SEATTLE UNIVERSITY | INSTRUCTIONAL DESIGN STUDIO

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:
    - How rubric scores (and feedback) will be collected
    - How data will be complied
    - How results will be disseminated to students, faculty, advisors, directors, etc.
- An instructional plan that ensures students will know how to:
    - Create rhetorical arguments using their artifacts as evidence that they have met the program learning outcomes
    - Work with the chosen e- portfolio platform.

❖ IDS can help program directors create an e Portfolio 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

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

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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.

❖ IDS 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.

❖ IDS 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.

❖ IDS provides assistance integrating platform with Canvas if applicable.

6

Communicate the ePortfolio process to the students.

- Explain why an e Portfolio 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.

❖ IDS can provide instructional resources for department coordinator to use.