ePortfolio Practice and Assessment: Impact on Student Learning and Faculty Development

SACSCOC Annual Meeting
December 2018

Amber Fallucca, Associate Director
USC Connect, Office of the Provost
Session Agenda

• Overview of Graduation with Leadership Distinction Program (GLD)
• Description of ePortfolio process and GLD rubric
• Overview of assessment plans (faculty/staff trainings and technology systems)
• Findings from evidence collection, including student learning and changes made based upon feedback
• Q&A
University of South Carolina

Carnegie Classification:
• RU/VH
• Community Engagement

Columbia Campus, Fall 2017:
• ~ 34,000 students
• ~ 26,000 undergraduates
Established 2011 as Quality Enhancement Plan (QEP)
  – Integrative and Experiential Learning

Major components
  – Students
    • Engagement in purposeful beyond the classroom experiences
    • Graduation with Leadership Distinction
    • Experiential Learning for all students
  – Faculty and staff professional development
  – Technology
  – Assessment
USC Connect is about helping students get the most out of their collegiate experience by helping them *make connections* between what they learn within courses and their involvement beyond the classroom.
Graduation with Leadership Distinction

- Honorary degree designation
- Official acknowledgement of within and beyond the classroom accomplishments
- Distinction on diploma and transcript
Core Experiences

- **Community Service**
  - 300 hours of community service in at least 2 different experiences

- **Diversity & Social Advocacy**
  - 200 hours of immersion in or service to community that experiences societal challenges + advocacy project

- **Global Learning**
  - 12 weeks of Study Abroad and international experiences OR 8 weeks of faculty-led study abroad

- **Professional and Civic Engagement**
  - 1 semester in a leadership role and 240 hours of work/internship/practicum experience

- **Research**
  - 2 semesters of extensive research accompanied by a faculty mentor
GLD Requirements

- Core Experience
- (3) Enhancement Experiences
- Coursework (6cr hrs.)
- Presentation
- ePortfolio

No matter the pathway, the requirements are the same. We encourage students to consider what they are most passionate about and pursue that pathway!
ePortfolio

CHELSEA COLEBURN

MISSION STATEMENT

"Being a global advocate" means using my education to improve the lives of others. I believe that by being an advocate, I can make a positive impact on the world and help others achieve their goals. I am passionate about education and believe that it is the key to success and a better future for everyone.

Interdisciplinary Understanding

"Learning is more than merely being knowledgeable; it is about dedicating yourself to becoming a lifelong learner." I strive to develop critical thinking, creativity, and communication skills. By continuously learning and growing, I am able to adapt to new situations and challenges.

Effective Collaboration

"Collaboration among one another not only makes competing tasks easier, but develops critical thinking, creativity, and communication skills." I work well in teams and enjoy collaborating with others to achieve common goals. Effective collaboration is essential in any workplace, and I am committed to building strong relationships with my colleagues.

ABDULLAH NAIDEHAYE’s E-PORTFOLIO

ABOUT ME

My name is Abdullah Naidhaye. I was born and raised in Jordan, the Middle East. I graduated high school in 2017 and that marked the beginning of my journey of global learning and discovering new horizons. I am the youngest of 4 siblings and come from a family that is passionate about science. I was accepted into King Fahd University of Petroleum and Minerals, one of the best engineering schools in the Middle East. Shortly thereafter, I received a call from the General Organization for Social Insurance offering me a full scholarship to study Risk Management and Insurance in the United States. The offer included a guaranteed job upon successful completion of my studies. I accepted the offer and spent the following couple of months preparing for my new journey. I was told later by the company that I was going to be placed in Columbia, South Carolina. Now, six years later, I am confident to say that I could not be luckier to have called Carolina home for my entire college career in the United States. Upon my arrival to Carolina, I spent the following year learning English to an academic level. I successfully completed my English studies and was then admitted into USC. I am now in my

BEING A GLOBAL ADVOCATE

My experiences abroad shaped me into the global learner I am today. Now that I am back, I have become a global advocate. I have the most power as a global advocate with being a student ambassador at the International House at Mays College. The house is a long-standing community which provides opportunities to broaden their global perspectives.

As a resident student of the International House, I work collaboratively with faculty and staff to create a positive living environment that brings together international students and students from across the country. This community emphasizes an inclusive living space for residents to learn about different cultures and promote cross-cultural understanding and awareness. I also develop and implement programs to expose residents to new cultural experiences while collaborating with international students and friends.

