Electronic Portfolios: Scaling Up from Programmatic to Inter-Institutional Articulation & Assessment

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Fall 2015 Sabbatical Goals

• To revise and finish a book chapter on a recently completed project to increase NIU retention through embedding undergraduate peer mentors in FYComp classes.

• To draft a book chapter on ePortfolios at NIU and in regional higher educational partnerships.

• To network with colleagues at US and Japanese universities on their use of ePortfolios.
What is the First Year Composition (FYComp) ePortfolio?

• FYComp considers ePortfolios as authentic, evidence-based assessment of student competencies.

• FYComp developed its own ePortfolio system and has been improving it for over fourteen years.

• This portfolio is currently used for
  
  o Teacher assessment of individual student progress in meeting FYComp outcomes.
  
  o Programmatic assessment and institutional assessment of written communication, critical thinking, and information literacy general education outcomes.

• In 2014-15, the FYComp ePortfolio was considered a possible starting point for longitudinal general education assessment at NIU.
How do we assess eportfolios?
<table>
<thead>
<tr>
<th>Student ID</th>
<th>Holistic Impression</th>
<th>Accomplishing (3)</th>
<th>Progressing (2)</th>
<th>Developing (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excelling (4)</td>
<td></td>
<td></td>
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</tbody>
</table>

**Audience & Purpose**
- Writer demonstrates thorough understanding of audience and task while using a compelling voice and style.
- Writer demonstrates adequate understanding of audience and task while using an appropriate voice and style.
- Writer may not demonstrate understanding of audience or task and may use inappropriate voice or style.
- Writer fails to demonstrate understanding of audience and task and uses inappropriate voice and style.

**Focus & Development**
- Writer clarifies major aims, arranges material to support those aims, and may show insight into problematic or provocative aspects of the topic.
- Writer clarifies major aims, arranges most material to support those aims, and provides adequate material.
- Writer does not always make major aims clear, arrange material to support those aims, or provide adequate material.
- Writer confuses readers about major aims or develops no major point adequately.

**Analysis**
- Writer carefully and consistently evaluates the relevance of contexts, rhetorical strategies, and/or credibility of sources when presenting a position.
- Writer evaluates relevant contexts, rhetorical strategies, and sources when presenting a position.
- Writer identifies some relevant contexts, rhetorical strategies, and sources when presenting a position, but may not evaluate consistently and carefully.
- Writer fails to identify contexts and rhetorical strategies, and fails to evaluate sources when presenting a position.

**Source Integration**
- Writer understands and elegantly articulates his/her ideas as they relate to those of others and effectively integrates source material.
- Writer frequently understands and articulates his/her ideas as they relate to those of others and integrates source material well.
- Writer sometimes understands and articulates his/her ideas as they relate to those of others and integrates source material.
- Writer rarely or never understands and articulates his/her ideas as they relate to those of others and ineffectively integrates source material.

**Format & Editing**
- Writer shows mature command of format conventions and sentence level features of written language (grammar, spelling, punctuation, and usage).
- Writer controls format conventions and sentence level features of written language.
- Writer may not adhere to conventions of format, and loses control of one or more elements of written language at the sentence level without significantly impeding communication.
- Writer does not adhere to format conventions and loses control of one or more elements of written language at the sentence level, impeding communication.

**Reflection**
- Writer evaluates growth, describes composing processes in detail, and cites compelling evidence within portfolio.
- Writer describes growth and composing processes, citing evidence within portfolio.
- Writer describes growth and processes superficially, does not adequately develop ideas or provide evidence.
- Writer describes growth and processes superficially, and does not develop ideas.
How do we scale up from local programmatic assessment?
Scaling Up:
What are the conditions for change?

Collaboration
Persistence
Kairos
Sabbatical Results

- Regional partnerships, including Iowa State University and the Illinois Regional ePortfolio Partnership (IREP).

- International partnerships with Kumamoto University, Kyoto University, and Osaka University in Japan.

- Book Chapter: “Undergraduate Mentors as Agents of Engagement: Peer Advocates in First Year Writing Courses” in *Retention, Persistence and Writing Programs* (Utah State University Press, 2017).

- Book Chapter: “Scaling Up: Moving from Programmatic to Inter-Institutional Articulation and Assessment” in *ePortfolios@edu* (Colorado State University Press, under contract).
Impact on NIU

• Solidified the role of ePortfolio learning at NIU as a High Impact Practice (HIP) that improves students’ engagement, self-evaluation, and ability to transfer skills such as writing to other classes and professional settings.

• Improved our ability to understand our students’ progress in developing competencies and a professional identity.

• Improved our FYComp faculty development process of calibration and scoring, providing faculty an opportunity to share their standards for student learning, as well as their strategies for improving their teaching.

• Improved NIU’s reputation across the country and in Japan for its model of ePortfolio reflection, pedagogy, faculty development, and assessment.
第25回 eラーニング連続セミナー
eラーニング環境の展開

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演題
Electronic Portfolios:
From Programmatic to Inter-Institutional
Articulation and Assessment

※本セミナーでの使用言語は英語です。

2015年10月13日 火
17:00-18:30

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