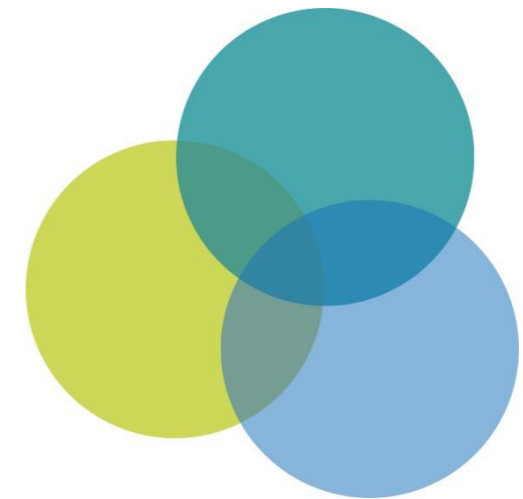# Electronic Portfolios: Scaling Up from Programmatic to Inter-Institutional Articulation & Assessment

Northern Illinois University

Dr. Michael Day
Professor of English
Director, First-Year Composition Program

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.
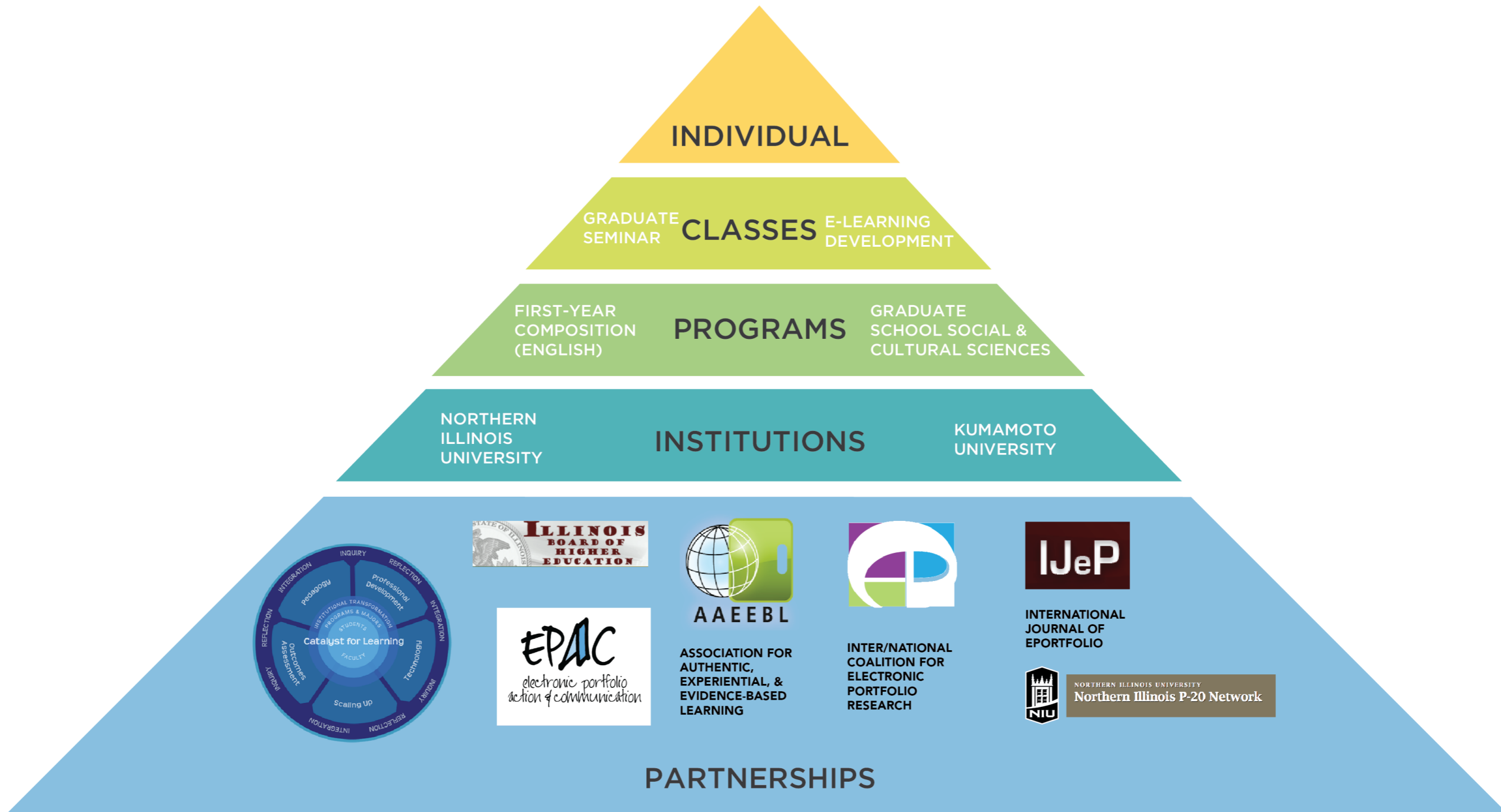
PREPARATION

