

LEARNING TO ASSESS

Volume 10, Issue 2, Spring 2023

ePortfolios are HIP+

Using a High Impact Practice to Engage Students and Measure Learning



ePortfolios are praised by educators for many reasons, but in particular for their ability to evoke reflection across a wide range of learning experiences. Students who create ePortfolios can be motivated to reflect on both what they are learning and how they are learning. As students curate and reflect on learning they can even write about other HIPs such as internships, research, or experiential/project-based activities; therein making ePortfolios Meta-HIPs. Researchers have found that:

- eportfolios “promote learning and retention of core principles”
- Portfolio use “correlated positively with student success indicators and helped advance and support deep thinking, integration, and personal growth”
- ePortfolio’s “help students develop academic identity, future orientation, and a sense of belonging to a community of scholars”
- “students who completed ePortfolio projects evidenced higher levels of engagement and work quality than did similar students who completed traditional projects”
- “students who completed ePortfolios were more likely than students who completed worksheets to demonstrate conceptual mastery, describe a shift in mindset, and describe personal grit”

References: Singer-Freeman, K. & Bastone, L. (2017). Changing Their Mindsets: ePortfolios Encourage Application of Concepts to the Self. *International Journal of ePortfolio*, 7 (2), p. 151-160.



Fall Assessment Labs

Wednesday, Feb 1, 1:00-2:00 pm

Monday, May 8, 12:00-2:00 pm

PAR Assessment Sessions

1/27 (12:00-2:00)

ALT Meetings

2/15, 3/22, 4/26 (3-4 pm)

GEA Online Tool

<https://community.paradisevalley.edu/gea30/login.php>

Assessment Website

<https://www.paradisevalley.edu/employees/assessment-learning>

Assessment Libguide

<https://paradisevalley.libguides.com/generaleducation>

Have ?'s

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Relevant ?'s

Here are some questions to prompt discussion about ePortfolios.

- How does your discipline define or use reflection?
- What opportunities exist in your FOI for students to draw connections across learning experiences?
- Do students in your program demonstrate learning in varied and diverse ways? Is this intentional or by chance?
- Have you ever developed an ePortfolio, if so what was your experience like?
- Is there a signature assignment in your course that you think students could add to an ePortfolio to showcase their work for potential employers or community members?
- How well can our students explain what and how they are learning? How well can they connect the “what” and “how” to their personal “why” for learning?
- How could ePortfolios foster culturally sustaining practices or greater equity when it comes to measuring success?



ALT is pleased to announce the continuation of the President’s Assessment Award (PAAW), which is funded through the MCCD Foundation. All PVCC employees are eligible to participate. To be considered you must complete an assessment project during the 2022-2023 year, measure a specific learning outcome (chose a General Education, Course, Program, or Cocurricular outcome), and document the project using either the curricular or cocurricular assessment form in the GEA Online Tool. Excellence can be demonstrated by completing all three parts of the assessment process, using data to make improvements to learning, applying interventions or learning strategies creatively, and clearly articulating the purpose and impact of the project. The deadline to submit your assessment in the GEA Online Tool is May 19, 2023. Winners will be recognized Fall 2023 Learning Week.



First place \$100, Second place \$75, Third place \$50

President Assessment Award Criteria			
Dimension	Score 2 Advanced	Score 1 Intermediate	Score 0 Basic
Completion	Thoroughly completed all three parts of the form in the GEA Online Tool and answered all questions with specific details to clearly describe the assessment project.	Completed all three parts of the form in the GEA Online Tool and answered all questions, but with minimal details, leaving gaps of information.	Submitted an incomplete assessment form in the GEA Online Tool. Single questions may have been skipped or entire sections left blank. * If the form is incomplete do not continue scoring!
Purpose (Part 1, Q 3)	Part one of the form contains a precise statement regarding the purpose of the project, clear description of the opportunity to improve learning, and convincing rationale for targeting the learning area of focus.	Part one of the form contains a statement regarding the purpose of the project, but lacks a clear description of the opportunity to improve learning, and includes a vague rationale for targeting the learning area of focus.	Part one of the form contains a limited description of the purpose of the project with insufficient explanation of the opportunities to improve learning, may be missing a clear learning area of focus, or does not include a rationale for targeting learning area of focus.
Use of Data to Make Improvements (Part 2 Q1, Part 3, Q1)	Both a pre and post assessment were administered & data/evidence was collected on both occasions. Accurately analyzed the results, clearly summarized the findings by including specific details regarding scores, student’s level of achievement on certain outcomes, & relationship between data & learning area of focus.	Both a pre and post assessment were administered and data/evidence was collected on both occasions. Analyzed results are lacking precise conclusions and vaguely summarized the findings. Relationship between data and learning area of focus is attempted but there are gaps linking the two.	The pre and post assessments are more anecdotal than evidence based. The results are not given in hard data but summarized in a vague manner with no specific details like scores, students’ level of achievement or outcomes. No mention of a connection between data & learning area of focus.
Interventions/ Learning Strategies	Clearly summarizes the results and describes in precise details the intervention strategies used and their effectiveness in improving student learning. There is a clear demonstration of how learning was improved for the area of focus.	Summarizes the results and describes the intervention in general. There is a vague explanation of how learning was impacted.	Summary is lacking specific results and does not adequately explain intervention strategies used. The effectiveness of the assessment is mentioned but not in detail.
Impact	Clearly and comprehensively explains how the project impacts future learning outcome practices and justifies if the project will or not be used again. If modifications are necessary they are clearly described and a detailed plan is provided that accurately demonstrates continued growth. The project’s improvements to program level outcomes are clearly articulated.	Explains how the project impacts future learning outcome practices but does not adequately justify if the project will or not be used again. If modifications are necessary they are not fully described and plans for continued growth are summarized, lacking specifics. The project’s improvements to program level outcomes are summarized but with gaps connecting the project to future program improvements .	Vaguely describes how the project informs future assessments and summarizes with little details if the project will be used again.. The plans for continued growth lack specific details and there is no mention of how the project improves program level outcomes.