As an advocate, I believe in the power of education to create a more inclusive and equitable world. I work tirelessly to promote understanding and acceptance among different cultures and backgrounds. By being a global advocate, I am able to make a positive impact on the world and help others achieve their goals.

As BIL 303: Genetics taught me, the best way to learn is to force yourself into a situation where you have no choice but to teach yourself. My attitude is what caused me to take a summer position as a canvasser for the Alaska Center for the Environment in Anchorage, Alaska. Initially, I didn’t even know what a canvasser was, but I knew that whatever I ended up doing. I would eventually become good at it if I worked hard throughout the summer. The second time I had put myself in a place where I knew absolutely no one and was the first place where I had no resources or backup plans in place. So, I spent twelve weeks as a canvasser, going door to door and asking people to sign petitions. I would later send to the EPA that urged them to put a stop to the development of the Pebble Mine in the headwaters of Bristol Bay. I pushed myself to develop better communication skills, “To sell until I sell it”, and volunteered to do more canvassing shifts outside of REI stores and during public festivals. Because I volunteered for extra assignments, I was eventually able to travel outside of Anchorage with a select group of canvassers. We traveled to Palmer and Wasilla, Seward, and throughout the Kenai Peninsula, to Soldotna, Ninilchik, and Homer.

This is a photo of me on my last deployment in the middle east when I decided to make a major change in my life.
GLD Rubric

• Early iterations
  – Too many elements and hard to distinguish between them
  – Balance between change and consistent data collection/reporting (QEP!)
  – Inter rater reliability

