ePortfolios as a Tool for Program Assessment

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Session Overview

1. Background on ePortfolios as an assessment tool
2. Implementation of ePortfolio Assessment
3. Benefits, Challenges & Considerations
4. AUC Outcomes-based ePortfolio Initiative
5. Q & A
WARM UP

Go to: Pollev.com
Username: smieauc580
An ePortfolio is...

“...a purposeful collection of student work that exhibits the student's efforts, progress, and achievements. ...and evidence of student self-reflection.”

Northwest Evaluation Association
Eportfolios as the Super High Impact Practice

High Impact Practices (HIPs) in Higher Education

- Student Engagement
- Higher Order Thinking
- Transfer of Learning

“...engage students as active rather than passive learners.”

(Hubert, Pickavance, & Hyberger, 2015)

HIP PARTICIPATION
86% of surveyed seniors participated in two or more High-Impact Practices (HIP)
What is an ePortfolio?

An ePortfolio is NOT a collection of all of a student’s work

An ePortfolio IS a vehicle:

• for students to reflect on their learning progress and achievement
• for students to present evidence of achieving course/program learning outcomes
• to promote independent learning and self-expression
• for students to document learning and present work in capstone courses and programs that require professional accreditation.
• to support lifelong learning and records of learning that students can take with them into employment.
Primarily a process ePortfolio for students to reflect on learning progress and achievement of learning outcomes (Ring & Ramirez, 2012). They include:

- **Reflections** on best work generally and for each learning outcome
- **Selections** of artifacts chosen by students to show how they have met learning outcomes
- **Connections** hub for artifacts of learning in various ways in various courses

What is an outcomes-based ePortfolio?
Outcomes-based ePortfolios as an assessment tool for various stakeholders

- Reflection on learning progress and achievement of learning outcomes, for an individual course and over a whole program of study
- Evaluation of candidates for employment
- Evaluation of effectiveness of program/university curricula and achievement of program/university LOs
- Evaluation of achievement of learning outcomes
- Reflection on learning progress and achievement of learning outcomes, for an individual course and over a whole program of study
- Evaluation of candidates for employment
Using ePortfolios as an assessment tool

Purposeful collection of student work that has been selected and organized to show student learning progress and to show samples of students best work.

ePortfolio assessment can be used in addition to other assessments or the sole source of assessment.

Some universities even use ePortfolio assessment as a basis for graduation!
3 Key Tasks of ePortfolios

- Collect artifacts as evidence
- Reflect to show growth
- Show achievement of learning outcomes
How is an e-Portfolio Structured?

Course Based:
• Helps faculty facilitate learning over the span of the course
• Can assess course-level outcomes

Program Based:
• Helps faculty facilitate learning over the span of a program
• Helps students make connections between courses
• Can assess program goals for program assessment and/or accreditation

University-Wide:
• Can assess university goals over a 4-year span
• Helps students make cross-curricular connections
• Integrates all college experiences – academic and non-academic
How is an e-Portfolio Used?

**Presentation of Student Work**

- Students self-select work or “artifacts” from a course or program that highlights the skills and knowledge to demonstrate proficiency in that area
- Create a professional portfolio for employers and grad schools
- Final assessment for a course
- Create a capstone presentation to complete a program
How is an e-Portfolio Used?

**ASSESSMENT**

• Ongoing assessment/measurement of course, program or university learning outcomes

• Track student progress
  
  o Follow students through a course or program
  
  o Compare section to section
  
  o Compare year to year
Activity 1 - Direct and Indirect Assessment

1. In your group, discuss how ePortolios can be used as an assessment tool for different types of measures?

2. Can it be used as a direct measure or an indirect measure? Or Both?

3. Share with the group.

Go to Jamboard – link in chat
Activity 2 - Artifacts

1. In groups of 3, think of a common learning outcome from your programs
2. Brainstorm examples of potential artifacts that can be used to show student achievement of your chosen learning outcome.
3. Identify direct and indirect assessment measures
4. Share with the group

Go to Jamboard – link in chat
Getting Started with ePortfolios
Developing an ePortfolio Assessment Process

How to Develop an e-Portfolio Assessment Process

1. Define your learning outcomes
2. Get buy-in from key stakeholders
   (Other faculty; Department Chair; Administrators)
3. Careful and efficient planning
4. Integrate it into the curriculum
5. Build in regular ePortfolio reviews
Procedures for Implementation

- Connecting to LOs
- Develop assessment measures
- Identify what artifacts you will be using for each LO
- Collect and assess
- Improve Learning
Think of how you could use an ePortfolio to assess some (or all) of your learning outcomes.

1. How are you going to use it?
2. How will you tie it in to your program learning outcomes?
3. What sort of artifacts do you want to include? Direct and Indirect?
Implementing Assessment

- Integrate ePortfolio in course assessment
- Align with LOs
- Create assessment criteria
- Create Grading Rubric
- Connect to LOs (Student Activities)
- Identify assessment measures
- Clarify rubrics and expectations
- Clarify assessment & submission details
ePortfolio Benefits to Faculty & Administrators

1. Promote integration among existing programs

2. Can be used as a single assessment tool for both direct and indirect assessment measure

3. Alignment of course learning outcomes with university graduate capabilities.

4. Meaningful feedback about student perceptions of the course

5. Better knowledge of the “whole student”

6. Encourage sustainable assessment practices
ePortfolio Benefits to Students

1. Track accomplishments and feedback over a sustained period
2. Deeper understanding of learning outcomes
3. Evidence-based assessment and appreciation for learning and development
4. Showcase for stakeholders
5. Student self-authorship and agency
6. Digital literacy skills
EPORTFOLIO INITIATIVE AT AUC

**Step 1: Individual Courses**
Pilot in individual courses

**Step 2: Freshman Program (FP)**
All courses in the Freshman Program include outcomes-based ePortfolios, linking to FP LOs

**Step 3: Core Curriculum & Individual Programs**
All courses within the Core curriculum include outcomes-based ePortfolios, linking to the Core curriculum LOs

**Step 4: Signature Work**
An integrated skills project that demonstrates accomplishment of university LOs e.g. senior thesis, reflections on an internship, CBL project or reflection on study abroad
Considerations for Successful Integration of ePortfolios

The following strategies are recommended for the successful integration of ePortfolios (Krause, 2005):

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<thead>
<tr>
<th>Strategy</th>
<th>Recommendation</th>
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<tr>
<td>Start small</td>
<td>Plan slow implementation. Run pilot projects.</td>
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<td>Build towards</td>
<td>a program-wide strategy, aiming for a new culture in assessment.</td>
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<td>Align with</td>
<td>course learning outcomes, clearly defining purpose of ePortfolio for students and staff.</td>
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<td>Make ePortfolio a sustainable</td>
<td>assessment tool. Use ePortfolios to track and gather resources for students from Year 1 onwards.</td>
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<td>Set up Professional Development</td>
<td>and skill based workshops.</td>
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Resources and Support

- Consultations & training sessions
- Ready made templates
- AUC ePortfolio Resource Website
- ePortfolio Template (access through AUC email)
- Classic Sites
- New Sites

Access it here
WRAP UP

Go to: Pollev.com
Username: smieauc580
Thank you!

For more information or for assistance on how to implement ePortfolios in your program, contact:
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