“OH, NOW I GET IT!”: EPORTFOLIO ASSESSMENT AS AN ON-GOING HIGH IMPACT PROFESSIONAL DEVELOPMENT PRACTICE

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Lanah Stafford
Alison Lietzenmayer

Old Dominion University

Access this presentation at bit.ly/VAGHIPassess
RECOGNIZING THAT ASSESSMENT CAN BE A HIGH IMPACT PRACTICE FOR FACULTY

Intentionally designing assessment experiences with HIP criteria in mind can foster a faculty-supported assessment culture

Let’s start with an example!
Hello!

I am Megan Mize

I am the Associate Director for ePortfolios and Digital Initiatives in Old Dominion University’s Center for High Impact Practices (CHIP)

You can find me at:
@ODUePortfolio or @merryquinn
https://fs.wp.odu.edu/mmize/
ePortfolio Initiative
Assessing Impact of eP Workshops

**WHY**

Observe, if possible, ways in which eP workshops have impacted assignment/course design.
Analyze if student ePs demonstrate Integrative Learning principles
Determine trends in student ePs & faculty assignment design to inform future professional development efforts.

**HOW**

Select a sample of student ePortfolios from faculty workshop participants.
Train faculty to review ePs by applying the AAC&U-developed rubric for Integrative Learning.
UNINTENDED RESULTS

- Improved Understanding of Integrative Learning Outcomes
- Emergent Strategies for Improving Assignment Design
- Buy-in to Assessment

Except that those who reported learning these lessons were the *raters*. 
Learning is both an active and reflective process. Though we learn by doing, constructing, building, talking, and writing, we also learn by thinking about events, activities, and experiences.

Bret Eynon, L M. Gambino, and Judit Torok
Faculty-Centered High Impact Practices

If we know that students learn by applying and reflecting, then the same is true for faculty as learners. Assessment is one practice that can foster such reflection.
THE ASSESSMENT SUMMIT MODEL

Or, how do we actually DO* this?

*Special “Thank you!” to ODU’s Office of Institutional Effectiveness and Assessment
Hello!

I am Lanah Stafford

I am the Director of Planning and Project Management in Old Dominion University’s Center for High Impact Practices (CHIP)

I don’t have a website...yet
The Overview

Over a two week period, trained and calibrated faculty raters independently and asynchronously review and score selected student ePortfolios.
Why this model?

**COMBAT RATER FATIGUE**

Calibration takes time - typically, around 3 hours

Rating takes time - raters need to fully explore the ePortfolio to look for evidence of student learning

**EXPAND POOL OF RATERS**

Faculty don’t need to commit to 2-3 days of work

Beyond the required calibration, midpoint check-in (1-2 hours), and debrief (1-2 hours), raters can work on their own time
So let’s break it down:

1. Raters are convened for training and calibration
2. Pre-selected ePs are independently reviewed and scored within the first 3 days
3. Raters are reconvened to review interrater reliability and discuss experiences
4. Remaining ePs are independently reviewed and scored
5. Raters are convened a final time to discuss experiences and findings
MINI ASSESSMENT SUMMIT

Try it out for yourself!

- Break into groups
- Briefly review and discuss the rubric (2-3 minutes)
- Independently review and score the ePortfolio assigned to your group (5 minutes)
- Share your scores (1 minute)
- Discuss your experiences and findings (5-6 minutes)
MINI ASSESSMENT SUMMIT

ePortfolio Samples

1. bit.ly/amberep
2. bit.ly/sarahep
3. bit.ly/mmleaderep
4. bit.ly/roybernardep
5. bit.ly/Jamieep

More available at

- bit.ly/ePshowcase
THE FACULTY EXPERIENCE

Communication ePortfolio Initiative
Department of Communication & Theatre Arts
Old Dominion University
www.commeportfolioodu.org
Hello!

I am Alison Lietzenmayer

I am a Senior Lecturer for the Department of Communication & Theatre Arts at ODU, and the COMM eP Instructional Coordinator.

