



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

Answer the poll
Have you ever
used ePortfolios
before?

A decorative graphic featuring a large blue oval in the center, a purple oval on the left, and several smaller circles in various colors (red, purple, orange, green, pink) scattered around. The text is contained within these shapes.

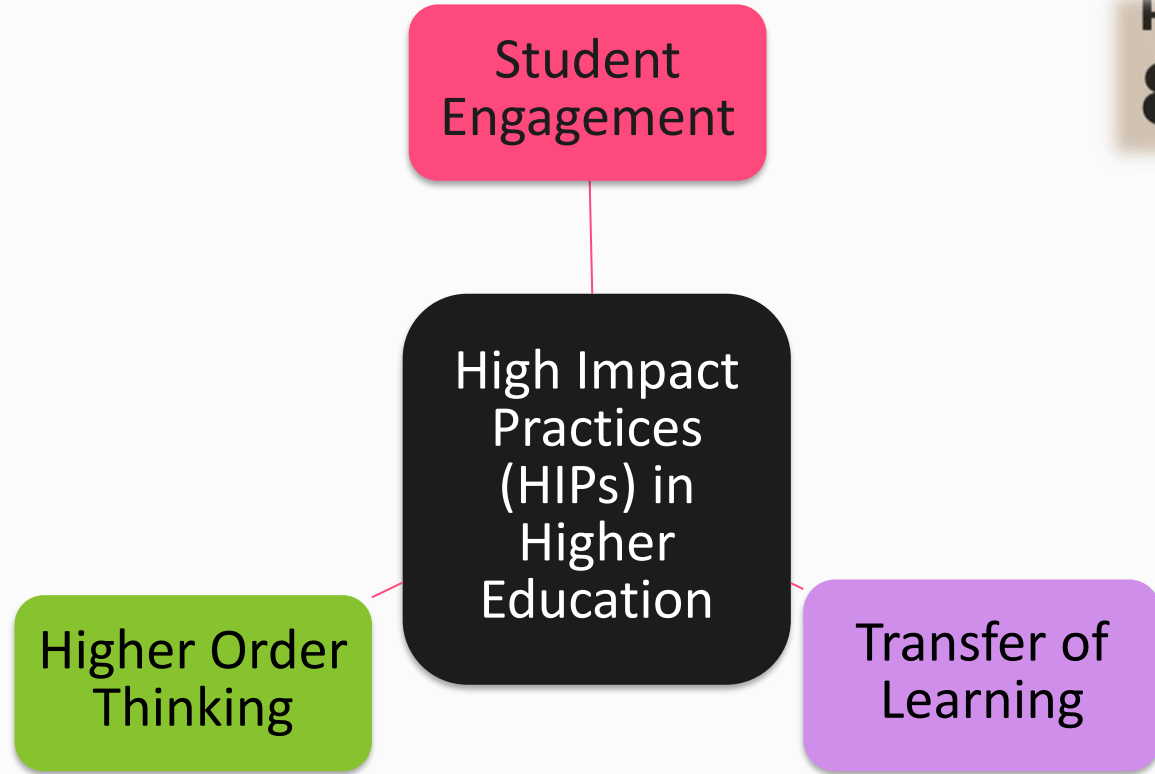
An ePortfolio is

...

...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



HIP PARTICIPATION
86% of surveyed seniors participated in two or more High-Impact Practices (HIPs)

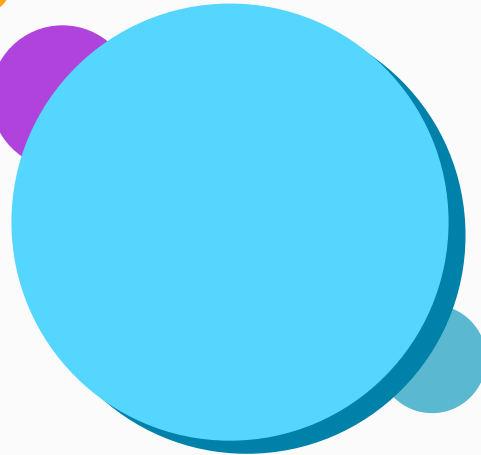
“...engage students as active rather than passive learners.”

(Hubert, Pickavance, & Hyberger, 2015)





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



What is an outcomes-based ePortfolio?