CALIBRATION

SCORING

LEADER DEBRIEFING

FEEDBACK LOOP

How do we assess eportfolios?
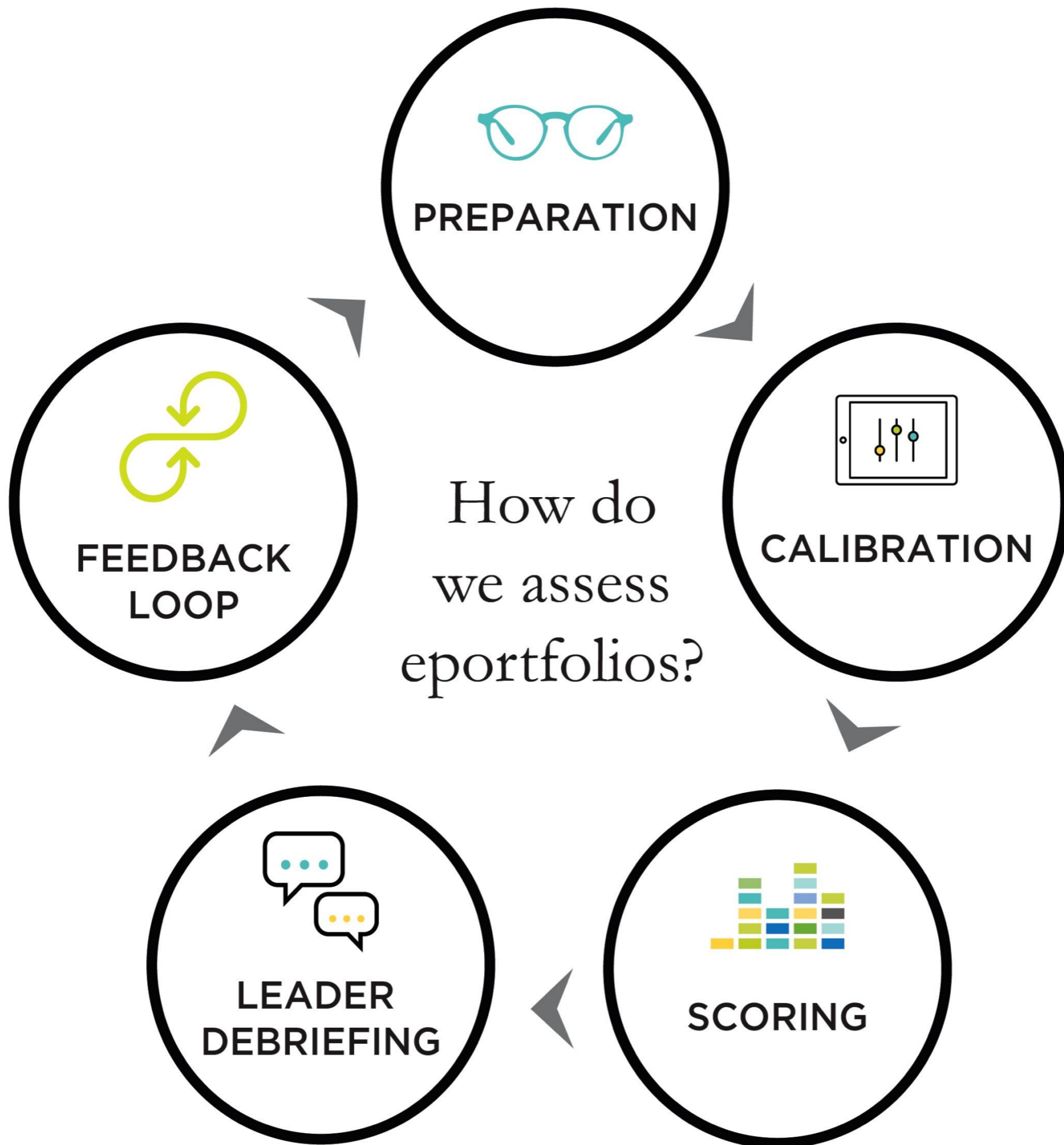
Portfolio Scoring Sheet for Evaluators

URL: https://sites.google.com/a/students.niu.edu/nmaldonado_eng103-42-assessment/