Say what’s up!

alietzen@odu.edu

http://amclietz.wixsite.com/awml
Faculty says what?

- Experience with eP Summits
- Experience with assessment/ePs at Department Level
- Impact of Participation as Rater and as Facilitator
EXPERIENCE WITH EP SUMMITS

2012
QEP: Quality Enhancement Plan
Improving Disciplinary Writing
Summer session

2013-2014
Received QEP Action Grant for
the COMM ePortfolio Initiative
--Design & launch

2014-2016
Developed the COMM
ePortfolio

2017
Rater Summit Participant with
C.H.I.P.

2017
Began research participation
with C.H.I.P at AAEBL
Association for Authentic,
Experiential, and Evidence-Based
Learning

2017
Beyond eP3 Participant

2017
Multimodal Tech Workshop
Participant

Department of Communication
& Theatre Arts
Developing Professional Identities through ePortfolios: Reports from Early Implementation Across a Communication Department
Alison M. Lietzenmayer & Gary A. Beck, Ph.D.
Old Dominion University

ABSTRACT
Creating ePortfolios present viable means for college students to develop their emerging professionalism in an online format, while curating writing samples and group projects from coursework. To address this opportunity, an “ePortfolio” initiative was developed that could be retrofitted onto any existing course in a Communication Curriculum. This 5-stage process (i.e., Create/Curate, Problem Posing, Problem Solving, Peer Persuasion, and Reflection) mimics the creative and critical thinking skills sought after by modern employers.

CONCEPTUALIZATION
• When during an undergraduate curriculum is it most effective to introduce this type of high-impact initiative?
• What effect does an ePortfolio intervention have on perceptions of efficacy transitioning from higher education to the workforce?
• What project constructs are integral for both professor/instructor buy-in and success within a curriculum?

IMPLEMENTATION
• Targeting potential ePortfolio courses across a Communication curriculum
• Designing flexible guidelines for successfully incorporating a student-centric, faculty-driven ePortfolio initiative
• Building a community of practice that partners with resources across campus.

HIGHLIGHTING STUDENTS

CURRICULUM DEVELOPMENT

<table>
<thead>
<tr>
<th>Course</th>
<th>Adopted</th>
<th>Foundation/Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>302</td>
<td>FA 14</td>
<td>Foundation/Core</td>
</tr>
<tr>
<td>305</td>
<td>FA 14</td>
<td>Foundation/Core</td>
</tr>
<tr>
<td>333</td>
<td>SP 15</td>
<td>Elective</td>
</tr>
<tr>
<td>351</td>
<td>SP 15</td>
<td>Elective</td>
</tr>
<tr>
<td>315W</td>
<td>FA 15</td>
<td>W. Elective</td>
</tr>
<tr>
<td>368</td>
<td>FA 15</td>
<td>Internship, Elective</td>
</tr>
<tr>
<td>401</td>
<td>FA 15</td>
<td>Elective</td>
</tr>
<tr>
<td>323</td>
<td>FA 16</td>
<td>Elective</td>
</tr>
<tr>
<td>2005</td>
<td>SP 17</td>
<td>Foundation/Core</td>
</tr>
<tr>
<td>314</td>
<td>FA 17</td>
<td>Elective</td>
</tr>
<tr>
<td>495</td>
<td>FA 17</td>
<td>Elective</td>
</tr>
</tbody>
</table>

ADDITIONAL INFORMATION
• https://www.commeportfoliodu.org
eP Adoption in COMM Courses
2013-present

10 faculty developers
9 additional adopters (FT & PT)
Assessment at the Department Level

- Currently our efforts have been largely internal, organized here as:
  - Micro (within classes, adoption = consistent application & alignment)
  - Macro (across classes, programmatic & more alignment)
Micro Assessment

- Assistance during prep & adoption from Instructional Coordinator

- Rubrics & samples provided for Part 1 (Create & Curate) & Part 5 (Reflection)
Micro Assessment

