

# ePortfolio Practices at Indiana University-Purdue University Indianapolis

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Indiana University

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**INDIANA UNIVERSITY**

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**UNIVERSITY INFORMATION TECHNOLOGY SERVICES**

# IUPUI: Institutional Profile



Urban public research university  
Founded 1969  
2 universities, 21 schools  
118 UG, 138 Grad/Prof degrees

30,300 students (22,100 UG)  
97% non-residential  
55% first-generation students  
72% UG full time  
57% of all work off campus



# Approach to General Education

- Early 1990s - General Education based in the schools—distributive model
- Accreditation prompts internal reflection
- Campus mandate for change, specifically a centrally coordinated approach and specific learning outcomes for general education
- 1998 – Campus adopts a competency or ability-based model
- 2000 - Campus begins developing portfolio system to assess mastery of the PULs

# Principles of Undergraduate Learning (PULs)

- Core Skills
  - written and oral communication
  - ability to comprehend, interpret, and analyze texts
  - analytical (quantitative reasoning)
  - Information and technological literacy
- Critical Thinking
- Integration and Application of Knowledge
- Intellectual Depth, Breadth, and Adaptiveness
- Understanding Society and Culture
- Values and Ethics

# Why ePortfolios @ IUPUI?

## 1. For students

- Track own growth and development
- Integrate and apply learning
- Develop capacities for reflection and metacognition
- Increase engagement in learning

## 2. For faculty

- Track development of abilities over time
- Enable assessment of broader set of abilities and skills
- Provide richer, more contextualized information to guide curriculum/program development and improvement

## 3. For programs and institutions

- Support academic and career advising
- Enable authentic *and* psychometrically rigorous assessment for admissions, improvement and effectiveness, accreditation

# Tracking Growth and Development

- Prospective—personal development planning begins during first year in college
- Retrospective—capstone
- OSP matrix provides the framework and process for guided portfolio experiences

# Portfolios for Advisement and Personal Development Planning

- Introduced as part of freshman seminar
- Designed to foster:
  - Goal commitment (commitment to earning a degree)
  - Academic achievement through goal setting and planning
  - Curricular coherence and meaning in the first year seminar and learning community

# PDP Implementation

## Fall 2008

- Approximately 1250 students completed a *paper* PDP
- Faculty felt that student reflect and evidence was weak; also concerned that students regarded as busy work and wouldn't use in the future

## 2009-2010

- PDP reconceptualized as an electronic document that students can revisit and revise over time
- Planning committee: advisors, Center for Teaching and Learning, Center for Service Learning, ePortfolio Executive Committee, UITS, First year faculty



# PDP Learning Outcomes

- **Self assessment** – identify success related competencies
- **Exploration** – identify realistic and informed academic and career goals
- **Evaluation** – analyze academic progress toward goals
- **Goal setting** – connecting personal values and life purpose to academic and career goals for inspiration and motivation
- **Planning** – locate programs, information, people, and opportunities to support and test their goals

# Fall 2010 Pilot

- 1 week training session for pilot faculty: focus on ePortfolio pedagogy; also trained on technology
- Fall 2010 pilot: 16 sections, ~350 students, 10 student mentors
- 1 portfolio site; all sections share common matrix and prompts
- Wide variation in discipline, credit, instructional approach, comfort with technology



# PDP Matrix

Click on any green cell to begin.

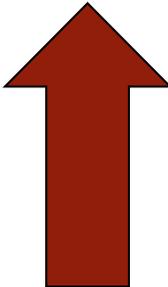
View  Select user

Click on a cell to view/edit

PDP Matrix	About Me	My Educational Goals	My Educational Plan	My Career Goals	My Academic Showcase	My Co-Curricular Experience	My Resume	My PDP
Sections								

Legend

- Ready
- Completed
- Pending
- Locked
- Returned



# Career Goals Prompt

## Description

*In this section, you will begin to explore your career goals and reflect on where you are headed after graduation.*

## Instructions

Click “Add” to create the content for the “Career Goals” section of your PDP Web site. If you already have a “Career Goals” page, you may choose to begin again and provide a different title for the page. This will allow you to create another version of the page while keeping your original.

For additional information about using the WYSIWYG editor see [In Oncourse CL, how do I use the WYSIWYG editor?](http://kb.iu.edu/data/arbr.html) <<http://kb.iu.edu/data/arbr.html>>

**SECTION REQUIREMENTS:** This section should include a complete discussion of the questions presented below. You may also choose to include information on any career assessments or research you conducted as part of this course. This may be done through presenting the information on the page, developing a link, or inserting a document on the page.

