MAKING CONNECTIONS
HIGH IMPACT PRACTICES & THE INTEGRATIVE EPORTFOLIO

About Us

Bret Eynon, Ph.D, LaGuardia Community College, CUNY
What is an ePortfolio?

- A collection of student work and reflections on their learning, created on the Web
- Digital format adds versatility, portability, and visibility
- A learning history created over time
Percentages by sector reporting ePortfolio services on the campus Web site, 2003-2010

The Campus Computing Project
“Fostering students' abilities to integrate learning -- over time, across courses, and between academic, personal and community life -- is one of the most important goals and challenges of higher education.”

The Integrative Learning Project: 10 Colleges, including LaGuardia, Portland State, San Mateo, Carleton College. Sponsored by Association of American Colleges & Universities and the Carnegie Foundation for the Advancement of Teaching

http://www.aacu.org/integrative_learning/index.cfm
http://gallery.carnegiefoundation.org/ilp/
ePortfolio & Integrative Learning

Helps students to:

- Transfer & apply knowledge across courses, disciplines & semesters
- Consider their learning & development across semesters, over time
ePortfolio & Integrative Learning

- Build meaningful links between academic & lived experiences
- Engage in recursive and intentional educational and career planning
- Develop and integrate a new sense of self as learners & emerging professionals

Welcome  About Me  Classes & Projects  Educational Goals  Resume  Introduction

Name: Layla Quinones  School: LAGCC  Hometown: Brooklyn NY  Career Goals: Physics, Education

My name is Layla Marie Quinones and I am aspiring to become a High School Physics educator. I am currently a student at LaGuardia Community College completing my Liberal Arts Math and Science degree with a core focus in Physics. In this portfolio site you will be able to find some of my course work, educational philosophy, professional development plan and more about my goals for my future career as well as my education. I have always had a deep passion for Physics as well as teaching young people. I believe that in the future I will be able to inspire my students and enable them to appreciate Physics as it pertains to their everyday lives. In addition, I hope to make an impact in the lives of my students to enable them to succeed, despite any obstacles they might face. When I think about my future and my journey to success I can’t help but recalling something I read:

"Employ your time in improving yourself by other men's writings; so you shall come easily by what others have labored hard for. Prefer knowledge to wealth, for one is transitory, the other perpetual."

This quote alone describes the reason for my passion in learning and I hope to convey this message to all those I come in touch with.
ePortfolios and the Challenge of Reconnecting the Curriculum to a Life of Practice

Randy Bass (Georgetown University)

AAEEBL Annual World Conference ePortfolios & the Emergent Learning Ecology
High Impact Practices
(National Survey of Student Engagement--NSSE)

• First Year Experience
• Learning communities
• Writing intensive courses
• Collaborative assignments
• Undergraduate research
• Global learning/Study Abroad
• Internships
• Capstone courses and projects
High Impact Activities & Outcomes

Outcomes associated with High Impact Practices

- Attend to underlying meaning
- Integrate and synthesize
- Discern patterns
- Apply knowledge in diverse situations
- View issues from multiple perspectives
- Gains in skills, knowledge, practical competence, personal and social development

High Impact Practices:

- First-year seminars and experiences
- Learning communities
- Writing intensive courses
- Collaborative assignments
- Undergraduate research
- Global learning/ study abroad
- Internships
- Capstone courses and projects
Proposition: Integrative ePortfolios are a space for creating an identity that links the experiences of the traditional or formal curriculum with the pedagogical and co-curricular experiences that engage and transform learners.
Connect to Learning Project

- FIPSE-funded national ePortfolio network
- 25 campuses, from Boston U. to Salt Lake CC, from Georgetown U to LaGuardia
- Mutual support for innovation & integration
- Building web-based national resource of evidence-based practices
Welcome to **SF State's C2L ePortfolio!**
Liberal Studies 300

Completed in Fall 2008.

In Liberal Studies 300 we examined the different disciplines that make up the Liberal Studies major and what it means to be interdisciplinary. The area of focus for the semester was Climate Change which was examined through many different lenses. The main objective was to see how interdisciplinary research is necessary for discussing a complex problem like Climate Change.

