

## Centering on Student Learning

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### Background

- UNC system is investigating possibilities for system-wide assessment of written communication and critical thinking.
- Piloting both a standardized test and qualitative assessment using VALUE rubrics and eportfolios.
- UNCW is one of four campuses to receive a grant to pilot eportfolios.
- Our pilot proposed to investigate whether such a system-wide assessment can co-exist well with existing assessment efforts and continue to be used to enhance student learning.
- Our pilot group is made up of faculty from all colleges and schools, administrators and IT staff.

## Determining Platform Selection Criteria

- Gathered lists of features of eportfolio products
- Solicited faculty and staff input into the features most important to them.
- [https://www.surveymonkey.com/s/uncw\\_eportfoliosurvey](https://www.surveymonkey.com/s/uncw_eportfoliosurvey)
- Results

## Inviting Vendor Presentations

- Vendors having the features rated high in our survey and that were recommended by other universities were invited to campus.
  - Blackboard
  - Chalk & Wire
  - Digication
  - LiveText
  - SchoolChapters
  - Taskstream
- Sessions were recorded and open to faculty, staff, and students.

## Post Vendor Visit Survey

- All participants were asked to complete a survey after the presentation.
- <https://www.surveymonkey.com/s/eportfoliovendors>
- Results

## Ranking Survey

- After all visits, participants completed a ranking survey.
- Half of the respondents were students and half were faculty and staff.
- 83% selected Digication as the most preferred.

## Pilot Implementation

- Range of courses spans all colleges and schools and 200- to 400-level courses: professional writing, chemistry, nursing, recreational therapy, economics, early childhood education, educational leadership
- Range of experience instructors had with eportfolios: half reported using eportfolios more than 5 times; one reported using once; three reported never using before.
- Webinar training was conducted in August.
- Instructors had flexibility in how they chose to design and implement an eportfolio in their courses.

## Pilot Implementation Cont'd.

- Instructors placed different values on the use of eportfolios in their classes. In a post-implementation survey, faculty put emphasis on the following benefits of eportfolios:
  - Ability for students to present themselves to potential employers
  - Mutual benefit to students and institution (continual improvement)
  - Pedagogical potential of platform (incorporating intention, reflection, feedback)
- All reported creating sample eportfolios or utilizing peer mentors.
- Example portfolio
  - [https://uncw.digication.com/lindsey\\_walters\\_science\\_writing\\_portfolio/Bio/](https://uncw.digication.com/lindsey_walters_science_writing_portfolio/Bio/)

## Pilot Implementation Assessment Phase

- AAC&U Written Communication Rubric was used. It is also used in our current general education assessment practice.
- Eight scorers scored 92 eportfolios.
- Score results were very consistent with what we've been getting our current system, which utilizes single assignments drawn from representatively-selected courses.
- Time to score each eportfolio was more than for single assignment. This also had an impact on the number of artifacts (portfolios) that could be reasonably used in the norming stage.

## Conclusions

- For institution-level assessment, eportfolios are not as efficient as others means of authentic assessment.
- Therefore, active promotion of the use of eportfolios for course-level and program-level use for **enhancing student learning** should be part of such an adoption.