STEP-BY-STEP GUIDE TO IMPLEMENT AN EPORTFOLIO PROGRAM

1

Determine if the ePortfolio will be used for program-level assessment.

If yes, create an ePortfolio program assessment plan that includes:

• A program rubric based on the program’s outcomes;
• A schedule of when the portfolios will be assessed (usually twice);
• A list of who will be responsible for the portfolio reviews;
• Assessment logistics that address:
  o How rubric scores (and feedback) will be collected;
  o How data will be compiled;
  o How results will be disseminated to students, faculty, advisors, directors, etc.
• An instructional plan that ensures students will know how to:
  o Create rhetorical arguments using their artifacts as evidence that they have met the program learning outcomes;
  o Work with the chosen e-portfolio platform.

✓ CDLI can help program directors create an ePortfolio assessment plan and rubric.

2

Select an e-Portfolio platform. Consider the following characteristics:

• Student ownership/portability
• Privacy controls/ability to share
• Stability of company/platform
• Ease of use for students
• Ease of use for faculty and administrators
• Ability to categorize artifacts
• Administrative reporting requirements
• Cost

✓ CDLI can consult regarding pros/cons of various platforms; department owns any vendor contracts, financial responsibilities and technical support.

3

Appoint a department/college ePortfolio coordinator whose responsibilities include interfacing with the platform vendor and coordinating:

• Trainings for faculty and students;
• Technical support for faculty and students if the vendor does not provide it;
• Assessment review schedule;
• Distribution of review results to students and administrators;
• Sharing of assignments amongst faculty to avoid gaps and redundancies.

❖ **CDLI can work closely with the coordinator to develop training and help guides.**

4

**Design assignments that students can use as evidence.**
• It is important to ensure that there are a sufficient number of assignments to choose from as students compile their evidence for meeting program outcomes. It is also important to avoid gaps and redundancies.
• Assignment rubrics should incorporate applicable elements from the program rubric.
• To avoid gaps and redundancies, faculty should share assignments with each other.

❖ **CDLI can facilitate faculty assignment design workshops.**

5

**Implement platform.**
• Set up system to meet program requirements.
• Schedule and conduct faculty training.
• Provide ongoing technical support for faculty and students.

❖ **CDLI provides assistance integrating platform with Canvas if applicable.**

6

**Communicate the ePortfolio process to the students.**
• Explain why an ePortfolio is useful.
• Inform students when and how portfolios will be evaluated (share schedule and rubric).
• Show students how to create compelling arguments using artifacts of their work and experience.
• Instruct them how to submit work to their ePortfolios.

❖ **CDLI can provide instructional resources for department coordinator to use.**