(5/9/2010 10:16 PM)
This class helped me prepare for the rest of my time spent at SFSU as a Liberal Studies Major. By examining the disciplines that make up the Liberal Studies program, I was able to choose which area I would like to focus on for my emphasis. In addition to these things I was able to reflect on what events led me to this goal of becoming a teacher.

Plan of Study

This is my current proposed course work plan for the remainder of my degree in Liberal Studies. Here you will find an outline of the course work I plan to take in future semesters broken down by semester starting with Spring 2009 and ending in Spring 2010 when I intend to graduate. This will give you an idea of how I’m spending my time at SFSU. I will revise this every semester as the classes may shift around due to scheduling conflicts. To view or download my Plan of Study, I can click on the link below.

Plan Of Study.doc

Intellectual Autobiography
Learning Outcomes for all English Majors

1. Ability to read critically and compose an effective analysis of a literary text (hide/show)
   - View a critical analysis from English 2604: Introduction to Critical Reading. Submissions must come from English courses at the 1000-2000 level.
   - View my reflection on this project.

I wrote my analysis of *The Inferno*, entitled "Dante's Paradox of Homosexuality," in Intro to Critical Reading during the second semester of my sophomore year. The paper addresses the portrayal of homosexuality in Dante's renowned poem. I chose to write about this topic because I found that it was one of the most ambiguous, paradoxical and interesting themes of *The Inferno*. Viewpoints presented in this poem, and in this paper, reflect opinions still relevant today.

While writing this paper, I learned to analyze the text very closely. I would read scholarly articles and background information on the poem, and then go back and reread various relevant sections of the poem, many times. In this way, I was able to create a system of forming my own understanding and opinion on parts of the poem with my research guiding my way, instead of research overpowering my work. The paper is light on the textual evidence, as I was too focused on expounding on my view to find direct evidence from the text.

This paper helped me to analyze longer texts without losing focus of the theme/thesis of the paper. It also enabled me to organize my writing process. After writing the first draft, I went back and did more research, which taught me how to look through drafts with fresh eyes and be able to re-evaluate my own writing.

2. Awareness of a global and multi-cultural context for the study of English. Appreciation of diversity in authors, texts, and viewpoints (hide/show)
   - View a formal project. If possible, submissions should come from English courses at the 1000-2000 level.
   - View my reflection on this project.

3. Ability to search for, select, and analyze information from electronic databases and other research sources; ability to compose an essay about a text that integrates outside sources in an ethical, accurate, readable, and effective way (hide/show)
   - View an example of a textual analysis with a research component composed in a 1000-2000 level course.

Learning. The **Direction Page** justifies my choice of major and tells you where I'm headed in life. The **Synthesis Page** lets you know how I feel about everything now that it's over.
What I Bring to the Table – Revisited

When I wrote the first edition of this paper, I had a very hard time doing so. Hiwote picked up on the fact that I mainly wrote what others thought I brought to the table, not what I thought. So, before I began this paper I really rethought this past semester and how I have grown as a student, server, and person.

My first semester in college has defiantly redefined self-discipline, leadership, and learning a difficult lesson of its okay to ask for help and it’s also okay not to always be number one. I remember my chemistry professor talking to us the first or second day of classes, she asked how many students were presidents of their class, a club, or held some type of leadership position on a sports team. Almost all 300 students raised their hands. She then asked how many were honor students or were top of their class; once again, almost everyone raised their hand. She then said,

“See, here’s the thing, every one of you were someone who stood out in high school for one thing or another and you probably didn’t have to work as hard for it either. You are all naturally great. But, that was high school and this – this is college. You aren’t the only one who got a 29 on your SAT, you aren’t the only soccer player you carried your team to states all four years, and you aren’t the only one that can be president of the glee club, SGA, and Science National Honor Society and get straight A’s while doing it. No, you aren’t the only one, now you are sitting in a room full of students who are just as good as you. So what do you do? You have to take it upon yourself to once again figure out what works for you and your place to shine.”
Making Connections:

“The characteristic of artistic design is the intimacy of relations that hold the parts together.”

