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Electronic Portfolios Across the Disciplines: Using Technology as an Authentic Assessment Tool

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Thinkfinity Final Report

Electronic Portfolios Across the Disciplines: Using Technology as an Authentic Assessment Tool

Linda Anstendig and Beth Klingner

Cornerstone 3

December 15, 2010

A. **Original Goals:**

- In collaboration with DOIT, create an in-house, customizable ePortfolio template that will be integrated into Banner and the Pace Portal.
- Create an environment where the development of student e-portfolios is viewed as excellence in teaching, learning and assessment
- Train faculty from all disciplines to incorporate ePortfolios as an assessment tool in their classes and for their programs
- Introduce more faculty to e-portfolios through Dyson Day Spring Conference and possibly Faculty Institute.
- In consultation with the Office of Planning/Assessment /Research and ePortfolio committee members, create rubrics for ePortfolios that may be used for core learning outcomes assessment, capstone course assessment, writing enhanced course assessment, as well as program and institutional assessment
- Work with faculty and staff in different schools and divisions, such as Co-op and Career Services, Office of Student Success, and the Library, who will use ePortfolios for curricular assessment, advising, and career enhancement

B. **Progress:**

- We customized and launched Mahara as our ePortfolio tool.
- We hold monthly meetings with the IT department and continue to add customizations according to feedback from the Pace community.
- With the help of a university-wide Advisory Board, we have been educating the community about the values of ePortfolios. We have reached out to first year students in University 101 classes in an effort to encourage them to be the first class to thoroughly and thoughtfully use ePortfolios, and, therefore, pave the way for students after them.
- We have conducted many workshops and presentations on ePortfolios. We completed the first round of ePortfolio Teaching Circles, during which 17 faculty members from all schools, who committed to using ePortfolios in the spring, discussed the pedagogical issues of using ePortfolios in their courses.
- Dyson Day focused on ePortfolios and featured Trent Batson, a national leader on the subject. Approximately 100 faculty and staff attended and the day included student presentations as well. At the Faculty Institute, we presented on our Spring 2010 ePortfolio Pilot Program. ePortfolios were also featured at Course Development Day in August.

- We have created rubrics for assessment and for the contest review process. We also created a subcommittee of the ePortfolio Advisory Board to focus on a potential matrix to build in ePortfolio that will assess Pace University's 12 Learning Outcomes. Our Teaching Circle participants have each developed a rubric to use in their spring courses.
- Our advisory board consists of 31 key members of academic and extracurricular support areas. They have helped in the customization of the ePortfolio template and will continue to help as we expand this Fall. We have met with Career Services to discuss effective ways for students to use ePortfolios to obtain internships and full-time positions.
- We held a student ePorfolio contest in spring 2010 and awarded three cash prizes. We are planning an ePortfolio Showcase event in the spring, in collaboration with the English Department's Writing Enhanced Courses Ceremony, which will celebrate excellence in ePortfolios, as well as show members of the Pace community the potential of ePortfolios.
- We have created a robust website on the Pace server that includes background information, news and tutorials and a link to the ePortfolio blog

C. **Activities Completed**

- Established ePortfolio Advisory Board, which meets monthly
- Launched first spring pilot program: 25 courses, 230 students
- Held Dyson Day with faculty and staff, with keynote speaker, Trent Batson.
- Trained Career Services, library staff and student orientation leaders
- Introduced ePortfolios to 630 incoming freshman
- Trained University 101 faculty and peer advisors
- Presented about ePortfolios at Course Development Day
- Introduced ePortfolios to administrators and University President at Management Council Meeting
- Applied for and received 2010 Making Connections Grant
- Demonstrated ePortfolios at campus Technology Expo in NYC
- Organized ePortfolio leadership pilot program with Student Life

D. **Uncompleted Activities:**

- We did not launch a campus-wide marketing program. This was due to the lengthy process of designing a logo that several departments could agree on.

E. **Outcomes**

- The average Pace ePortfolio user has uploaded three artifacts (a folder, image or blog) onto their ePortfolio (see graph: Artifact Usage in ePortfolios: November 2010)

F. **Student Impact**

- The amount of ePortfolio student leaders has increased from 230 at the end of the Spring Pilot Program to nearly 1,700 (see graph: ePortfolio Users: January-November 2010)

G. **Faculty Impact**

- The amount of ePortfolio faculty and staff users has increased from 35 at the end of the Spring Pilot Program to 117 (see graph: ePortfolio Users: January-November 2010)

H. **Unintended Outcomes**

- Our University's President has expressed interest in building an ePortfolio. This would symbolize significant step toward University-wide support for ePortfolios

I. **Conference Presentations**

- AAEEBL International Conference, Boston, MA "Building an 'Educational Passport': ePortfolios at Pace University Using an Open Source Solution", 07/20/10
- NERCOMP Conference at Holy Cross College, Worcester, MA: "Implementing ePortfolios in Six Months Using an Open Source Solution", 09/20/10
- Assessment Institute, Indianapolis, IN: "Moving Towards an Integrated Learning ePortfolio as an 'Educational Passport'", 10/25/10
- Presented at Albert Magnus College: "Challenges of Moving Towards an Integrated Learning ePortfolio", 11/19/10