As a first-semester student, you may or may not have clear career goals. In this section, you will present your current thinking about your career goals and will link your educational goals and plan to your career plans.

1. Look back at the “About Me” section of your PDP. What parts of what you wrote about your background, strengths and future accomplishments are most important to you in choosing a career? What role will your career play in your life? Will it be a central focus? Do you seek a balanced life? How will a career build on or support your interests and passions?
2. What career(s) are you considering? For each option (if you have more than one), please explain how this career fits with who you are, why you are interested in this career, and how the career fits with your personal strengths and life goals. Also, what exploration or research have you done to learn about these career options?
3. Look back at the “Educational Goals” section of your PDP. What skills, abilities, knowledge, experiences, and personal characteristics do you need to be successful in the careers you are considering?
4. Please explain the steps you will take in the next year to confirm and/or focus your career goals. (For example, will you explore career options linked with certain majors? Will you take an introductory course in a field of study related to your career interests? Will you job shadow or do an informational interview? Will you secure an externship or internship? Will you seek out the assistance of a career counselor?)
5. What will you learn in your chosen major (or minor/certificate if you plan to earn one) that will help you succeed in your chosen career? What skills, abilities, knowledge, experience and personal characteristics are missing from the curriculum? And, how will you develop these? (For example, will you take courses in other departments? Participate in learning activities such as undergraduate research or study abroad? Get an internship? Learn through the job you have while in college? Become a leader in a student organization?)



# Career Goals Input Form

Fill out this form to create a page or section for your presentation.

\* Save Form As

\* Main Menu Link Name (the name for this section that should appear in the main menu)

\* Page Content

This banner is just a placeholder. You can choose or change the theme (look and feel) of your presentation under "Required Settings."

Your Name - Portfolio Title

[MENU LINK 1](#) • [MENU LINK 2](#) • [MENU LINK 3](#) • [MENU LINK 4](#) • [MENU LINK 5](#) • [MENU LINK 6](#) • [MENU LINK 7](#)



*In this section, you will begin to explore your career goals and reflect on where you are headed after graduation.*

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1. Look back at the "About Me" section of your PDP. What parts of what you wrote about your background, strengths and future accomplishments are most important to you in choosing a career? What role will your career play in your life? Will it be a central focus? Do you seek a balanced life? How will a career build on or support your interests and passions?
2. What career(s) are you considering? For each option (if you have more than one), please explain how this career fits with who you are, why you are interested in this career, and how the career fits with your personal strengths and life goals. Also, what exploration or research have you done to learn about these career options?
3. Look back at the "Educational Goals" section of your PDP. What skills, abilities, knowledge, experiences, and personal characteristics do you need to be successful in the careers you are considering?

Side Menu Link Name (If this section has more than one page, enter the name for this page that should appear in the side menu otherwise leave this field blank.)

Click 'Add' to add another page or click 'Edit' or 'Remove' to change an existing page.

Add

Save Changes

Cancel

# Career Goals Rubric

Personal Development Plan  
CAREER GOALS Assessment Rubric  
IUPUI University College

	1 Beginning (identify)	2 Developing (explain)	3 Competent (apply)	4 Proficient (analyze)
<b>About Me and Careers</b>	Identifies aspects of self that I will consider in choosing a career; identifies the role of career in my life	Explains in what ways the identified aspects of myself are related to choosing a career; explains the role of career in my life	Gives examples of the aspects of myself as they might relate to choosing a career; provides an example of the role of career in my life	Relates aspects of myself that I will consider in choosing a career to what is stated in the "About Me" section of the PDP
<b>Career Options</b>	Identifies what career(s) I am considering	Explains career(s) I am considering so that someone who doesn't know me understands what I might/will do for a career and why I might choose/chose this path	Gives examples of a career (s) that might be a good fit for my interests, strengths and goals	Describes what was learned from exploration or research into career options that led you to this career option(s)
<b>KSAs and Career</b>	Identifies the knowledge, skills and abilities (KSAs) I will need for success in the career(s) I am considering	Explains what each KSA means in my own words	Gives examples of how I might work to develop the KSAs needed for my career success while at IUPUI	Relates KSAs to my career goals and what is stated in the "Educational Goals" section of the PDP
<b>Next Steps</b>	Identifies activities that will help confirm and/or focus my career option(s)	Explains the activities that I will pursue to help confirm and/or focus my career option(s)	Gives examples of activities that I will pursue to help confirm and/or focus my career option(s)	Describes how the activities that I will pursue will help clarify and/or focus my career option(s)
<b>Matching the Curriculum and Career</b>	Identifies career-related skills, knowledge and experiences in the curriculum that are related to my career option(s) as well as any that are missing from the courses I will take in my major	Explains the skills, knowledge and experiences in the curriculum that are related to my career option(s) as well as any that are missing from the courses I will take in my major	Gives examples of ways in which the curriculum will or will not help me develop the skills, knowledge and experiences that are related to my career option(s)	Relates courses and other aspects of the curriculum to the skills, knowledge, and experiences I will need to be successful in my career option(s)