John Dewey: 
_Art and Experience_
Queensborough CC
Digital Storytelling
example:

Process followed in Interdisciplinary Wiki Collaboration Project:

- English 103 Student – writes an essay and shares it with ENG099 students and a capstone Theater student
- ENG099 students give comments and gifts
- The Theater Student "PRESENTS" the composition
- The English Student REFLECTS on the collaboration process
- Based on the project's collaboration, the English Student revises/finalizes her essay and creates a DIGITAL STORY
Fall→Spring Retention

• Fall First Time/Full Time ’09, baseline: 88.0%
• Fall First Time/Full Time’09, Project Cohort: 92.6%
City of the World

- CUNY 2 Yr College
  18,000 credit students
  (+ 45,000 non-credit)

- Dizzying diversity: 70% non-native born, from 160 nations, 119 primary languages

- Majority female, low income, first generation college-goers

- 2/3 non-native English speakers

- 80-90% must take developmental skills
LaGuardia’s ePortfolio Goals

**Learning Portfolio**
- Build Student Engagement
- Reflection & Metacognition to deepen learning process
- Advance Student Outcomes

**Assessment Portfolio:**
- Faculty and staff deepen understanding of who students are and how they learn
- Re-think outcomes assessment, use authentic classroom work

**Presentation Portfolio**
- Students showcase achievements for career & transfer
Students Enrolled in ePortfolio Classes, 2003-2010

- 2003-4: 370
- 2004-5: 1,868
- 2005-6: 5,024
- 2006-7: 6,339
- 2007-8: 8,249
- 2008-9: 9,325
- 2009-10: 12,503
FIRST YEAR EXP (1st semester)
Students begin Basic ePortfolio in Introduction to the Major course focuses on adjustment to college, planning, engagement

FUNDAMENTALS OF PROF’L ADVANCEMENT
Students build Intermediate ePortfolio in required career development course

ePORTFOLIO INTENSIVE COURSES
selected by faculty and programs

CAPSTONE COURSES IN THE MAJOR
Capstone ePortfolio focuses on synthesis, integration, transition
My name is Eric Herbert Santana. Currently, I am attending LaGuardia Community College majoring in Writing and Literature. I have an interest in writing as well as the desire to further my understanding of how writing can be used and what purposes it can serve after gaining a career. I want to be a writer. I was always interested in learning about things that are important to society. I’ve learned to obtain a career related to writing and literature to help benefit culture, such as the people I care about as well as my own family. I’ve taken a few courses already in relation to writing, and therefore, I felt beneficial, such as COM105, ENG101, ENG102, ENG105, and ENG103. I feel ENG101 and ENG105 relate to my career interests because they improved my ability to communicate with others effectively. ENG101 and ENG105 also strengthened my ability to think clearly, which I believe is relevant to writing and literature. I feel it is more appropriate to approach writing with an organized mindset. ENG101 and ENG105 enabled me to organize my thoughts and increase my ability to handle written assignments effectively. ENG105 was a very useful class because it significantly strengthened my writing abilities; it also strengthened my ability to understand others’ writing through the multiple assignments we would complete in groups. ENG103 greatly improved my ability to write clearly and effectively with the final pop-up paper assignment. In doing the required research, I was exposed to many different styles of writing. As a result of this exposure, I was able to pick up and draw upon their stronger qualities to adapt as well as implement them in my own writing.

