Using E-Portfolios to Promote and Assess Identity Change in an Intensive Summer Program for Community College Students

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What to Expect

- Our Program
- Nurturing Academic Identity
- E-Portfolio Project
- Lessons Learned
Baccalaureate & Beyond Program

- Two Summer Programs in One (since 2000)
  - STEM Research Internship
  - Interdisciplinary Identity Course
- Community College Students
  - URM, Low Income, and First-Generation
- Primary Objective is degree completion
Creating a Road Map for Success

- Proactive Instructions
- Community Building
- Individual Advising
- Workshops
  - Resume Writing
  - Library Skills
  - Successful Transfer
- Careers
- E-Portfolios
Evidence of Success

• Served over 450 students
• 73% have transferred to four-year institutions
• 2011 NSF Presidential Award for STEM Mentoring
Reasons for Success: Research Findings

1) Matched Comparison of STEM students Transferring to Purchase College

- Found Increased Persistence Not Improved Skills
  - Equivalent GPA
  - Program alumni more likely to graduate in STEM
  - Program alumni more likely to re-take classes

- What is driving increased persistence?
2) Twenty Statements Test:
I am...

- Academic
  - “...a student”, “...a geek”
- Future Oriented
  - “...going to be a scientist”
  - “...going to make a difference”

Reasons for Success: Research Findings

N = 103 (2009, 2010)
Our Use E-Portfolios

- Document Applied Learning
  - Support reflection (immediate and long term)
  - Capture progress
  - Assessment

- Academic Facebook
  - Encourage academic branding
Implementation: First Steps

- Choose a platform - Mahara
- Develop applied learning outcomes in alignment with the DQP
  - Locates and evaluates evidence
  - Applies academic information in non-academic setting
  - Examines competing hypotheses
  - Articulates conclusions
  - Presents a project
  - Evaluates learning

Applied Learning Products

- Research Labs
  - Journal Entries
  - Lab Notes
  - Annotations
  - Data
  - Abstract
  - PowerPoint Presentations
  - Resume

- Identity Course
  - Journal Entries
  - Project Proposal
  - Annotations
  - Paper
  - Abstract
  - PowerPoint Presentation
  - Resume
Implementation: Supporting Activities

- Introduction to branding
- E-Portfolio orientation
  - Review and upload learning outcomes
  - Reflective essay
- Weekly sessions
  - Upload evidence of learning - Collect
  - Encourage sharing - Select
  - Journal – Reflect
  - Monitor and give positive feedback
My summer Internship
by ERIKA GUTIERREZ
One in a lifetime Experience.

A Little about me!
I'm from Suny Sullivan.
I want to be a Neurologist
I love science
I loved this program!

My Presentation
I think my part of the presentation went pretty well, I real dont find it very challenging to go into a conference room or a lecture hall and give a presentation unless I dont know what Im talking about. I think that for this presentation me and my group were well prepared and I have to say that that was because dr. Flusberg made sure we practiced and gave us ways to make our presentation better all throughout the practices. Im happy because I actually think that I did pretty good based on the criticism that I gave me, which was basically all good. I do need to work on some things even tho the was to said to me but I know I need to work on my posture and my talking speed, because I tend to speak very fast, not because I'm nervous but because in my first language I talk very fast and its just a bad habit, that I have been trying to work on. Overall I think my group and I worked really hard and I think that the outcome was great. I do know everyone has something they need to work on but we have to be very proud that we managed to answer questions on a study that has yet to be concluded. I think that it was fun, for me it was not such a big accomplishment because I've done that before but it served as a great experience and beliave it or not it actually helped me understand my study and pr

Slide Show!

End Of Week 2
This week we learnt so many thing that I dont even know where to start from we read 4 different experimental papers and did QMRRs on them and it was a great thing because now I know alot about what other scientist have done and this is all beneficial when the time comes to construct our own experiment. this week we also learnt how to program an experiment and it was so much fun, we did the stroop effect and each of us had the opportunity to the participant and the experimenter which was really fun and now I can easily construct and experiment using psychopy on the computer. I feel like this week we accomplished alot as a team and even on an individual term because we kind of got the idea of what we are going to be working on this summer and we also learnt so many things that is going to be useful even when the program is done, such as working with excel and how to work certain thing there that we might need to do in a future job and or ofcourse in our college career. one of the hardest thing about this week was doing statistics but I hope to overcome that in the next few weeks.