# Completed Presentation



## Brooke Scheumann - PDP

- ABOUT ME
- EDUCATIONAL GOALS
- EDUCATIONAL PLAN
- CAREER GOALS
- ACADEMIC SHOWCASE
- CO-CURRICULAR EXPERIENCE
- RESUME

### My Educational Goals

I am going to IUPUI to major in nursing and earn a Bachelor's Degree in Nursing. When choosing which college to attend, I looked at the pros and cons as well as all the other factors of the schools I was looking at attending. IUPUI has one of the best nursing programs in Indiana, which really persuaded me to attend school here. I want to specialize in pediatric or OB nursing. I have always loved working with children and babies, as well as helping other people. This profession will let me do both of them. When my cousins or family members had children, I was always one of the first ones to want to hold the baby. My personality has always been fun but responsible, loving, and helping others. I believe being a nurse will fit my personality, life style, and goals because I feel I am the type of person that will be able to help the patients and consult with the family during their tragic time. I believe being a pediatric or OB nurse suits my personality even more because I love children and feel working with them every day would make the day brighter. I feel I would be able to help them out and make them happier with my attitude and personality. If I do not make it into the nursing program, I still want to have a profession in the health care field involving children or babies, possibly a physical therapist. I am minoring in Sociology. This will give me a perspective of the entire society and relate that to the patients. Through my college experience, I want to gain leadership skills and the ability to live on my own. Being a leader will help me to become a role model and help out others. This is my first experience of living on my own, and from now on, it will be this way. Attending college will contribute to these because leadership can be gained through class, and living on my own is part of college.



In order to become a nurse, I will need strengths such as: caring, react to any situation, empathy, physically fit, trustworthy, understanding, good team work skills, deal with bodily functions, and helping. To become a Registered Nurse, I will need to finish

# Changes for Fall 2011

- 25% penetration; expand from 16 to 25-30 sections
- Psychology has made commitment to build on PDP in year 2 of major
- Faculty training program will include completing a faculty matrix and presentation
- Each instructor will have their own site so they can customize the prompts
- Advisors will play a heavier role
- Number of required sections reduced from 6 to 3

# Portfolios for Integrative Learning

- “Portfolios are fundamentally integrative, being composed of heterogeneous artifacts, the connections between which are explored through reflection.” (D. Cambridge, 2009)
- Professional/academic identity development

# English Capstone: Learning Integration

- One semester 3-credit course
- Prepares students for life after college
- Three major components
  - Senior paper/project
  - Guided portfolio (matrix); emphasis on reflection
  - Presentation portfolio

# Capstone Matrix

Click on a cell to view/edit

E450 Matrix (2008)	My career (professional identity)	My lifelong learning (identity as a learner)	Who I am as a citizen of my community, state, country, and/or the world (civic identity)
My most important PUL			
My most important English major outcome			
Reflections			

## Legend

- Ready
- Completed
- Pending
- Locked
- Returned

# Reflection Prompt

Lynn E. Ward: E450 Matrix (2008): Row: Reflections; Column: Who I am as a citizen of my community, state, country, and/or the world (civic identity)

[Hide Information and Instructions](#)

## Instructions

In what ways do your artifacts demonstrate awareness of who you are as a citizen of a local culture and global society?

How does your choice of major relate to your role as a citizen and sense of your own identity? Can you identify specific aspects of your major that have shaped your self-concept and aspirations as a local and global citizen?

How do your selected artifacts show the evolution of your identity as a citizen (or otherwise) in relation to your PUL and English outcome? Do they show a trajectory of development? If so, how?