ENG105 was also a relevant course in the pursuit of my writing and literature career. In taking the class, the level of my general understanding of computers had been increased. The course also improved my ability to interact with computers and increased my skill level in using a computer. I am extremely benefited by the information that I was able to obtain in ENG105. I can now efficiently use a computer to accomplish tasks.
High Pass Rates, 2010-11 Academic Year

From Engagement to Learning

Comparison Courses (n=8,565)

- Comparison 49.4%

ePortfolio Courses (n=4,369)

- ePortfolio 58.3%
Next Semester Retention Rates
ePortfolio vs. Comparison Courses

<table>
<thead>
<tr>
<th></th>
<th>2005-10 Collegewide</th>
<th>2011 Collegewide</th>
<th>2011 Faculty in Seminars</th>
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<tbody>
<tr>
<td>Non-ePort</td>
<td>70.7</td>
<td>72.5</td>
<td>70.4</td>
</tr>
<tr>
<td>ePort</td>
<td>75.1</td>
<td>78.3</td>
<td>82.1</td>
</tr>
</tbody>
</table>
Engagement & Critical Thinking: How much has your coursework emphasized synthesizing & organizing ideas, information, or experiences in new ways? % of students responding Quite a Bit or Very Much. n=1,506
Engagement & Critical Thinking: How much has your coursework emphasized synthesizing & organizing ideas, information, or experiences in new ways? % of students responding Quite a Bit or Very Much. n=1,506
Engagement, Reflection & Self-Understanding: How much has your experience in this course contributed to your knowledge, skills and personal development in understanding yourself? % of students responding *Quite a Bit or Very Much.* n=1,506
Support for Integrative Learning

- ePortfolio Studio
- ePortfolio Consultants
- Student Technology Mentors
- ePortfolio Scholars
- Student Showcases

Many Faculty Seminars
- Connected Learning
- Community 2.0
- ePortfolio in the Professions
- The Art of Advisement
- Re-Thinking the Capstone Experience

http://eportfolio.lagcc.cuny.edu/
Why Professional Development?

- Build awareness & engagement
- Learn how to use relevant technology
- Advance integrative ePortfolio pedagogy & practice to improve student learning
- Connect with holistic outcomes assessment
- Build the faculty/staff leadership team
- Support the scaling up process
- Nurture institutional culture that values ePortfolio and focuses on student learning
LaGuardia’s Center for Teaching & Learning

• Established in 2001
• Center for professional collaboration, reflection & exchange
• Interdisciplinary, faculty-led programs
• Year-long seminars & shorter mini-seminars
• Creative, effective pedagogy, using new media

http://www.lagcc.cuny.edu/ctl/
Guidelines for Effective Practice

• Respect Faculty Knowledge
• Focus on Classroom Practice
• Create Opportunities for Sustained Work
• Break Boundaries
• Create a Supportive Professional Community
• Have Good Food!
LaGuardia’s Center is committed to:

- Engage students in reflective, integrative, inquiry-based learning; and
- Engage faculty & staff participants in a reflective, integrative, and inquiry-based learning opportunities
- Strengthen faculty and staff as agents of programmatic and institutional change, advancing integrative structure & culture – becoming a learning college
Connected Learning Seminar

- Year-long interdisciplinary seminar -- exploring pedagogical literature, new concepts & practices
- Classroom-based inquiry into practice; developing & testing Integrative Social Pedagogy for ePortfolio
- Collective & individual reflection to make meaning from classroom experience
- Consolidation & Integration by documenting & showcasing innovations, taking on leadership roles
7 Practical Tips for Integration & Impact

1. Pedagogy Guides Technology: Purpose & process
2. Engage the Whole Student (Academics, Co-Curriculars, Life experience, Identity-formation)
3. Faculty Development as Classroom Inquiry
4. Student Support: Peer Mentoring ---> Peer Learning
5. Link up w/ Outcomes Assessment – It helps!
6. The “e” in ePortfolio – what does technology add?
7. Prepare for College-Wide Change
Thank You!

http://www.lagcc.cuny.edu/connections/


Thank You

http://www.lagcc.cuny.edu/connections/

Making Connections Highlights

Making Connections: Opening up Dialogues

"...the multiplicity of views and judgments about the nature, structure, functions and value of ePortfolios...the number and variety of experiences provided enough information to make informed decisions [were helpful]"

-Making Connections Participant-
How could an ePortfolio support Integrative Learning?