- Support faculty as content expert for additional ‘Parts’
- Instructor empowerment
- Focused on flexibility

**AFTER Rater Experience**

**Relation to AAC&U Rubric:**
- Connects to experience
- Connects to discipline
- Transfer
- Integrated Communication
- Reflection & Assessment
Macro Assessment

- Maintaining quality across multiple courses
  - Style, rigor, and showcase (WIX)

- Designing curation efforts
  - Creating v. overhaul
Departmental Faculty Development
Save the Date

Communication ePortfolio Faculty Workshop

Spring 2016
Friday, April 1st, 10am-3pm
Join us for a day of collaboration & learning!

Seats are limited, reserve yours today.

For more Information about the Communication ePortfolio project, please see: http://commonlinitraining.wik.com/commeportfoliodu
(Lunch is included, and participants will be compensated for their time.)

Contact alietzen@edu.edu for more details or to reserve your seat!

Photo Credit: http://blogs.uww.edu/instructional/files
Doing More

- Focus on inclusivity: inviting more input & instructor voice in COMM eP decisions

- Will support sustainability of program beyond curriculum direction, but ‘buy-in’ as well

- Research findings from pre-post tests
COMMUNICATION EPORTFOLIO

5th Year Connections & Reflections

DEPARTMENT OF COMMUNICATION & THEATRE ARTS
Impact of Participation as Rater and as Facilitator

- A-ha moment!
- Allows for better training of new eP adopters in the Department
- Improved personal course design materials
  - Directed improvements across full initiative
- New course ePs: [bit.ly/commepf18](bit.ly/commepf18)
Top 3 COMM ePortfolio
is awarded to
Kara Cotto
for outstanding performance on the
Communication ePortfolio
Spring 2018

Kara Cotto
B.S. Communications

Welcome, Here’s a little about me:

My name is Kara Cotto, and I am a senior year at Old Dominion University, graduating in May 2018. I grew up in Alexandria, VA located in the Washington D.C. metropolitan area. During my Fall 2017 semester I worked as a Communications Intern for the National...
Connecting Assessment to Ongoing Professional Development and an Existing Community of Practice
Designing Assessment with HIP Criteria

- High Expectations for Performance
- Diverse Experiences
- Interaction with Peers
- Constructive, Timely Feedback
- Investment of Time & Effort
- Structured Reflection
- Real-World Application
- Public Displays of Competence
Criteria 1: High Expectations for Performance

Calibration and Interrater Reliability
By devoting time and attention to ensuring that our raters share a common definition of the student learning outcomes and can apply the rubric to student ePortfolios in a consistent manner, the calibration process sets high expectation for the raters, while checks for interrater reliability provide a measure of accountability.
Criteria 2: Diversity of Experiences

Multidisciplinary artifacts and raters

- Our eP sample pool exposes the raters to a diversity of student experiences, disciplines, course design, so forth
- Our multidisciplinary faculty expose raters to a diversity of perspectives in how learning can be demonstrated
Criteria 3: Interaction with Peers about Substantive Matters

Calibration & Debrief Process

- During calibration, raters develop a shared interpretation of the student learning outcomes, thus discussing the value of the learning to be demonstrated in the student ePs.
- Debriefing fosters this interaction through reflection of eP strengths, weaknesses, and recommendations for improvement.
- Debriefing also typically leads to a discussion of instructional design and strategy, in which faculty, having been exposed to others’ efforts, come away with new ideas.
Criteria 4: Frequent, Timely, Constructive Feedback

Calibration, MidPoint Check-In, Debrief

- During calibration, raters share *how* and *why* of their individual scores, leading to an exchange of ideas and terminology.
- The midpoint check-in allows for recalibration and allows raters to give feedback on how they are rating based on what they have seen to that point.
- Debriefing on eP strengths, weaknesses, and recommendations for improvement allows raters to incorporate new strategies into their own course ePs and reflect on how assessment might inform their future efforts.
Criteria 5: Significant Investment of Time/ Effort over Extended Period

