

E-Portfolio Assessment Institute: Grant Task 2.1.4

Executive Summary

The Electronic Portfolio Institutes are intended to help programs *establish and implement a system to assess student learning outcomes*. E-portfolios align student work with program competencies for assessment of learning and can be used as a tool for professional and program development by providing valuable feedback for making curricular decisions and systematically improving teaching and learning. The e-portfolio institutes are also intended as an indirect intervention to help *increase the retention and graduation rates* of students enrolled at the university. Active learning and engagement have been found to increase student retention. As such, electronic portfolios assist students in becoming engaged in their learning by collecting, organizing, interpreting, and reflecting on their learning and practice.

The E-Portfolio Assessment Institute was well-received by participants and resulted in significant improvement in participants' self-reported knowledge and abilities related to implementing and assessing e-portfolio success, thought-provoking discussions, and the development of action plans/timelines for implementation of e-portfolios into specific programs.

Strengths of the Activity

- Participants had the largest increase in their understanding of how learning e-portfolios can be used to assess student learning.
- Participants increased their ability to incorporate key components of their program objectives into electronic portfolio components to capture student learning and to use students' reflections of the program objectives to assess student learning
- Participants perceived e-portfolios to be a valuable tool to assess student learning outcomes before and even more so after participation in the institute.
- Participating teams left program-specific action plans and timelines to implement what they learned in the institute.
- All survey respondents stated that they achieved the objectives they set prior to the institute.
- Eighty-one percent of respondents indicated that they feel they have enough information/resources to successfully implement or assist with implementing a student learning assessment e-portfolio in their program.
- The most useful information/activities included examples of e-portfolios, hearing other program's experiences, and time working as a group with other faculty members.

Opportunities to Improve Future Institutes

- Additional descriptions and/or resources regarding *benchmarks* and how they relate to the assessment of the program e-portfolio.
- Schedule more time for group work time and discussions between programs.
- Additional examples of student e-portfolios
- Continue inviting other programs to share their e-portfolio experiences.

Action Plan for Current Institute

- Follow-up team progress throughout the following year.
- Title III Project Director contacts each team to go over implementation of the action plans – answers questions, note needed resources for implementation, plan for follow-up meetings.
- Facilitate a reunion of all institute participants during January faculty development week to provide a venue for sharing of successes, failures, and needs.
- Continued exploration of efficient and effective on-campus technical support for the electronic portfolio.