What would it look like? What features would it include?
ePortfolio as an Integrative Social Pedagogy

ENGAGED, REFLECTIVE LEARNER

- Student
- Academic Curriculum
- Faculty & Staff
- Across Disciplines
- Across Semesters
- External Audiences
- Lived Curriculum
A Learning College
LaGuardia Center for Teaching & Learning

- Carnegie Seminar
- Connected Learning Seminar
- Art of Advisement Seminar
- Assessment Mini-Grants
- New Faculty Colloquium
- Capstone Fellows
- Online Learning Communities
- Faculty Scholars Publication
- Critical Thinking across the Curriculum
- Teaching the City Seminar
- In Transit
- Strengthening Core Learning
- Art of Advisement Seminar
- Capstone Fellows
- Online Learning Communities
- Faculty Scholars Publication
- Critical Thinking across the Curriculum
- Teaching the City Seminar
- In Transit
- Strengthening Core Learning
The Project as a High Impact Practice

• Common Intellectual Experience
• Cornerstone Course
• Global/Diversity Learning
• Service Learning
• Virtual Learning Community
Think, Learn and Understand

“In the beginning I thought ‘wow’ this is hard. Then as one step led to another I saw it was easy. This project made me see I can do more than I think.”

Student #7
EN101 - Darcy

While doing this project, I considered how I think, learn and understand information.

<table>
<thead>
<tr>
<th></th>
<th>Survey #1</th>
<th>Survey #3</th>
<th>Difference</th>
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<tbody>
<tr>
<td>Never</td>
<td>0.9%</td>
<td>2.2%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Not Often</td>
<td>3.5%</td>
<td>1.1%</td>
<td>-2.4%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>26.1%</td>
<td>16.5%</td>
<td>-9.6%</td>
</tr>
<tr>
<td>Often</td>
<td>39.6%</td>
<td>50.5%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Always</td>
<td>30.0%</td>
<td>39.7%</td>
<td>9.7%</td>
</tr>
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</table>
9,325 Students Enrolled in ePortfolio Classes, 2008/9

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
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<tbody>
<tr>
<td>2003-4</td>
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</tr>
<tr>
<td>2008-9</td>
<td>9,325</td>
</tr>
</tbody>
</table>
About Us

Electronic Portfolio Initiatives at Virginia Tech facilitates the use of electronic portfolios throughout the university. The ePortfolio project is an effort at improving education, learning assessment, and student engagement by using collaborative online tools that take advantage of the latest technology. ePortfolios offer ways to showcase individual skills, student learning, and professional development.

The ePortfolio project is being coordinated by a team in Learning Technologies. These pages introduce you to the efforts of this team, as well as some reasons you may want to consider ePortfolio to improve your teaching and learning.

ePortfolio Philosophy

Portfolios have been used for decades in education as a tool for sharing and reflecting. ePortfolios re-enliven that process by adding to the mix the digital technologies that allow for multi-media presentations and easier (and vaster) data collection.

These pages are an overview of "Folio

Contact Us

Click here to find out more about the ePortfolio team, including

- who we are
- how to get in touch with us, and
- what we can do for you!
The Evolution of Student ePortfolios

Limited course-focused ePortfolios in a single set of courses in learning communities that set a context for basic skills learning or for initial, college-level work.

Mature, capstone ePortfolios that contextualize learning in a major, connect courses and personal interests, and integrate learning across the curriculum.
A First Course Experience: Becomes a Basic ePortfolio

My First Semester ePortfolio / Classes & Projects

CIS-100 Electronic Voting Image

CIS-100 Memo #1 _Electronic Voting
Click to view

SSS-100 Female Circumcision Image

SSS-100 Report #1 _ "Views on Female Circumcision"
Click to view

SSS-100 Karl Marx Image
Becomes a Multi-Semester Record of Student Learning, Artifacts & Reflections