Our Abstract
Highly Competent: Spatial Metaphor in Social Judgment
Erike Gutierrez
Abideni Oyelade
Aneanna Richards
Sumaya Salih
Sponsor: Dr. Stephen Flusberg

Sullivan County Community College
Dutchess Community College
Sullivan County Community College
Dutchess Community College

Final Essay :

Final Essay.docx
13:39:10 Wednesday, 26 June 2013 | Details
Final Essay.docx
Baccalaureate & Beyond Summer Research Internship 2013
by Jasmine Cole

My amazing research 😊

Welcome!
I am happy to introduce myself to you as Jasmine Cole. I am currently a student attending the Baccalaureate and Beyond 2013 summer program at SUNY Purchase College. My course will focus on themes having to do with identity; and how it relates to both society as well as how we view ourselves as individuals. Please join me as I embark on this journey of self exploration.

Image

Text box

Generation Y: Why a Self-Indulgent and Entitlement Identity Will Determine the Fate of the United States

Gen Y: Abstract

Abstract

The purpose of my research is to analyze the entitlement and self-indulgent identity that has been perpetuated for decades among young adults in the United States. While addressing this phenomenon, inquiries are made on the possible catalysts that have initiated this disposition among this cohort; as well as hypothetical trajectories. Emphasis has been made more specifically on the effects this mindset has on both the economy and the workforce. My claim that is made within this paper is that millennials are currently consumed in such a detrimental identity that if continued, will lead the United States into complete economic destruction. Literary works will be explored that include various academic journals as well as articles; these findings assert the sociological studies of generational demographics. The methods, in which I use to make clear of my points, include statistics and theories that voice different points of view. Characteristics of this generation and how individuals conduct themselves in today’s society are discussed. Today’s millennials seeking to find their own identity is absolutely no easy task, especially when faced with the burden this nation is currently enduring in relation to career and financial sectors. My research concludes, this generation is presently facing great hardships, yet their inflated egos undermine their chances of personal and financial success. More importantly, if individuals continue to have this persona, the outcomes will serve as the downfall for the United States both financially and industrially.
Dilution Series

Dilution for a solution

I have never done a dilution series before. It really is a learning experience getting to play with the bacteria. When professor Daly showed us how to make it, it wasn't so bad. Take 8 tubes and label them and take 8 plates and label them 10-1 through 10-8. Place sterile water into the tubes using the same pipette and depending on how much water is needed is different pipette you use. Then you place the bacteria in the first one and then, using a different pipette each time, take some from the first tube and place it in the second tube, after that take it from the second tube and place it in the third tube and so on. Then we heated up alcohol and began streaking the bacteria on the plates. Once again using a different pipette we took however much ml from each tube and placed it with its significant plate starting with 10-8. The results showed to that 10-1 is the more concentrated one where 10-8 was the least concentrated. With this dilution we used the bacteria that we are working with, which is Aeromonas salmonicida. This is done to count the amount of colonies within the plate. It at least has to be from 30-300.

Lab Notebook

Great Times

We have 2 days left of the program and I am really going to miss it and the great people that I have met. I will miss my lab mates that I have met and the great contribution to the work that we have done. The roommates of all people I will miss because at first we didn't have much to say to each other, but we slowly warmed and eventually started having these family dinners where we cooked the food together. I will not forget them one bit. I will be sure to stay in touch with them as best as possible. This was really worth the summer.

Keeping Notes

It is important as a scientist that keeping notes is essential to the work that is being done. It should include page numbers, facts and procedures. The important thing to remember is that writing the dates and keeping them in order.

Posted by Quinn Barrett on | Comments (0)
This school is very inviting. I love my classmates. On the first day we bonded like we knew each other for years. The second night here, everyone got together, played a game and got to really know one another. I thought maybe I would’ve felt homesick but here I feel at home. One thing in particular about this weekend is my connection with one of the girls. We had a heart to heart and I gave her advice. The advice motivated me just the same. It was “It’s one thing to try, however, it’s another thing to not give up.” I go through the motto that God doesn’t give people trials he doesn’t think they can overcome. Therefore, my advice meant through all the problems one may go through, it doesn’t mean there won’t be sunshine after the rain. This girl in particular really bothered me. I felt her attitude was too harsh and knowing myself, I distanced myself to not cause any unwanted troubles. However, she came and spoke to me, apologized and now I feel there’s a friendship that can definitely grow. It’s crazy that many people have different stories but all managed to be here together. This only made me realize that we all have one common goal: Success. I plan to make the next four weeks worthwhile because from only a few days here, I’ve learned a lot, met great people, and am starting to repair the way I think about myself and others, in a positive way.

Resume

Profile of my Life

Research Paper

Research Project
Assessment of Applied Learning

- In 2012 faculty assessed students’ learning
  - Five weeks of shared work and products
  - E-Portfolio alone
- E-Portfolios Alone
  - No value added
  - Insufficient to assess some learning outcomes
- Next step: Naïve faculty evaluations
Identity Assessment: E-Journals

- 61 Students from 2012 and 2013
  - Excluded students with <3 journal entries
- Coded each clause in initial and final entries
  - Academic Identity: Scholarly thoughts/accomplishments
  - Future Orientation: Long-term goals and plans
  - Scholarly Community: Relationships in context of learning
- Some clauses referenced multiple categories
  - “I am going to do better in school next year”
Early Journal Entries

○ "My proposal for my research topic was due today. I believe my topic is intriguing. My professor seemed to think so too!!"