Community of Practice & Extended Assessment

- The two week rating period extends the time in which raters are interacting with eP and the rubric, and thus the student learning outcomes
- Drawing part of the raters from workshop participants also continues prior faculty development.
Criteria 6: Periodic, Structured Opportunities to Reflect and Integrate Learning

MidPoint Calibration, Debrief, Follow-Up

- During the summit, our raters are invited to consider assignment design.
- The raters are often also invited to present at faculty workshops, sharing both their instructional experiences and insight from the assessment.
Criteria 7: Opportunities to Discover Relevance through Real-World Application

Exploring/ Discussing Examples

- Modeling through both student ePortfolios
- Faculty assignment design
Criteria 8: Public Demonstrations of Competence

Highlighting Effective Samples and Teaching Practices

- Modeling through both student ePortfolios and faculty assignment design
- Raters present at
  - Internal Workshops
  - Regional and National Conferences
- Raters have shared their experiences/insight/results/designs in publications
Make Assessment HIP
Thank You!

Any Questions?

You can contact us at:
Megan Mize (mmize@odu.edu)
Lanah Stafford (lstaffor@odu.edu)
Alison Lietzenmayer (alietzen@odu.edu)
## Aligning HIP Criteria to Assessment Design

Below, we have shared the Eight Key Elements of High Impact Practices (HIP), as defined by AAC&U. We have loosely aligned these criteria with our own Assessment Summit design, to demonstrate how assessment can intentionally be designed as a HIP for faculty. Finally we offer a column for you to think through how your own assessment practices/strategies might connect to HIP principles.

<table>
<thead>
<tr>
<th>High Expectations for Performance</th>
<th>ODU eP Assessment Summit</th>
<th>Your Assessment Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calibration Process: community establishes a shared definition of terms and expectations for the raters</td>
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<table>
<thead>
<tr>
<th>Diverse Experiences</th>
<th>1. Multidisciplinary Examples</th>
<th>2. Diversity of faculty</th>
<th></th>
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</table>

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<thead>
<tr>
<th>Interaction with Faculty/Peers about Substantive Matters</th>
<th>1. Summit Calibration, Mid-Point Calibration &amp; Debrief</th>
<th>2. Connection to pre-existing community of practice and PD</th>
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</table>

<table>
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<tr>
<th>Frequent/ Timely/ Constructive Feedback</th>
<th>1. Summit Calibration, Mid-Point Calibration &amp; Debrief</th>
<th>2. Providing feedback to community of practice</th>
<th>3. Informing design of professional dev workshop</th>
<th></th>
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</thead>
</table>

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<thead>
<tr>
<th>Significant Investment of time/effort of extended period</th>
<th>1. Engages community of practice</th>
<th>2. Summit is two weeks</th>
<th>3. On-going Assessment (years)</th>
<th></th>
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</table>

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<th>Periodic, Structured Opportunities to Reflect and Integrate Learning</th>
<th>1. MidPoint Calibration, Debrief</th>
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<tr>
<th>Opportunities to Discover Relevance through Real-World Application</th>
<th>1. Exposure to Student ePortfolios</th>
<th>2. Exposure to Other Facultys’ Assignment Design</th>
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|-------------------------------------|--------------------------------------|--------------------------------------|------------------|-----------------------------------|---|
After participating in ePortfolio Rater Summits, our goal in re-evaluating assignments and our approach to designing course wide ePortfolios was to look for authentic and beneficial ways to encourage more connection with the AAC&U Integrative Learning Rubric. Below are a few samples of how we made our updates. *I also want to note that in our view not every assignment has to hit every mark of the Integrative Rubric.* We have found that our Part 4: Public Presentation naturally fits into the Integrated Communication goal of the rubric, in addition to the fact that this work is completed as an ePortfolio WIX page. Various classes may have more Connection to Experience and Connection to Discipline (COMM 368: Internship or COMM 495: Entrepreneurship & Public Relations) by default, and that is appropriate for students at that Junior/Senior level phase of their education.