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Semester</th>
<th>Professor</th>
<th>Assignments</th>
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<tr>
<td>CIS 100</td>
<td>Introduction to Computers</td>
<td>Spring II, 2008</td>
<td>Dr. Avis O Anderson</td>
<td>Click to view</td>
</tr>
<tr>
<td>HUP 102</td>
<td>Critical Thinking</td>
<td>Spring I, 2008</td>
<td>David Watson</td>
<td>Click to view</td>
</tr>
<tr>
<td>ENG 101</td>
<td>Composition I</td>
<td>Spring I, 2008</td>
<td>Jennifer Kwon Dobbs</td>
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</tr>
<tr>
<td>MAT 120</td>
<td>Elementary Statistics</td>
<td>Fall I, 2008</td>
<td>Dr. Prabha Betna</td>
<td>Click to view</td>
</tr>
<tr>
<td>AMA 130</td>
<td>Accounting Applications for the Microcomputer</td>
<td>Fall I, 2008</td>
<td>Vivini Bockal</td>
<td>Click to view</td>
</tr>
<tr>
<td>CEP 121</td>
<td>Fundamentals of Professional Advancement</td>
<td>Fall I, 2009</td>
<td>Marie Sacino</td>
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</tr>
<tr>
<td>REG 001</td>
<td>Studio Hour</td>
<td>Fall I, 2009</td>
<td>Deanna Castano</td>
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<td>Spring I, 2009</td>
<td>Linda Iannuzo</td>
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<td>Spring I, 2009</td>
<td>Dr. Silva</td>
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<td>BTN 195</td>
<td>Profile and Prospects of Business in New York City</td>
<td>Fall I, 2009</td>
<td>W. Val Ginter</td>
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</tr>
<tr>
<td>MAT 115</td>
<td>College Algebra and Trigonometry</td>
<td>Fall I, 2009</td>
<td>Rudy Meangru</td>
<td>Click to view</td>
</tr>
</tbody>
</table>
I recently completed my two internships in the same school, P.S. 51 The Elias Howe School, which is located in the Clinton (Hell's Kitchen) neighborhood of Manhattan, exactly on 45th Street between 10th and 11th Avenues. The school I was interning in is dedicated to meeting the needs of the diverse and rich multicultural student population. It's a community of learners where all children are encouraged to celebrate their diversity and achieve academic and social success. The curriculum from pre-kindergarten to fifth grade is interdisciplinary with an emphasis on literacy. Since the students are all learners and subject to various learning styles, the curriculum and teaching styles of the staff are adapted to meet all modes of learning.

The school has a long-standing tradition of excellence. The continuing goal is to provide students with a rich, rigorous learning environment based on the New York State Learning Standards. The school strives to provide a learning environment that encourages children to embrace learning and to attain the skills and strengths necessary to become life-long learners.
Educational Goals

Immediate Goals
In the Fall semester of 2009, I will be transferring to Polytechnic Institute of NYU. As I finish my two remaining years, I hope to get an internship at an engineering company as well as retain my job as a research assistant in LaGuardia Youth Center for Engineering Excellence. To get the full benefit of the large University, I will try to work on a research project in my field at one of their research labs. In addition, I will try to get a position as a Teacher's Assistant to drive myself towards future success.

Doctoral Pursuits
After completing my Bachelor's degree, I will continue my studies and hopefully get my PhD in Civil Engineering with an emphasis on environmental studies. I plan on doing this through pure hard work. With my PhD, I plan on working in the Engineering field for a few years then return to the education field and start my career as a college professor.

The image that is seen above is one that I will see many more times in the future. It is one of a blueprint for a beautiful house being approved and passed. Similarly, all of my dreams will be approved and passed by the powers that be. I will push myself to my maximum potential and achieve all my goals.
My educational philosophy essentially revolves around the fact that students in a classroom have individual minds that are stimulated and intrigued by knowledge. This goes for every student, no matter the difference within the individual. I hold that in order for students to learn and be engaged in any lesson, they must feel that the knowledge is important to them in some way. This is preferable when a student feels that the knowledge they would acquire in my class would allow them to better understand themselves and the world around them. In this sense, I believe that any student and every student should be taught in very different ways depending on their interests and personalities. In order to differentiate lessons so that they appeal to such a diverse student body, I believe that educators should practice good questioning techniques with their students. These questions should facilitate the students to think about themselves, their lives and how the lesson pertains to the world around them. Flexible lessons that leave much room for open debates, conversation, and other educational dialogue is essential in teaching children, especially adolescents.
Talk with someone near you (not from your campus):