How do you need to improve the abilities represented by your PUL and English outcome in order to continue developing as a citizen?

Be sure to provide a well-supported critical analysis of your selected artifacts in the context of PUL and English outcome and to use the artifacts to exemplify your insights.

# Making Reflection Meaningful

- Teach students to reflect
  - Examples
  - Multiple drafts
  - Peer review
  - Rubrics
- Provide appropriate scaffolding (guidelines, questions, frameworks)

# Capstone Presentation Portfolio



## J.Ryan Ayers • Skills and Qualities Learned for the Professional World

[WELCOME](#) • [RESUME](#) • [WORK SHOWCASE](#) • [SENIOR PROJECT](#) • [EMPLOYMENT](#)

The senior project I chose was a research paper involving all the skills I have learned as an English major. Although it wasn't necessarily what I had planned to do for my senior project, it was advised to me by the professor's this should be my course due to the Literature emphasis of my major. This paper I chose to draft is actually a smaller version of an original I handed in the previous semester. For the first time, I was given a chance to not only improve and expand on a previous assignment, but to also revise the entire foundation. The project afforded me the chance to strip down the original paper and hone in on a specific area of the general topic. I went about the paper cautiously because I had to have twice the product with half information: meaning I had to select one aspect and expand on it greatly. This was a challenge because I had never done this before and I knew that I had to take out much of the original and replace the void with newfound material and points.

The topic of the paper is how the printing press impacted the English language and how technology will always play a role in the evolution of English. Although languages will change no matter what, the introduction of the Information Age has sped up this process with the latest gadgets and how they alter our communication habits and skills. This is the thesis I establish and give many examples of throughout the research paper.



[oncourse.iu.edu/access/content/user/ayersj/Ayers%20Public/Senior%20Project\\_Final.doc](https://oncourse.iu.edu/access/content/user/ayersj/Ayers%20Public/Senior%20Project_Final.doc)



I have also included a reflection on how this equipment has helped enhance

# Ashley Hoffman • Capstone Portfolio

[WELCOME](#) • [ABOUT ME](#) • [RESUME](#) • [WORK SHOWCASE](#) • [SENIOR PROJECT](#) • [REFLECTIONS](#)

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## Welcome



Welcome, and Thank you for visiting! This site is intended to showcase my talents and work as they apply to my English career. I hope you enjoy learning a little bit about me in the process.

[Senior Project](#)

[About Me](#)

[Reflections](#)

[Resume](#)

[Work Showcase](#)

Featuring a short story, my [Senior Project Page](#) poses as creative expression on which I worked over my last semester as an Undergraduate. It is complete with a five page research portion on sleep and dreaming along with an annotated bibliography. The fourteen page fictional piece is aptly named “Lucid” as it is the story of an obese man’s obsession with a magical pill that transforms your dreams into a manifested reality. *Robert is infatuated by the sultry Monica, a female coworker who uses the feminine power of seduction to get whatever she wants. Once Robert discovers the pill, he*



# Portfolios for Assessment of Learning and Program Improvement

“Documenting learning in this way places the focus on actual achievements that are viewed directly, rather than on proxies of achievement like cumulative GPAs or test scores that are only indirect indicators of learning. The focus is also on what students can do with their knowledge and skills and not simply on whether knowledge has been acquired.” (Huba & Freed, 2000)

# Portfolios vs. Other Measures:

- High validity; lower reliability
- Can be used to track development over time
- Makes teaching and learning goals explicit
- Allows students to recognize and and articulate connections among pieces of evidence; artifacts and reflections
- Can be informative for improvement purposes

# Tourism, Conventions, and Event Management: Project Objectives

- Explore and expand expectations for inclusion of PULs and TCEM student competencies on TCEM syllabi and in course activities and assessments, and make these expectations explicit in orientation, mentoring and accountability materials;
- Increase faculty awareness of, interest in, competencies for effective inclusion of the PUL- and TCEM student competencies ‘across the curriculum’;
- Capture status and progress data in ePort for purposes of student, faculty and program assessment and enhancement;
- Provide opportunities for interested faculty to engage in scholarship of teaching and learning initiatives related to the grant.

