type of content you would like to add

Add:

 Text & Image

 Slideshow

 Standards

 Attachments

 Videos

 Links

| Levels | Exceeds value: 3 | Satisfactory value: 2 | Basic value: 1 | Unsatisfactory value: 0 | Score/ Level |
|--|---|---|---|--|-----------------|
| Criteria Professional Behavior - Acts in a trustworthy, ethical and appropriate way towards all; respects diversity - Shows empathy towards others - Actively works to achieve goals (is accountable) | Very highly principled; walks the talk | Principled; Adopts values and acts accordingly | Conforms or responds to others | Concrete; Does not consider others in responses | |
| Leader Performance - Complies with all requirements and standards - Demonstrates professional levels of performance that meets the standards - Acts as a leader worthy of respects by peers in the field | Fluent performance that exceeds minimum performance standards | Can perform competently | Performance needs some guidance or help to meet standards | Inconsistently applies standards or only seems to minimally understand how to apply standards to performance | |
| Teacher Speaking & Writing - Communicates competently - Writing is mechanically correct and clearly organized - Ability to address a variety of professional audiences | Sophisticated communication; crafts compelling messages | Makes connections with others; crafts general messages | Mechanically produces messages; communication seems superficial | Perfunctory communication; inability to produce coherent messages | |
| Scholar Thinking - Proposes logically coherent products based on supporting evidence - Uses comparisons, and counter arguments to bolster main point - Alludes to consequences for alternate arguments to generate favor for recommendation | Critically evaluates contexts and persuasively demonstrates strong, coherent argument | Able to synthesize from multiple resources and offer a concise interpretation | Makes statements with little supporting evidence; or evidences limited logical organization | Arguments are incomplete and/or completely lack support and evidence; uses fallacious reasoning | |



🔑 Performance by DRF Category

[Reports Home](#) » [Select DRF/Users](#) » **Main Results**

🔔 [Help on this Page](#)

Summary of Performance for Authors

🖨️ [Print View](#)

📄 [Export to Excel](#)

Program: Language & Literacy

Save Report

DRF template: Language & Literacy

Authors: 13 Authors matched search criteria [\[Show Full List\]](#)

Report Generated: Thursday, January 20, 2011

Show: Group Average Group Median Standard Deviation Graph (Avg. for Group)

Year 1

| Folio Areas Assessed | Authors Evaluated | Results for Group | Graph (Avg. for Group) |
|-----------------------------|-------------------|---|------------------------|
| Portfolio 🔍 | 11 of 13 (85%) | Avg. = 1.34/3 (45%) Median = 1.25 Std. Dev. = 0.65 | |

Year 2

| Folio Areas Assessed | Authors Evaluated | Results for Group | Graph (Avg. for Group) |
|-------------------------------|-------------------|---|------------------------|
| Portfolio 🔍 ← | 7 of 13 (54%) | Avg. = 1.75/3 (58%) Median = 1.60 Std. Dev. = 0.61 | |




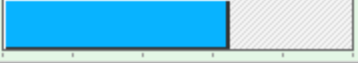
Year 3

| Folio Areas Assessed | Authors Evaluated | Results for Group | Graph (Avg. for Group) |
|-----------------------------|-------------------|---|------------------------|
| Portfolio 🔍 | 8 of 13 (62%) | Avg. = 2.64/3 (88%) Median = 2.75 Std. Dev. = 0.38 | |




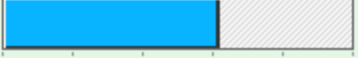
| Author | Final Score Max = 3 | Rubric: <u>Language & Literacy</u> | | | | Average Rubric Score | Last Evaluation Date | Evaluator |
|---|------------------------|--|-------------------------------------|-------------------------------------|-------------------------------------|----------------------|----------------------|---------------|
| | | Criterion 1 Professional Beha... | Criterion 2 Leader Performanc... | Criterion 3 Teacher Speaking ... | Criterion 4 Scholar Thinking ... | | | |
| Laura Bond Student ID: 555555555 View Work/Evaluation | 2.38 | 2.25 | 2.50 | 2.25 | 2.50 | 2.38 | 01/20/2011 | Trudy Milburn |
| Vance Grange Student ID: 555555555 View Work/Evaluation | 1.19 | 1.25 | 1.25 | 1.25 | 1.00 | 1.19 | 01/20/2011 | Trudy Milburn |
| Jennifer Grant Student ID: 555555555 View Work/Evaluation | 2.31 | 2.00 | 2.75 | 2.00 | 2.50 | 2.31 | 01/20/2011 | Trudy Milburn |
| Michael Ian Student ID: 555555555 View Work/Evaluation | 1.60 | 1.50 | 1.75 | 1.38 | 1.75 | 1.60 | 01/20/2011 | Trudy Milburn |
| Jamie Lee Student ID: 555555555 View Work/Evaluation | 1.50 | 2.00 | 1.00 | 2.00 | 1.00 | 1.50 | 01/20/2011 | Trudy Milburn |
| Alicia Meer Student ID: 555555555 View Work/Evaluation | 2.38 | 2.15 | 2.45 | 2.55 | 2.35 | 2.38 | 01/20/2011 | Trudy Milburn |
| Frank Wright Student ID: 555555555 View Work/Evaluation | 0.90 | 1.00 | 1.10 | 1.00 | 0.50 | 0.90 | 01/20/2011 | Trudy Milburn |
| AVERAGE FOR GROUP | 1.75 | 1.74 | 1.83 | 1.78 | 1.66 | 1.75 | | |