J. Our successful outcomes have encouraged our team to aim for higher goals and further expand our program.

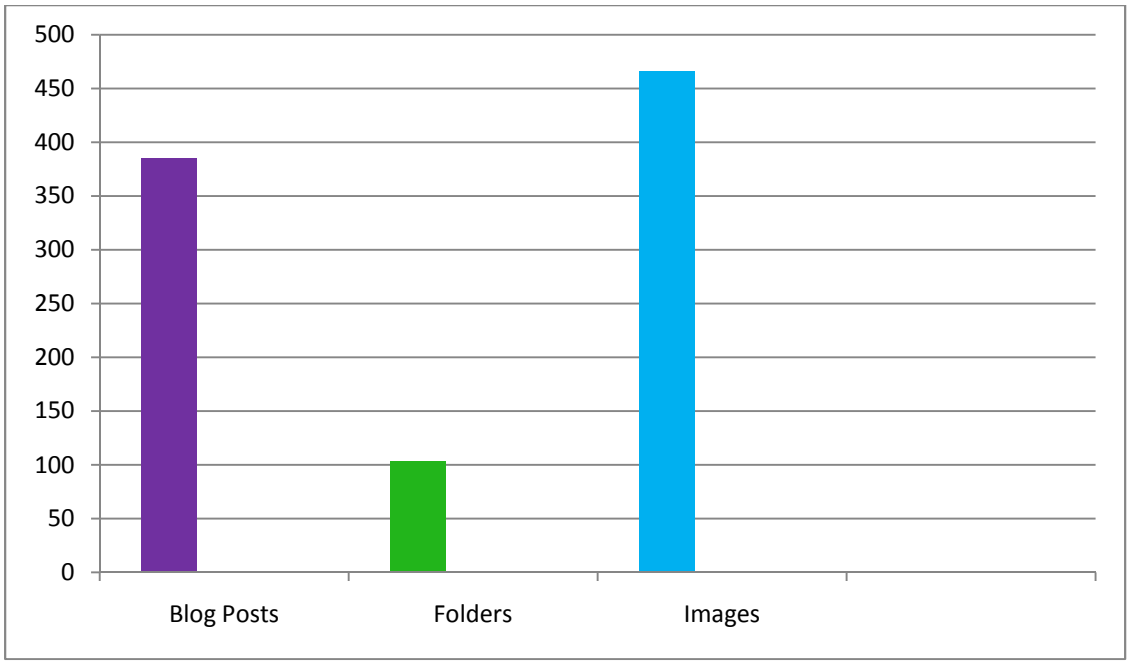
K. **Impact on Cornerstone**

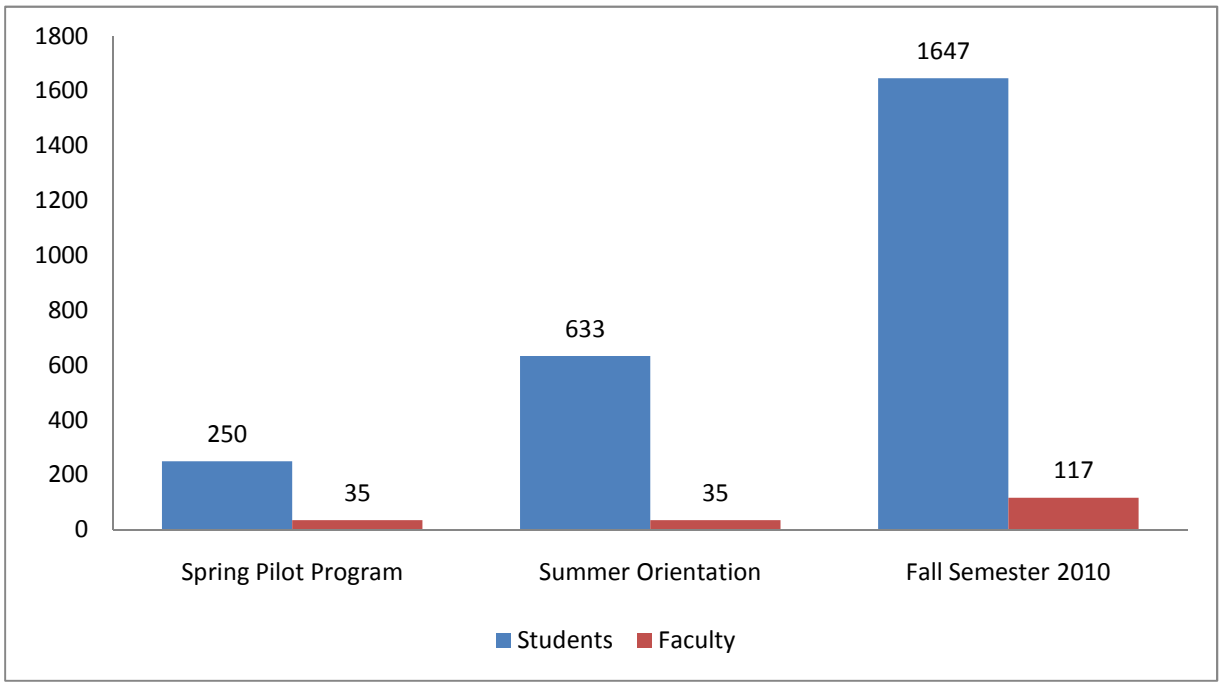
Our project has contributed to the 3rd cornerstone by helping students and faculty to think in a more interdisciplinary fashion by making connections across the disciplines, as well as between students' academic and extra/co-curricular activities. The ePortfolio promotes the collection of and reflection on artifacts via technology, which is another key aspect of this cornerstone. Through ePortfolios, we are enhancing students' informational and technological literacy and helping them to think more deeply and critically about all of their learning experiences.

L. **Future Plans**

- Launch Pilot Program with Bus150 courses
- Launch Pilot Program with Student Life that will use ePortfolios to help student leaders explore the concept of effective leadership
- Work with Career Services to use ePortfolios for student internships
- Pilot an assessment review of ePortfolios with faculty teams from different disciplines

Artifact Usage in ePortfolios: November 2010



- The average user has uploaded 3 artifacts on their ePortfolio.

ePortfolio Users: January-November 2010