# TCEM: Year 1

- Collected syllabi from Fall 2008 TCEM major courses
- Interviewed full-time faculty
- Developed and administered a set of questions in senior exit survey
- Began to map departmental competencies (Foundation, Application, Execution) against the PULs

# TCEM: Year 2

- Hosted three special department meetings in Fall 2009 to discuss how PULs were implemented. Although coverage of all PULs through the program seemed adequate, these discussions helped to identify that TCEM students lack strong communication skills that are needed for many TCEM courses.
- As a result, the ePort project team decided to develop focus on PUL #1 – Core Communication and Quantitative Skills for its work during the second year of the project work.
- The team developed rubrics for assessing PUL#1 in fall 2009, relying heavily on the American Association of Colleges & Universities VALUE Rubrics.

# TCEM Matrix

Click on a cell to view/edit

TCEM - PUL	SP10 TCEM 231 LIVE	SP10 TCEM 231 WEB	SP10 TCEM 401
<a href="#"><u>PUL 1A</u></a>			
<a href="#"><u>PUL 1B</u></a>			
<a href="#"><u>PUL 1C</u></a>			

# Assignments in Course Sites Linked to Matrix Cells

## Instructions

**Case Study # 1: Ritz-Carlton Hotel Company (Course Packet, p. 3) starts on 2/1. It is due at 11:00 pm on Monday, 2/15. You can use the text box or attachment for turning in your case study.**

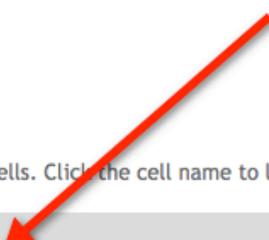
Please be sure to turn this in on Turnitin.com as well by the deadline.

**Please answer the following questions:**

1. Should Horst Schulze be concerned?
2. Is the cost of eliminating all complaints worth it?
3. Is it realistic to be number one to everyone in the product class?
4. Is 100% retention realistic?
5. What was wrong with the advertising?
6. What does “user-friendly” mean in a hotel?
7. Is 17% on prevention enough?
8. Will all this effort “make money”?

## Matrix Links

This item is linked to one or more matrix cells. Click the cell name to learn more about the purpose of the cell.



<u>Cell Name</u>	<u>Matrix Name</u>	<u>Site</u>
<a href="#">Row: PUL 1A; Column: SP10 TCEM 231 WEB</a>	TCEM - PUL	TCEM - PUL
<a href="#">Row: PUL 1C; Column: SP10 TCEM 231 WEB</a>	TCEM - PUL	TCEM - PUL
<a href="#">Row: PUL 1B; Column: SP10 TCEM 231 WEB</a>	TCEM - PUL	TCEM - PUL

## Submission

No attachments yet

# Submitted Assignments Are Automatically Added to Student's Matrix

**Items** Ac

**Attachments**

No attachments added

**Assignments**

-  [Case Study # 1: Ritz-Carlton Hotel Company](#)
-  [Service Learning Project Part A](#)

**Evaluations** Ac

**Evaluations**

-  [Evaluation \(38\)](#)

[Return to Matrix](#)

 close or Esc Key

**Service Learning Project Part A - Submitted**

**Title** Service Learning Project Part A

**Student** ██████████

**Grade Scale** Points or Percent (max 300.0)

**Instructions**

Part A of the Service Learning Project is due at 11:00 p.m. on Sunday, 4/25. Please label your sections according to the project guidelines on the syllabus. Please submit just one file from your group. Make sure you submit your file on [www.turnitin.com](http://www.turnitin.com) as well.

**Matrix Links**

This item is linked to one or more matrix cells. Click the cell name to learn more about the purpose of the cell.

<u>Cell Name</u>	<u>Matrix Name</u>	<u>Site</u>
<a href="#">Row: PUL 1A; Column: SP10 TCEM 231 WEB</a>	TCEM - PUL	TCEM - PUL
<a href="#">Row: PUL 1B; Column: SP10 TCEM 231 WEB</a>	TCEM - PUL	TCEM - PUL
<a href="#">Row: PUL 1C; Column: SP10 TCEM 231 WEB</a>	TCEM - PUL	TCEM - PUL

**Submitted Attachments**

-  [final.project.231.docx](#) (36 KB)