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

1

2

✓ **Selections** of artifacts chosen by students to show how they have met learning outcomes

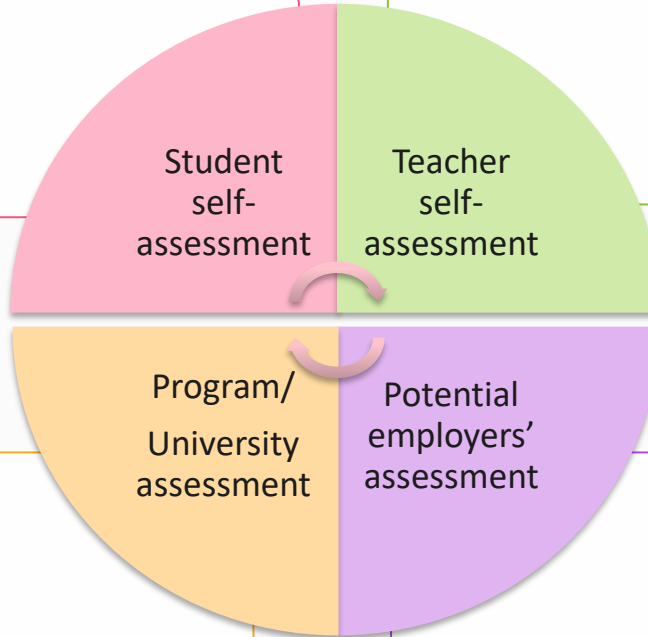
3

✓ **Connections** hub for artifacts of learning in various ways in various courses



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 achievement of learning outcomes

- Evaluation of effectiveness of program/university curricula and achievement of program/university LOs

- 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
 - Follow students through a course or program
 - Compare section to section
 - Compare year to year



Go to Jamboard – link in chat

Activity 1 - Direct and Indirect Assessment

1. In your group, discuss how ePortfolios 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





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



Go to Jamboard – link in chat

Activity 3- Implementing ePortfolios

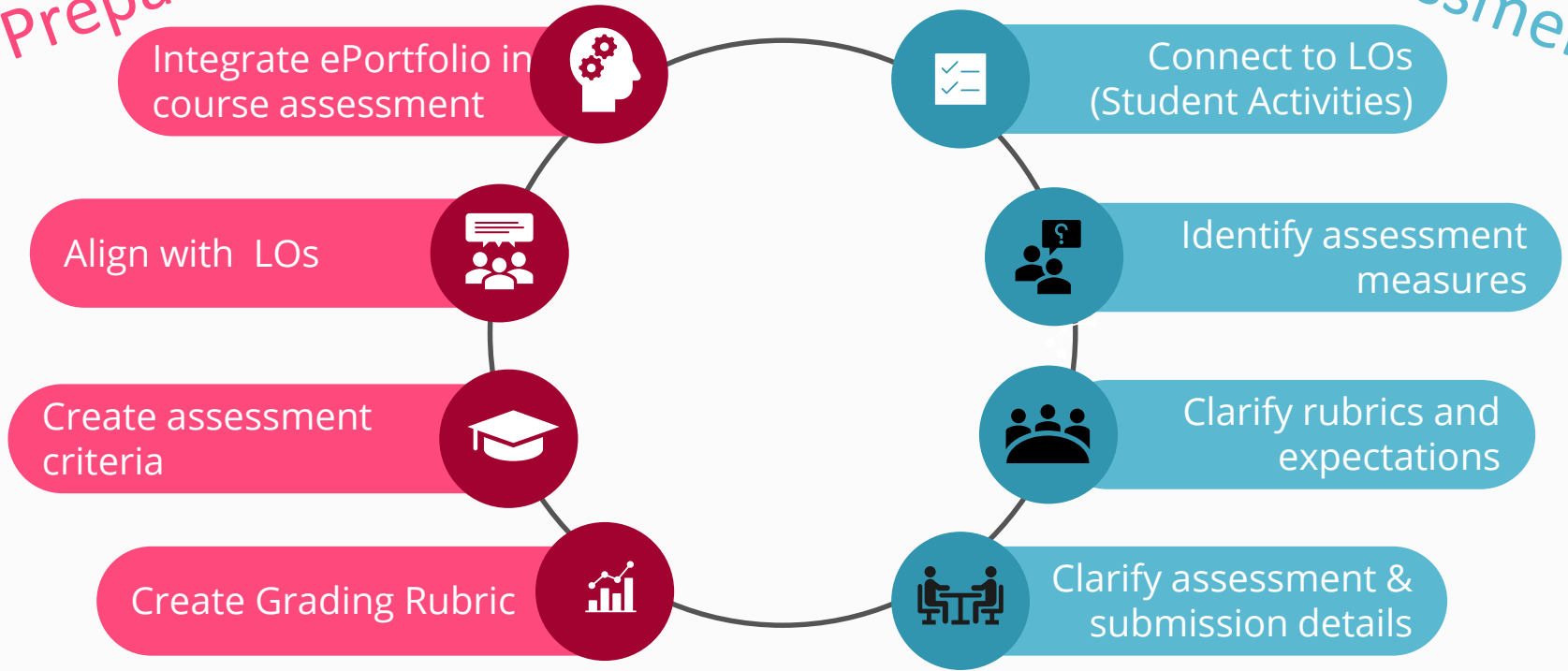
Think of how you could use an ePortfolio to assess some (or all) of your learning outcomes.