- What aspect of the Integrative ePortfolio most interests you?
- What do you want to know more about?
- Who on your campus would like to hear about this approach to ePortfolio?
Core Competency Assessment Cycle

Faculty Development
Faculty design assignments addressing competencies in specific courses.

Classroom Implementation
Faculty test new competency-focused assignments w. students.

Gathering Evidence
Students deposit work that demonstrates learning in ePortfolio.

Assessment of Student Work
Faculty review student work against rubrics.

Analysis & Recommendation
Faculty analyze data, identify needs and recommend changes in curriculum & pedagogy.

Designing Change
Programs use CTL mini-grants to design change processes.
The Assessment Process

- In each 5-year Periodic Program Review, faculty review a sampling of student work in the ePortfolio Assessment Database.
- Student work (from ePortfolios) is assessed using faculty-developed rubrics for each competency.
- Other artifacts/measures may be assessed as determined by a program.
- Benchmark Assessment readings assess student work in core competencies across programs (not just within programs).
Connected Learning

Integrative Pedagogy: Guiding & Prompting Reflection

Student Work & Reflection: Actively Making Connections

Intentionally Integrative Curriculum Design, by Departments & Majors

Integrative Institutional Structures: Curricular, Co-Curricular, Assessment, Faculty Development
ePortfolio as an Integrative Social Pedagogy

ENGAGED, REFLECTIVE LEARNER

- Student
- Student
- Academic Curriculum
- Faculty & Staff
- Across Disciplines
- Across Semesters
- External Audiences
- Lived Curriculum
• Student Assessment:
  – Program-enrolled capstone students (n=170)
    • 99% - successfully used the ePortfolio to demonstrate achievement of program outcomes.
    • 99% - successfully used ePortfolio to demonstrate achievement of general education outcomes.
Integrative ePortfolios

- Career & Credential ePortfolios
- Learning ePortfolios
- Assessment ePortfolios

Current ePortfolio Typologies
The Making Connections National Resource Center supports systematic exchange across higher education, engaging creative educators on issues of inquiry, reflection, and integrative learning.

http://www.laguardia.edu/connections/
“Looking back throughout the semester I think I have made some progress when writing my essays. There are two things I think have improved on the most. One was finding the deeper meaning. This has always been an issue for me ever since I was in high school. ..The second improvement I have been making is simplifying my writing. In the beginning you kept telling me to shorten my sentences because they were too wordy. Therefore I have learned to make my point without having to use a lot wording in my sentences.”
Success Rates - Spring/Fall 2010

- ENG*065:
  - non-ePort: 63.90% (n=422)
  - ePort: 66.85% (n=422)

- ENG*075:
  - non-ePort: 61.27% (n=582)
  - ePort: 65.38% (n=582)

- ENG*093:
  - non-ePort: 58.58% (n=366)
  - ePort: 61.22% (n=366)
Fall 2010 to Spring 2011 Developmental English Sections

- ePortfolio Sections: 78.1%
- Non-ePortfolio Sections: 72.3%

3/18/2013
### Retention Rates – Spring 2010 to Fall 2010

<table>
<thead>
<tr>
<th>No ePortfolio courses</th>
<th>1 ePortfolio course</th>
<th>2 ePortfolio courses</th>
<th>3 ePortfolio courses</th>
<th>4 ePortfolio courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
<td>52.70%</td>
<td>60.90%</td>
<td>66.20%</td>
<td>71.40%</td>
</tr>
</tbody>
</table>
This project had us analyze sample data for prerequisite and first exam test scores. We had to graph histograms and scatterplots, retrieve figures from regression and correlation analysis, and draw conclusions based on that information about the relationship between prerequisite and actual exam scores. There was a very even combination of math and logic required to meet the class requirements.