• Use as both formative and summative assessment tool
  – Current rubric: 12 elements; now on fourth year of implementation
## USC Connect Graduation with Leadership Distinction E-Portfolio Grading Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>ELEMENT</th>
<th>BELOW EXPECTATIONS</th>
<th>APPROACHING EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>1. Comprehensiveness, organization, and formatting</td>
<td>Does not include required sections of e-portfolio.</td>
<td>Includes all sections but sections are not clearly labeled or organized.</td>
<td>Includes all sections (including 3-4 key insights) which are clearly labeled and organized.</td>
<td>Includes all required sections, clearly labeled and organized with exceptional/creative design.</td>
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<tr>
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<td>2. Language, style, grammar</td>
<td>Frequent grammar and spelling errors or use of overly casual language (“cool”, “get stuff done”).</td>
<td>Some grammar/spelling errors or overly casual language.</td>
<td>Professional language throughout with minimal grammar/spelling errors.</td>
<td>Exceptionally clear and professional language.</td>
</tr>
<tr>
<td>About Me</td>
<td>3. Introduction</td>
<td>There is no introductory statement.</td>
<td>Introduction is vague.</td>
<td>Provides a clear introduction (e.g., pathway, major, goals and/or summary of what e-portfolio will demonstrate).</td>
<td>Provides a creative introduction (e.g., pathway, major, goals and/or summary) conveying the overall “message” of the portfolio.</td>
</tr>
<tr>
<td>Key Insights</td>
<td>4. Clearly articulates key insights related to the pathway.</td>
<td>No key insights were provided.</td>
<td>Key insights lack detail. Little connection to the pathway.</td>
<td>Key insights clearly convey learning related to the pathway.</td>
<td>Articulation of learning is complex and insightful.</td>
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<tr>
<td></td>
<td>5. Describes how BTC experiences impacted key insights</td>
<td>There are no connections between experiences and learning.</td>
<td>Connections between experiences and learning are unclear or minimal.</td>
<td>At least one clear and specific connection between BTC experience(s) and learning is provided for each key insight.</td>
<td>Multiple and specific connections between BTC experience(s) and key insights are clearly articulated and insightful.</td>
</tr>
<tr>
<td>Category</td>
<td>Element</td>
<td>Below Expectations</td>
<td>Approaching Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
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<td>6. Describes concepts, theories, frameworks related to each pathway.</td>
<td>No concepts/theories/frameworks identified.</td>
<td>Concepts/theories/frameworks identified are vague or unrelated to academic experience or pathway.</td>
<td>Concepts/theories/frameworks appropriate to academic experience or pathway are related to each key insight. At least one clear and specific connection between WTC experiences and learning is provided for each insight.</td>
<td>Relationship between concepts/theories/frameworks and each key insight is well articulated. All insights are related to academic experience or pathway.</td>
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<td>7. Explains complex connections (more than one experience, field of study, perspective)</td>
<td>Key insights make no connections.</td>
<td>Key insights make connections that are drawn from only one experience, field of study, or perspective; provide little detail; or conclusions about connections are not logically supported.</td>
<td>Key insight makes connections that are drawn from more than one experience, field of study, or perspective and clearly explain how the elements relate to one another (e.g., similarities, differences, contexts) in ways that are logical and well thought out.</td>
<td>Each key insight makes connections across multiple experiences are complex and insightful (e.g., similarities and differences are explored in-depth including potential contributing factors to various perspectives or findings).</td>
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<td></td>
<td>8. Inclusion of within and beyond the classroom artifacts</td>
<td>There are no artifacts.</td>
<td>Artifacts largely WTC or BTC with no/few examples of the other category.</td>
<td>Two artifacts for each key insight (one from BTC and one from WTC) include evidence of student engagement and accomplishments within and beyond the classroom.</td>
<td>Multiple artifacts from WTC and BTC experiences complement one another in conveying key insights.</td>
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<td></td>
<td>9. Significant artifacts with relevance clearly described</td>
<td>No artifacts or those presented do not clearly relate to category. Artifacts more consistent with a “scrapbook” than academic exercise.</td>
<td>Artifacts relate to the category, but significance is not described for many items.</td>
<td>Artifacts are appropriate to the categories with significance described. Artifacts help tell the story of student’s experiences and provide supportive documentation of learning &amp; skills.</td>
<td>Artifacts clearly provide exceptionally strong examples of the knowledge and skills highlighted in key insights.</td>
</tr>
<tr>
<td>Category</td>
<td>Element</td>
<td>Below Expectations 1</td>
<td>Approaching Expectations 2</td>
<td>Meets Expectations 3</td>
<td>Exceeds Expectations 4</td>
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<td>Issue, goal, or problem does not relate to at least one key insight or the pathway.</td>
<td>Issue, goal, or problem related to key insight and pathway is vaguely described or simplistic.</td>
<td>Realistic issue, goal, or problem relates to at least one key insight and the pathway and is clearly described.</td>
<td>Issue, goal, or problem relates to at least one key insight and the pathway is clearly described including multiple perspectives.</td>
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<tr>
<td>Leadership</td>
<td>10. Identifies issue/goal/problem</td>
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<td>No solutions clearly linked to WTC and BTC learning are provided.</td>
<td>A solution/plan/recommendation is provided, but the rationale is limited and/or based on either WTC or BTC</td>
<td>Clear and logical recommendations/solutions and rationale are provided including insights based on key insights from both WTC and BTC experiences.</td>
<td>Exceptionally well thought out recommendations/solutions and rationale are described and based on key insights from multiple WTC and BTC experiences.</td>
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<td>11. Recommendations/solutions are supported with learning from within and beyond the classroom</td>
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<td>No discussion of implementation or plan for future implementation.</td>
<td>Limited implementation (or plan for implementation); lacks detail, does not clearly address identified issue, or is inconsistent with other elements.</td>
<td>Reasonable, clear plan for implementation. Addresses issue, consistent with other elements.</td>
<td>Carefully thought out implementation (or plan) including analysis from multiple perspectives with an evaluation of implementation (or plan).</td>
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<tr>
<td></td>
<td>12. Presents detailed plan for implementation of solution or recommendations</td>
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**Total Points:** 48  **Passing Score:** 34
Assessment Processes

• Design of Training Sessions
  – Volunteer faculty and staff
  – Mindful of ePortfolio submission dates
  – Distribution of ePortfolios within Blackboard
Assessment Processes

• Content of Training Sessions
  – Overview of Rubric in Detail
  – Technology (accessing distributed ePortfolios)
  – Calibration on Common student ePortfolio
    • Discussion on similarities and differences in scoring
    • Goal of consensus
Findings

• Student Learning Outcome analysis
  – Show direct alignment between rubric and LOs
• Overall GLD numbers
  – Summative survey findings
• Alumni/Career Center survey
  – Findings
Findings

• Impact on Faculty and Staff
  – Identification of “Integrative learning”
  – Changing pedagogies (emphasis on reflection)
  – Gateway to additional roles (GLD instructor, 1:1 support)
  – Identification of potential student GLD participants and peer colleagues

*Cite publication on process
Overall Assessment Findings

• More than 1500 total GLD graduates
  – 89 in first class (2014) to 400+ (2018)

• GLD
  – ePortfolio/Learning outcomes: Overall, student ePortfolios “meet expectations”/3+ on a 4 pt. scale
  – 96% articulate value of Carolina experience
  – GLD Graduates competitive in both employment and salary
Contact us!

Amber Fallucca, Associate Director
fallucca@mailbox.sc.edu

www.sc.edu/uscconnect