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

Design & Prepare

Introduce Assessment





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

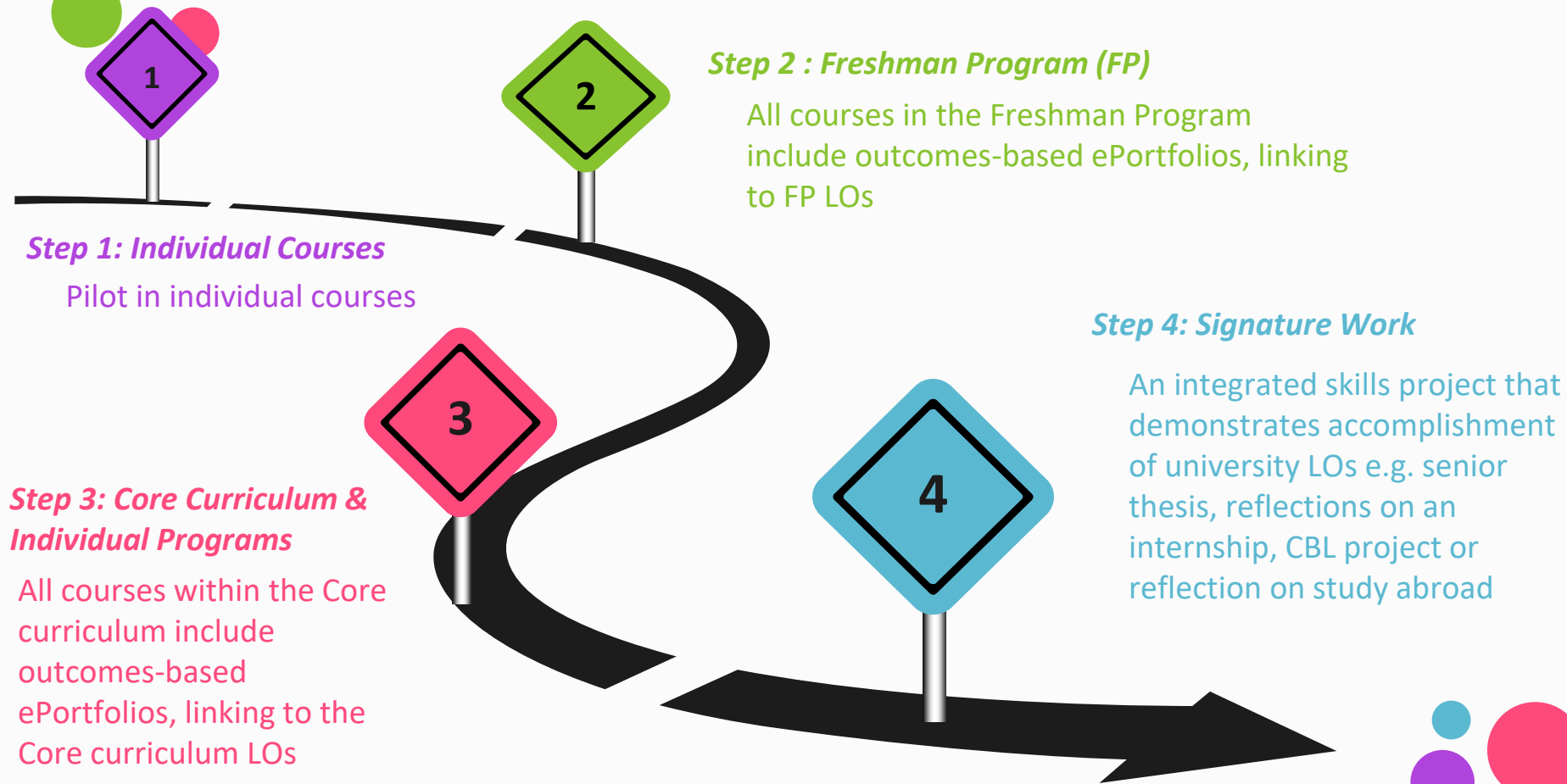
Student self-authorship
and agency

6

Digital literacy skills



EPORTFOLIO INITIATIVE AT AUC





Considerations for Successful Integration of ePortfolios

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

Start small

Plan slow implementation. Run pilot projects.

Build towards

a program-wide strategy, aiming for a new culture in assessment.

Align with

course learning outcomes, clearly defining purpose of ePortfolio for students and staff.

Make ePortfolio a sustainable

assessment tool. Use ePortfolios to track and gather resources for students from Year 1 onwards.

Set up Professional
Development

and skill based workshops.



Resources and Support

Consultations
& training
sessions

Ready made
templates

AUC ePortfolio
Resource Website

[Access it here](#)

ePortfolio Template
(access through AUC email)

[Classic Sites](#)
[New Sites](#)



WRAP UP

Type in the chat:
**One thing you've
learned from
today's session**



Thank you!

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