

Portfolio 2.0?

A novel role for portfolios in assessment and accreditation

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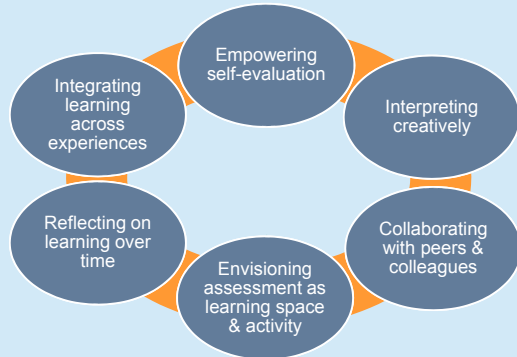
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Folio thinking / Faculty development



Chen, H.L. (2004, January). *Supporting individual folio learning: Folio thinking in practice*. Poster presented at the NLI Annual Meeting, San Diego, California.
Lombardi, J. (2008). To portfolio or not to portfolio: Helpful or hyped? *College Teaching* 56 (1), 7-10.

Format and structure, pt. 1

PebblePad Learning Space:
pebblepad.co.uk

- ★ Intuitive: Simple and conversational
- ★ Iterative: Builds on prior experience and learning
- ★ Reflective: Emphasizes interpretation and informed use of assessment findings among faculty
- ★ Structures and stimulates best practices in assessment



Open the workbook by scanning the QR code or opening the following URL:

bit.ly/Duke_Demo1

Format and structure, pt. 2

Start here

Background

Indicate your learning outcomes

Student Learning Outcome 1

Student Learning Outcome 2

Student Learning Outcome 3

Student Learning Outcome 4

Program Objectives

Notes and other documents

Additional materials

Required: Please indicate your FIRST Student Learning Outcome (SLO) for 2018-19. Consider copying and pasting from page 1 of this workbook.

Our students know or are able to...

Why select this outcome for study and reflection?
Our faculty chose to prioritize this outcome in 2018-19 because...

To which categories of skill, competency, disposition, or behavior would you attribute this outcome? Please select the 2-4 most-relevant categories.

Civic engagement Collaboration Creativity

Critical thinking Ethical reasoning Foundations for lifelong learning

Global learning or cross-cultural engagement Information literacy Integrative learning

Oral communication Problem-solving Quantitative reasoning

Reading and text analysis Research, inquiry, and analysis Written communication

Visual analysis Content knowledge Engaging difference

DIRECT measures for SLO number 1

If you utilized multiple direct measures to measure this SLO, please separate them into multiple rows. The table can accommodate as many rows as you need.

Clarification of the difference between Direct and Indirect measures (i.e., sources of evidence) is located [here](#).

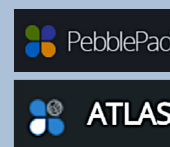
We selected the following measure(s) to collect evidence of students learning...	We set the following targets for each of our direct measures. These targets are what we expect to see from the direct measure described as left...	When evidence was collected via this direct measure, we found the following...	Did we meet this target for this measure? (Yes / No)
Enter text...	Enter text...	Enter text...	Enter text...
Enter text...	Enter text...	Enter text...	Enter text...

Looking ahead...

This is where you and your colleagues articulate a plan to address the findings listed above. Remember that we still looking only at SLO number 1.

Please separate your next steps into discrete tasks. The table can accommodate as many rows as you need.

What we plan to do in response to the findings from our study of SLO number 1...	This activity or adjustment is appropriate in light of this evidence because...
Enter text...	Enter text...
Enter text...	Enter text...



Process of evaluation and feedback

Review begins in June, completed by August 1

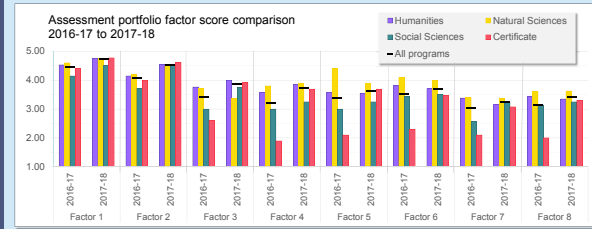
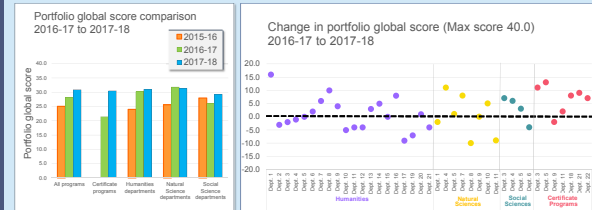
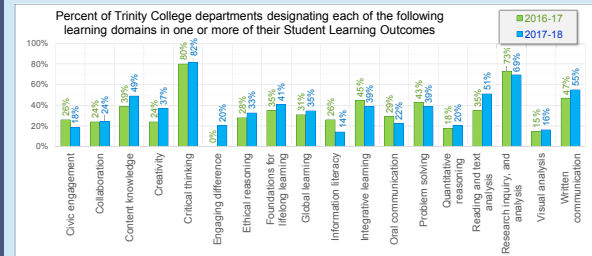
Portfolios scored across 8 factors. Factor-scores and global scores averaged and tracked over time.

Written feedback delivered within the portfolio and released prior to regular fall assessment consultation meetings.

	Not sufficient		Can be improved	Satisfactory (Meets expectations)	
	1 pt	2 pts	3 pts	4 pts	5 pts
Factor 1: The department clearly identifies its mission & goals.					
Factor 2: The department clearly identifies specific learning objectives/ outcomes.					
Factor 3: The department clearly identifies measures, instruments, and indicators.					
Factor 4: The department clearly identifies the methods and standards used to judge the quality of learning products and indicators. For example, rubrics used to evaluate written work are described.					
Factor 5: Achievement targets are clearly identified					
Factor 6: Findings are discussed in the assessment report; the report indicates if targets have been met.					
Factor 7: Findings are shared and discussed with faculty members in the department for purposes of future target setting and action planning; faculty members engage in meaningful discussion about the assessment.					
Factor 8: The department takes specific actions (based on findings) to strengthen undergraduate education. The department sets clear future targets.					

Faculty-developed rubric
5 point scale
8 factors (40 pt max)

Select findings



Coming up



Continue workshops & showcases, based on needs-assessments. 2017-18 schedule here: bit.ly/Duke_Demo2

Simplify knowledge & document transfer during faculty-liaison transitions. Maintain and extend individual consultations with program officers.

Integrate portfolios and evidence-based practice into our SACSCOC decennial reaffirmation.

Continue collaborating with Pebble Learning to enhance Atlas reporting functions.