When you are solving real-world problems, you need to be able to go beyond the fundamentals of mathematics. Quantitative reasoning is mastering the context and realistic applications of these theories and applying them to solve complex problems. These skills can be used to analyze risk, performance, and trends in business or any position that deals with a lot of data.
Advisory Board Surveys

Students successfully demonstrated achievement of selected program abilities
Students successfully demonstrated achievement of selected general education...

ePortfolio is an effective tool to demonstrate student learning
(ePortfolio is an effective tool for students to showcase their work to potential employers or four-...

(n=25)
Capstone Student Survey Results - 2010, 2011

- ePortfolio is a good way to showcase achievements/growth: 86%
- ePortfolio will be a valuable tool for transfer/job opportunities: 83%
- Understand how classes relate to their major: 99%
- Understand how classes fit together: 95%
- Use accumulated knowledge in current coursework: 96%
- See meaningful connections between coursework and real-…: 97%

(n=79)
Welcome! My name is Louise Margaret Tomas. I was born in Manila, Philippines; I grew up in Albany, Georgia but I currently live in New York City, New York. As you view my E-Portfolio; I hope you will see how much I have grown academically as I pursued my dream of becoming a Registered Nurse.

I am currently a fourth semester Registered Nursing student at LaGuardia Community College. Thus far I like LaGuardia Community College, the diverseness of the student population is wonderful. I have had the opportunity to meet many different people from different backgrounds, and I am proud to say that each person has enlightened me and made me more aware of the wonderful world around us. Also, because of the many cultures I have encountered in the student population; I feel I can be culturally sensitive to the patients that I will tend to.

I have a passion for nursing; I see it as not only caring for the community at large when they are sick or critically ill; but holistically caring for the community through preventative teaching, by being supportive, working in conjunction within an inter-disciplinary medical team; which will in the end provides world class care to patients and their families.

In my last semester of Nursing; I have the privilege to be the Nursing Club President for the Spring 2009 semester. As president I hope to engage fellow nursing students to attend by offering workshops such as "How to write a proper nurses’ note" workshop. I also hope to gain leadership skills that are beneficial in regards to delegating assignments when I am a Registered Nurse.
A Learning Faculty

- Outcomes Assessment via Periodic Program Reviews
- Nuanced assessment: Real student work and faculty-developed rubrics
- Measure growth over time, across disciplines
What Should LaGuardia Students Know & Be Able to Do?

- **Core Competencies: General Education**
  - Critical Literacy (Reading, Writing, Critical Thinking)
  - Quantitative Reasoning
  - Oral Communication
  - Information and Research Literacy
  - Technological Literacy

- **Programmatic Competencies**
  - Defined by programs and majors
  - As appropriate, defined by outside accrediting bodies
<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Baseline</th>
<th>ELL 101</th>
<th>ELS 200</th>
<th>ELS 201</th>
<th>ELS 204</th>
<th>ELS 210</th>
<th>ELN 120 (Urban Studies)</th>
<th>ELN 101 (Urban Studies)</th>
<th>CPB 011</th>
<th>ELE 203 (Capstone)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Literacy (Writing Intensive)¹</td>
<td>ENG099/ENG 101/ESL</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Quantitative Reasoning²</td>
<td>MAT096</td>
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<td>X</td>
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<td>Oral Communication³</td>
<td>CPA 011</td>
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<tr>
<td>Research and Information Literacy</td>
<td>ENG101</td>
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<tr>
<td>Technological Literacy</td>
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</tbody>
</table>

*Students select one course

¹Two courses to deposit in ePortfolio assessment area: Urban Studies and one to be selected in the discipline (both are WI courses)
²Two courses to deposit in ePortfolio assessment area: MAT096 and one to be selected in the discipline (May be done as part of Research & Information Literacy competency)
³Two courses to deposit in ePortfolio assessment area: CEP121 and one to be selected in the discipline (if CEP 121 not required, select two in discipline)