  Academic Identity = 3

○ "I feel that this program will give me the experience I need to stand out in future science courses or other programs I decide to take part in."

  Academic Identity = 1, Future Orientation = 1
Middle Journal Entries

“"We now have an idea of what we are looking for, we can call the equipment by its actual name and we have some lingo we use amongst ourselves.”

Academic Identity = 3, Scholarly Community = 3

“I think I am in good shape for my transfer in the fall, and I think that I will be able to handle the increased work load, and also the increase in difficulty.”

Academic Identity = 3, Future Orientation = 3
Final Journal Entries

“\[\text{I will miss my lab mates that I have met and their great contribution to the work that we have done.}\]

Academic Identity = 2, Scholarly Community = 2

“I was starting to believe that I was not good at science. But after this program I have learned that it is not that I am dumb when it comes to science the truth is that I just need a different type of learning.”

Academic Identity = 2
Identity Shift in E-Portfolios

N = 61 (2012, 2013)

Note: Initial Scores differ significantly from Final Scores, $p < .05$
54 students completed both measures (2012, 2013)

Similar shifts in identity in TST (I am…)
- Academic Identity
- Future Orientation

Did not find significant relationships between students’ responses to the two measures
In Sum

E-Portfolios

- Provide evidence of applied learning
- Document changes over time
- Encourage reflection on the self situated in the community
Future Directions

We hypothesize that

○ E-Portfolios stimulate identity shifts
○ E-Portfolios help students maintain new identity
○ Shifts in identity may predict academic persistence or performance
Discussion

- When does creating an e-portfolio have a high impact?
  - Important elements
    - Journaling?
    - Images?
    - Sharing?
    - What Else?

- Unexpected Treasures
  - What have you discovered in your students’ e-portfolios?
<table>
<thead>
<tr>
<th>Portfolio Sections</th>
<th>Competencies/Learning Outcomes</th>
<th>Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations</td>
<td>Identifies hopes and goals</td>
<td>First journal entry</td>
</tr>
<tr>
<td></td>
<td>Identifies relevant prior coursework</td>
<td></td>
</tr>
<tr>
<td>Research Design</td>
<td>Understands project goals</td>
<td>Interim and final reports</td>
</tr>
<tr>
<td></td>
<td>Understands research design</td>
<td>Journal entries</td>
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<td></td>
<td>Articulates research hypothesis</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td>Is familiar with existing research</td>
<td>Annotations</td>
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<tr>
<td></td>
<td>Understands contribution of current project</td>
<td>Interim and final reports</td>
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<tr>
<td>Research Skills</td>
<td>Has lab skills</td>
<td>Data</td>
</tr>
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<td></td>
<td>Demonstrates appropriate lab behavior</td>
<td>Analyses</td>
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<td></td>
<td>Maintains detailed lab notebook</td>
<td>Interim and final reports</td>
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<tr>
<td></td>
<td>Organizes and interprets data</td>
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<td></td>
<td>Communicates results</td>
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<tr>
<td>Drafts/ Revisions</td>
<td>Contributes to written and oral work</td>
<td>Abstract</td>
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<tr>
<td></td>
<td>Uses faculty feedback to revise work</td>
<td>Interim and final reports</td>
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<tr>
<td>Final Presentation</td>
<td>Presents work accurately and clearly</td>
<td>Conference submissions</td>
</tr>
<tr>
<td>Scholarly Identity</td>
<td>Collaborates effectively</td>
<td>Final report</td>
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<tr>
<td></td>
<td>Shares academic ideas and questions</td>
<td></td>
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<td></td>
<td>Plans for academic future</td>
<td></td>
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## Applied Learning Outcomes - Identity Course

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<td>Research Proposal</td>
<td>Articulates thesis</td>
<td>Project proposal</td>
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<tr>
<td></td>
<td>Describes significance</td>
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<tr>
<td>Literature</td>
<td>Identifies literature</td>
<td>Annotated bibliography</td>
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<tr>
<td></td>
<td>Integrates literature</td>
<td>Notes on process</td>
</tr>
<tr>
<td>Drafts/Revisions</td>
<td>Writes research paper</td>
<td>Rough draft(s)</td>
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<tr>
<td></td>
<td>Uses faculty feedback to revise work</td>
<td>Revised paper</td>
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<tr>
<td>Final Presentation</td>
<td>Presents work accurately and clearly</td>
<td>Final presentation</td>
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<td></td>
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<td>Notes and bibliography</td>
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