# TCEM Rubric: Written Communication\*

Rubric

		Not Effective (0) [100 Level]	Somewhat Effective (1) [200 Level]	Effective (2) [300 Level]	Very Effective (3) [400 Level]
1A - Written, Oral & Visual Skills	Content	Does not have a grasp of information. Cannot distinguish the difference between summarizing and paraphrasing information. No evidence of student's own interpretation and analysis of information.	Able to summarize information and evaluate the validity or accuracy of information within assigned sources. Little evidence of analysis of information. Evidence of student's own ideas is weak.	Able to interpret and synthesize information. Some, but not very thorough, analysis of information. Demonstrate student's own ideas which still need to be expanded.	Able to interpret, compare, combine, or contrast information from different sources. Demonstrates understanding of complexities of issues. Demonstrates careful analysis of the information collected and thorough, inventive results supported by evidence.
	Context	Demonstrates no attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience)	Demonstrates minimal attention to context, audience, purpose, and to the assigned task(s) (e.g., expectation of instructor or self as audience)	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
	Central Message	Does not explicitly state the central message, but it can be deduced from the content.	Explicitly states the central message with some clarity.	States central message clearly and is consistent with the supporting material.	States central message precisely, repeats is appropriately and strongly supports it with evidence.
	Organization	Does not demonstrate an observable organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions).	Demonstrates an intermittently observable organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions).	Demonstrates a clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions).	Demonstrates an organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) that is clearly and consistently observable, is skillful, and makes the content of the writing cohesive.
	Mechanics	Uses awkward sentences, consistent wordiness, ambiguity, awkwardness, lack of clarity. Little or no evidence of editing for errors (e.g., spelling, grammar, punctuation, word choice, etc.).	Sometimes uses inappropriate sentence structures that contribute to difficulty in reading. Some evidence of editing for errors (e.g., spelling, grammar, punctuation, word choice, etc.).	Uses generally competent sentences, though limited variation across documents. Generally effective editing that has eliminated almost all errors.	Uses appropriately varied sentence structures for excellent clarity, with fluent and unambiguous sentences. Consistently correct editing that has eliminated almost all errors.
	APA Citation	Does not use citations.	Attempts to use APA citation format, but with multiple errors.	Uses APA citation format with some errors.	Consistently uses APA citation format with only occasional minor errors.
	Oral Skills (Content, Context, Central Message, Organization, and Mechanics will also apply to presentations unless separate rubric takes precedence.)	Cannot articulate ideas clearly and concisely. Unable to relate to audience effectively. Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation; speaker appears uncomfortable.	Generally articulates ideas clearly and responds to audience appropriately. Employs delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation understandable, but speaker appears tentative.	Consistently articulates ideas clearly and engages audience. Uses delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation interesting; speaker appears comfortable.	Effectively and enthusiastically articulates ideas with clarity and actively engages audience. Employs delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling; speaker appears polished and confident.
	Visual Skills	Uses no visuals (e.g. images, charts, tables, etc.).	Uses visuals that are distracting, unrecognizable, too small or large, and do not support the content of the work.	Uses some appropriate visuals that support the content of the work, but many are simply decorative and may be distracting to the audience.	Uses effective visuals that illustrate a concept being described, strengthen a point of persuasion, or represent data being described in a written work or presentation.

 \* Based in AAC&U Value Rubric

# Summary Report for One Cell

## TCEM - PUL

[Return to Main](#)

	PUL 1A; SP10 TCEM 231 WEB <a href="#">View Details</a>							
	Content	Context	Central Message	Organization	Mechanics	APA Citation	Oral Skills	Visual Skills
mean	1.1	1.8	1.8		2			
median	1	2	2		2			
mode	1	2	2		2			
standard deviation	0.6	0.4	0.4		0.3			
#: 0s	7.7%	0%	0%	0%	0%	0%	0%	0%
#: 1s	53.8%	19.2%	15.4%	0%	3.8%	0%	0%	0%
#: 2s	19.2%	61.5%	65.4%	0%	73.1%	0%	0%	0%
#: 3s	0%	0%	0%	0%	3.8%	0%	0%	0%
#: n/as	19.2%	19.2%	19.2%	100%	19.2%	100%	100%	100%
count: 0s	2	0	0	0	0	0	0	0
count: 1s	14	5	4	0	1	0	0	0
count: 2s	5	16	17	0	19	0	0	0
count: 3s	0	0	0	0	1	0	0	0
count: n/as	5	5	5	26	5	26	26	26
count: total ratings	26	26	26	26	26	26	26	26
count: total participants	26	26	26	26	26	26	26	26