Student ID   1
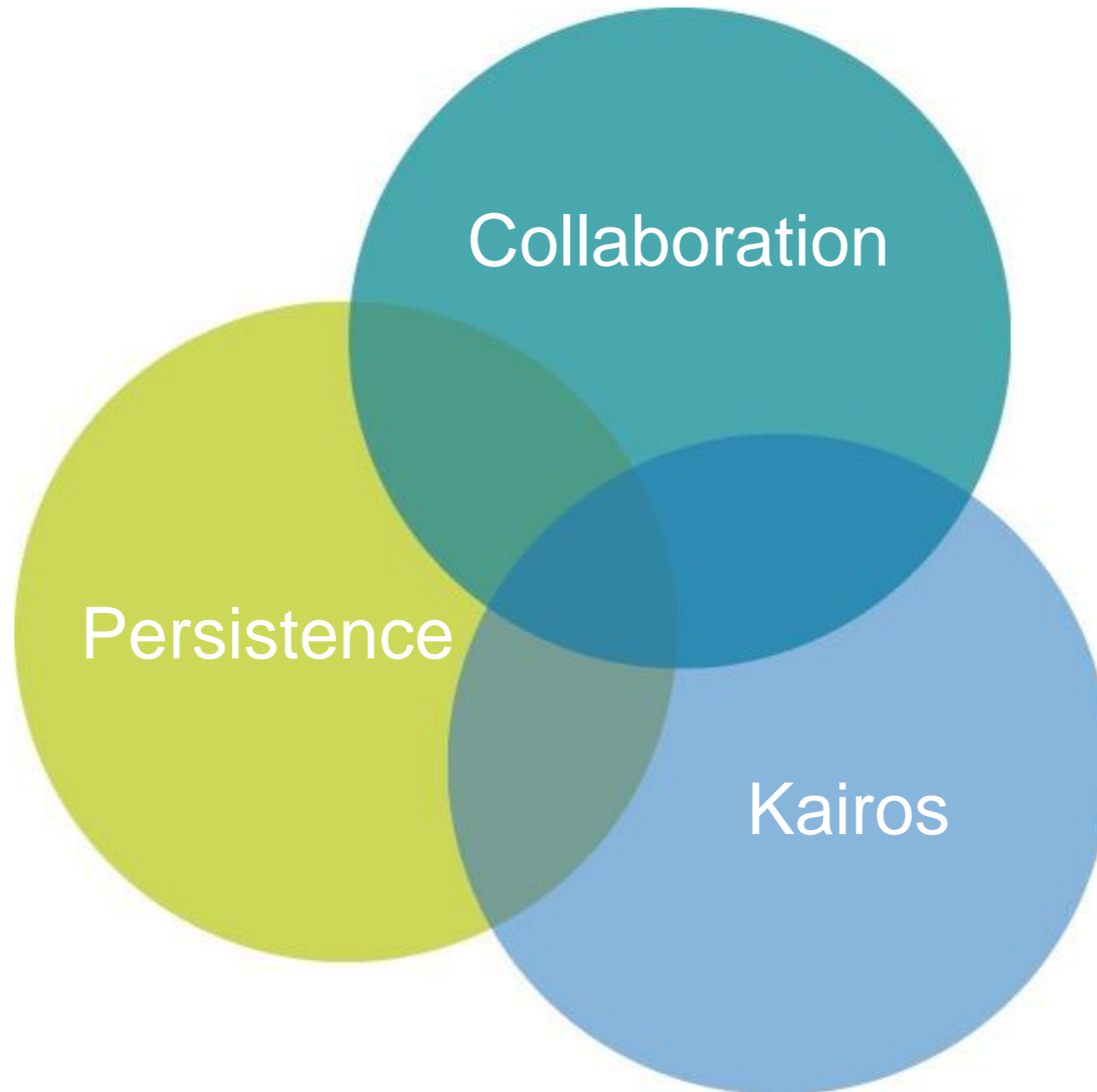
Holistic Impression	Excelling (4)	Accomplishing (3)	Progressing (2)	Developing (1)
Audience & Purpose	Writer demonstrates thorough understanding of audience and task while using a compelling voice and style.	Writer demonstrates adequate understanding of audience and task while using an appropriate voice and style.	Writer may not demonstrate understanding of audience or task and may use inappropriate voice or style.	Writer fails to demonstrate understanding 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 credibility of 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?

INDIVIDUAL

GRADUATE SEMINAR | CLASSES | E-LEARNING DEVELOPMENT

FIRST-YEAR COMPOSITION (ENGLISH) | PROGRAMS | GRADUATE SCHOOL SOCIAL & CULTURAL SCIENCES

NORTHERN ILLINOIS UNIVERSITY | INSTITUTIONS | KUMAMOTO UNIVERSITY

PARTNERSHIPS

Scaling Up:
What are the conditions for change?

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

Michael Day 氏 (Ph.D)

北イリノイ大学 初年次作文教育専攻長

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

熊本大学 くすの木会館 レセプションルーム

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Kumamoto University

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