E-Portfolio Winter 2009 Assessment Institute Follow-Up Survey

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Report prepared by:

Budget, Planning and Analysis

Institutional Research

Contact:
Susan Greene

Survey developed by:

Title III Grant
UW-Stout

Report Prepared for:

Title III Grant
Jane Henderson

Distribution of report:

Title III Grant
Jane Henderson

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EXECUTIVE SUMMARY

The Electronic Portfolio Institutes are intended to help programs **establish and implement a system to assess student learning outcomes**. The *E-portfolio Assessment Institute* is designed to assist program directors and instructors in reviewing program objectives and identifying key components for inclusion in student e-portfolios, creating an action plan/timeline for implementation, and identifying assessment components for measuring e-portfolio success. This institute was a brief follow-up for the 2007 and 2008 summer institutes. The institute's purpose was to provide an example of a program that had successfully implemented the e-portfolio into its assessment of student learning, and provide the team an opportunity to continue work on the goals they set during prior institutes. There was a component for small group work.

The e-portfolio assessment institute was held on January 15, 2009 from 10 a.m. to 12 noon. The facilitator was Juli Taylor. All participants for the summer cohorts 2007 and 2008 from e-Portfolio Institutes were invited to attend. Twenty-four attended the follow-up institute.

Evaluation surveys were administered electronically prior to the institute and at completion of the institute. The pre-survey consisted of seven scaled response questions, three yes/no questions, three open-ended questions; the post-survey consisted of seven scaled questions, and five open-ended questions.

Eight instructors responded to the pre-institute survey and five responded to the post-institute survey. Only two of the participants that completed the pre-institute survey also completed the post-institute survey. Due to the small sample size, no inferential statistics were computed on the scaled questions, and no qualitative analysis was performed on the open-ended questions.

The authors believe the data support the following conclusions:

Pre-institute,
   1. The most frequent response for *ability to identify elements of assessment*, was 6 on the 8-point scale, this response was chosen by five of the respondents.
   2. The most frequent responses for *ability to utilize e-portfolio a tool to assess student learning outcomes* were 5 (chosen by 50%) and 6 (chosen by 38%) on the 8-point scale.
   3. The most frequent response for *ability to create a timeline*, with 50% of the respondents, was 7 on the 8-point scale.
   4. There were no clear patterns of responses for *ability to revise an action plan,* or *ability to combine assessment elements*, or *ability to engage other instructors,* or *ability to conduct assessment for Assessment in Major report.*

Post-institute
   1. No clear response patterns emerged for any of the post-institute scaled survey questions.