# Assignment Links Report

*This report shows the assignments linked to each matrix cell*

Save Snapshot | | CSV | Export Results

## Assignment Links Report

Select a Result View Standard

Change View

### Assignment Links Report

Run on: Sat Mar 05 09:56:41 EST 2011

	PUL 1A			PUL 1B		
	SP10 TCEM 231 LIVE	SP10 TCEM 231 WEB	SP10 TCEM 401	SP10 TCEM 231 LIVE	SP10 TCEM 231 WEB	SP10 TCEM 401
Link 1	SP10 IN TCEM 231 22503:Assignments:Service Learning Project Part A	SP10 IN TCEM 231 22504:Assignments:Case Study # 1: Ritz-Carlton Hotel Company	SP10 IN TCEM 401 C14017:Assignments:2010 Spring Portfolio-by 5/5/10	SP10 IN TCEM 231 22503:Assignments:Service Learning Project Part A	SP10 IN TCEM 231 22504:Assignments:Case Study # 1: Ritz-Carlton Hotel Company	SP10 IN TCEM 401 C14017:Assignments:2010 Spring Portfolio-by 5/5/10
Link 2		SP10 IN TCEM 231 22504:Assignments:Service Learning Project Part A	SP10 IN TCEM 401 C14017:Assignments:Portfolios submitted after May 5 @ 5 pm		SP10 IN TCEM 231 22504:Assignments:Service Learning Project Part A	SP10 IN TCEM 401 C14017:Assignments:Portfolios submitted after May 5 @ 5 pm
Total links	1	2	2	1	2	2

# Planning an Assessment Portfolio

- What are desired outcomes/competencies?
- What are the levels of proficiency for each outcome?
- What are the specific expectations associated with each outcome at each level?
- How will work be evaluated (who will evaluate, how will work be graded/scored, how will consistency among evaluators be achieved)
- How and when will students populate the portfolio (will students be asked to develop specific assignments in specific courses or will they be expected to make selections of evidence on their own?)
- In which courses will the assignments be developed and who will develop them?
- How will the purpose and goals of the project be communicated to faculty and students?
- What types of data do you hope to be able to extract from the system?

# Portfolio Support and Implementation @ IUPUI

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**INDIANA UNIVERSITY**

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**UNIVERSITY INFORMATION TECHNOLOGY SERVICES**

# In the beginning @ IUPUI, ePort 1.0

- Visionary leadership willing to invest in innovation
- Faculty development of new Principles of Undergraduate Learning
- Extensive research and advocacy
- Introduced ePortfolio in 1<sup>st</sup>-year courses
- Provided training for instructors and advisors
- Assumed interest would grow as more people became aware of benefits

## ***BUT***

- Immature technology
- Seen as top-down administrative plan
- Portfolio pedagogy and assessment not well understood
- ePort added onto, rather than integrated into, traditional course assignments

# ePort 2.0: Learning Our Lessons

- Significant software improvement, guided by faculty feedback
- Better integration with LMS
- Small two-year grants to departments to meet their needs
- Intensive consultation with grantees, workshops for broader audience of interested educators
- Encourage grantee publication and professional development
- Still coping with long memories
- Increased departmental collaboration around learning outcomes, rubrics, curriculum development
- Using ePortfolios requires extra time
- Helped us build case for “showcase” ePortfolios

# IUPUI Strategies and Tactics

- Overarching strategies: align with campus mission and priorities; work with the faculty
- General tactics: support the faculty, target program-level initiatives, keep improving the tool based on user input, report widely on results (& new: support the students)

# IUPUI Today

- Evaluating grant program, may reshape
- Continuing partnerships:
  - Academic Affairs
  - Center for Teaching & Learning
  - University Information Technology Services
  - Planning & Institutional Improvement
- Gradually broadening scope of faculty development and engagement
- Developing marketing plan

# Staffing and Governance

- IU System
  - Software developers (.25 – 2 FTE)
  - Business analyst/consultant (.2 - .5 FTE)
  - Tier 1 and 2 support (helpdesk)
- IUPUI
  - Program director (.5 FTE)
  - Program coordinator (1 FTE)
  - Instructional design consultants (1 FTE)
  - Instructional technology consultant (.2 FTE)
  - ePortfolio Executive Committee

# Faculty Training and Support

- Provided by consultants in Center for Teaching and Learning
- Series of one-on-one and small group consultations covering pedagogy and technology
- Custom form creation handled by consultants
- Workshops on wide range of topics (curriculum mapping, creating rubrics, reflection, using the portfolio tools, etc.)
- Ad hoc troubleshooting

# Questions?

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