**Pre-Rater eP samples vs. Post-Rater eP assignment samples**

   
   a. Includes proposing topic with brief rationale, finding two sources (one scholarly & one trade publication), reflection component, and two peer responses in Blackboard.
   
   b. **BEFORE**: Reflect—Thinking Beyond the Research—as you finish your research proposal, reflect on what you have learned from this assignment about your proposed topic so far (Reflection), and share any questions you have about the project (or your topic) at this stage.
   
   c. **AFTER Rater Experience**: Reflect—Thinking Beyond the Research—as you finish your research proposal write about the following: how this new knowledge found during the research proposal work relates to what we have studied in class so far, which COMM theories (studied in this class) relate to the topic (Connection to Discipline), how your proposed topic will relate to other problems in the same topic area (Transfer), and share any questions you have about the project (or your topic) at this stage.

2. **COMM 200S Human Communication, Part 5: Final Class Reflection**
   
   a. **Designed AFTER Rater experience**: Please respond to all of the questions below:
      
      i. Identify and explain what you like most about your ePortfolio.
      
      ii. How do you feel your ePortfolio represents your professional skills and writing abilities? Identifying the most challenging aspect of the ePortfolio during the semester. *(Self-Assessment & Reflection)*
      
      iii. What advice would you give to future students about this part of the ePortfolio? If you have completed an ePortfolio before in another COMM class, what have you learned from this experience that is new from previous ePortfolio work? *(Connection to Experience)*
      
      iv. In what ways can learning about Human Communication benefit how you will approach other projects, (or areas of study)? *(Transfer)*
      
      v. Is your view of Communication different than when you began the course? Why or why not? Which area of Communication is currently the most interesting to you (and why)? *(Connection to Discipline)*
3. **COMM 494 Service Learning Reflection Blogs** *(Designed fully to Connection to Experience and Connection to Discipline)*

   a. **Designed AFTER Rater experience:**
      i. Blog 1 (Due Feb. 6): An introduction to the organization. A synopsis of what the student has learned or absorbed in their first few weeks *(Self-Reflection)*, and a roadmap of what students hope to accomplish throughout the semester. *(Planning/preparing for Transfer)* While the future is unknown, this should contain more than banal generalities, i.e. evidence that a real connection has been made with the organization.
      ii. Blog 2 (Due Feb. 27): An analysis of the organization’s communication needs, and what students feel they can do to assist. This blog should incorporate both an understanding of communication research and needs assessment *(which we will discuss in class)* *(Connection to experience)* and robust connections to the principles of service-learning *(Connection to discipline)*, which will run as a thread throughout the semester.
      iii. Blog 3 (Due March 27): A progress report. By this time, students will have spent more than two months working with their partner organization. What have they accomplished? What is still on the to-do list? *(Self-Assessment & Reflection)*
      iv. Blog 4 (Due April 17): Wrapping up. Now that the semester is coming to an end, how have the students found the service-learning experience? *(Reflection)* What lessons will they take away from the experience that will help them in other areas of study or work? *(Transfer)*

4. **Programmatic updates:**
   a. After participating in the ePortfolio Rater Summit we updated our Curation efforts for the Part 1 Create/Curate component of the ePortfolio project.
   b. We also designed improvements to the resources for the actual ePortfolios and projects *(Integrated Communication).*

5. **Website areas of interest:**
   i. [https://www.commeportfolioodu.org/student-samples](https://www.commeportfolioodu.org/student-samples)
   ii. [https://www.commeportfolioodu.org/awards](https://www.commeportfolioodu.org/awards)
   iii. [https://www.commeportfolioodu.org/student-testimonials](https://www.commeportfolioodu.org/student-testimonials)