Leader Performance



| Rubric Criteria | Authors evaluated | Results for Group | Graph (avg. for group) 0% 20% 40% 60% 80% 100% |
|---|----------------------|----------------------------|---|
| <u>Leader Performance - Co...</u> Folio Area: Year 1: Portfolio DRF Template: Language & Literacy | 11 of 13 (84.62%) | Avg.=1.32/3 (44.00%) |  |
| <u>Leader Performance - Co...</u> Folio Area: Year 2: Portfolio DRF Template: Language & Literacy | 7 of 13 (53.85%) | Avg.=1.83/3 (61.00%) |  |
| <u>Leader Performance - Co...</u> Folio Area: Year 3: Portfolio DRF Template: Language & Literacy | 8 of 13 (61.54%) | Avg.=2.66/3 (88.67%) |  |
| Average of 3 Criterion Averages | | 1.93/3 (64.48%) |  |

Professional Behavior

| Rubric Criteria | Authors evaluated | Results for Group | Graph (avg. for group) 0% 20% 40% 60% 80% 100% |
|---|----------------------|----------------------------|---|
| <u>Professional Behavior -...</u> Folio Area: Year 1: Portfolio DRF Template: Language & Literacy | 11 of 13 (84.62%) | Avg.=1.32/3 (44.00%) |  |
| <u>Professional Behavior -...</u> Folio Area: Year 2: Portfolio DRF Template: Language & Literacy | 7 of 13 (53.85%) | Avg.=1.74/3 (58.00%) |  |
| <u>Professional Behavior -...</u> Folio Area: Year 3: Portfolio DRF Template: Language & Literacy | 8 of 13 (61.54%) | Avg.=2.45/3 (81.67%) |  |
| Average of 3 Criterion Averages | | 1.84/3 (61.20%) |  |



| Author | Average for Individual (%) | Leader Performance - Co... | Leader Performance - Co... | Leader Performance - Co... |
|--|----------------------------|--|--|---|
| | | Max. Rubric Points = 3 | Max. Rubric Points = 3 | Max. Rubric Points = 3 |
| Laura Bond Student ID: 55555555 | 2.17/3.00 (72.22%) | 1.00/3.00 (33.33%) View Work / Evaluation | 2.50/3.00 (83.33%) View Work / Evaluation | 3.00/3.00 (100.00%) View Work / Evaluation |
| Steven Cole Student ID: 55555555 | 1.88/3.00 (62.50%) | 1.00/3.00 (33.33%) View Work / Evaluation | * | 2.75/3.00 (91.67%) View Work / Evaluation |
| Vance Grange Student ID: 55555555 | 1.25/3.00 (41.67%) | 0.50/3.00 (16.67%) View Work / Evaluation | 1.25/3.00 (41.67%) View Work / Evaluation | 2.00/3.00 (66.67%) View Work / Evaluation |
| Jennifer Grant Student ID: 55555555 | 2.50/3.00 (83.33%) | 2.00/3.00 (66.67%) View Work / Evaluation | 2.75/3.00 (91.67%) View Work / Evaluation | 2.75/3.00 (91.67%) View Work / Evaluation |
| Michael Ian Student ID: 55555555 | 1.63/3.00 (54.17%) | 1.50/3.00 (50.00%) View Work / Evaluation | 1.75/3.00 (58.33%) View Work / Evaluation | * |
| Jamie Lee Student ID: 55555555 | 1.50/3.00 (50.00%) | 1.50/3.00 (50.00%) View Work / Evaluation | 1.00/3.00 (33.33%) View Work / Evaluation | 2.00/3.00 (66.67%) View Work / Evaluation |
| Alicia Meer Student ID: 55555555 | 2.65/3.00 (88.33%) | 2.50/3.00 (83.33%) View Work / Evaluation | 2.45/3.00 (81.67%) View Work / Evaluation | 3.00/3.00 (100.00%) View Work / Evaluation |
| Trudy Milburn | 2.25/3.00 (75.00%) | 1.75/3.00 (58.33%) View Work / Evaluation | * | 2.75/3.00 (91.67%) View Work / Evaluation |
| Susan Roberts Student ID: 55555555 | 2.63/3.00 (87.50%) | 2.25/3.00 (75.00%) View Work / Evaluation | * | 3.00/3.00 (100.00%) View Work / Evaluation |
| Joe Woods Student ID: 55555555 | 0.50/3.00 (16.67%) | 0.50/3.00 (16.67%) View Work / Evaluation | * | * |
| Frank Wright Student ID: 55555555 | 0.55/3.00 (18.33%) | 0.00/3.00 (0.00%) View Work / Evaluation | 1.10/3.00 (36.67%) View Work / Evaluation | * |
| AVERAGE FOR GROUP (EXCLUDING UNEVALUATED ITEMS) | | 1.32/3 (44.00%) | 1.83/3 (61.00%) | 2.66/3 (88.67%) |

* Not yet evaluated
N/A = Not Applicable

Implementation Lessons Learned

- Students were pleased with flexibility given to create portfolios (e.g., style, artifacts to include) so they could be multi-purposed
- Students also pleased that were given clear guidance and expectations of portfolio submissions
- Both students and faculty advisors could see growth over time
- Based on reporting capabilities and the rubrics used, the Program could look at the data in various ways to make improvements to the program and advise students



Effective Strategies for Success

- **Leadership**

- Who is driving the initiative?

- **Planning**

- What are our goals?

- **Accountability**

- How do we demonstrate what students know and are able to do?

- **Support**

- What resources are available (e.g., technical, pedagogical, financial)?

- **Community Engagement**

- How do we increase involvement?



Please contact us for additional information:

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www.taskstream.com

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