E-Portfolios: Using Campus Partnerships to Promote Student Learning and Career Development

Jill Lumsden, Ed.S., Janet Lenz, Ph.D., Candace Ford, B.B.A., & Robert Reardon, Ph.D.

April 2, 2007
Presentation Overview

- Overview of e-portfolio initiatives
- Background/history of Career Portfolio
- Career Portfolio demonstration
- Integrating e-portfolios into the campus community
- Research & evaluation of e-portfolios
- Group discussion
- Questions/answers
Overview of e-Portfolio Initiatives

• Variety of e-portfolio initiatives in higher education
• Inter/National Coalition for Electronic Portfolio Research (I/NCEPR)
The Setting

• Division I Research University
• 40,000 students enrolled in 16 different colleges
• Three largest colleges
  – Arts & Sciences
  – Business
  – Social Sciences
Background & Career Portfolio History

- President’s Initiative
- Internal & External Proposals
- OPS Funding for Staff Position
- Career Center Portfolio Task Force Established
- Prototype Developed
- Expanded University Support, AIS Web Designer Joined Task Force
- Live Testing with Selected Groups & Continued Development

Timeline:
- Fall 1997
- 1998 - 1999
- June 1999
- July 1999
- December 1999
- 2000
- 2001-2002
- April 26, 2002

Key Events:
- Start of Research & Development
- Dedicated Staff Position
- Prototype Testing Begins
- AIS Project Team Established & Technical Infrastructure Development Begins
- Career Portfolio Launch

NASPA/ACPA 2007 Joint Meeting, Orlando, FL
Program Goals

Comprehensive, high-visibility system to:

• Help students connect learning opportunities with employer needs
• Help students integrate curricular and co-curricular experiences
• Promote student learning, career preparation, and employment
• Positively support student recruitment and retention
Student Learning Outcomes

- Develop strategic planning skills
- Understand the importance of identifying and developing career/life skills
- Identify learning opportunities that foster career/life skills
- Integrate learning experiences
- Effectively communicate skills to others
Career Portfolio Usage

- Student Users: 47,717*
- Female: 26,407
- Male: 21,310

*New Users from April 26, 2002 through March 25, 2007
### Career Portfolio Usage by Classification*

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<tr>
<th>Classification</th>
<th>Usage</th>
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<td>Freshmen</td>
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*Includes students up to 5 years after graduation
Demonstration

http://portfolio.fsu.edu
Sandy Seminole's Main Menu

To change your name or email, visit My Settings

Explore the Build, Manage and Learn areas to plan and develop your Career Portfolio.

Build

Skills Matrix | Profile | Resume / CV | References | Artifacts & Examples

Manage

Step 1. Select Portfolio:
- My First Portfolio
- Employer

Step 2. Customize Portfolio

Step 3. View Portfolio

Step 4. Provide Access to Your Portfolio
- Create Access Keys
- Send Portfolio
- View Access Details
### Manage

**Step 1.** Select Portfolio:
- My First Portfolio
- Employer

**Step 2.** Customize Portfolio

**Step 3.** View Portfolio

**Step 4.** Provide Access to Your Portfolio
- Create Access Keys
- Send Portfolio
- View Access Details

### Learn

- View Tips Sheet
- Career/Life Skills Tour
- Experiences Tour
- View a list of all Tours

- Find Opportunities to Gain Skills
- View Sample Portfolios
- Career Center Workshops & Events
- Career Center Location & Hours
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<th>Skills</th>
<th>Jobs / Internships</th>
<th>Courses</th>
<th>Service / Volunteer Work</th>
<th>Memberships / Activities</th>
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**Add Your Own Skills**
Kelly Alvarez

Welcome
Welcome. Thank you for taking the time to view my portfolio. In the pages ahead, you'll learn more about my goals, skills and experiences. This site also includes examples of my work. Please feel free to look around. If you have any questions about the material you see here, you may refer to the email link at the bottom of the page to contact me. Thank you for your time.

Objective
To obtain a position in an in-house communication/marketing department within a hospital while utilizing my Hispanic Marketing, public relations and event planning skills.

Education
- Florida State University, Tallahassee, FL
- M.A. Integrated Marketing Communication
- Emphasis in Hispanic Marketing
- GPA: 3.60
- Florida State University, Tallahassee, FL
- B.A. Communication and Spanish
- GPA: 3.8

Qualifications
- Excellent oral communication skills
- Knowledge of Hispanic Market
- Experience with public relations, advertising, marketing
Crystal Swain-Bates' Resume

Requirements: Microsoft Internet Explorer is required to view this resume.

CRYSTAL H. SWAIN-BATES
2915 Shame Rd, #5236, Tallahassee, FL 32312
Tel: 606-309-5252  email: csbates@fsu.edu

EDUCATION
August 2006-Present  Florida State University Tallahassee, FL
M.A Candidate, International Affairs
August 2000-August 2003  Florida State University Tallahassee, FL
B.A., International Affairs

SECURITY CLEARANCE
TS/SCI, Current

PROFESSIONAL EXPERIENCE

Intelligence Officer, Defense Intelligence Agency (DIA), Washington, D.C.  September 2000–April 2006
40 hours per week
• Review and edit new intelligence products for grammar, formatting, and correct classification markings
• Maintain a situational awareness of North Africa and the Middle East by reading all regional intelligence reporting and provide support with regional and topical research for the production of intelligence reports to be distributed to the U.S. Intelligence Community
• Execute specially classified electronic and hard copy documents are appropriately received, recorded, reviewed, summarized, organized, and distributed to DIA and other intelligence consumers by using various means of transmission and a range of computer software, including Microsoft Word, Excel,

The 06
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Kelly Alvarez's Skills

Event Planning Experiences

The following experiences led to development of Event Planning skills:

Memberships / Activities

*Seminole Student Boosters, Tallahassee, FL; Seminole Uprising Pep Rally Co-Coordinator; May - August 2005*

As one of the co-coordinators for this event, my responsibilities included: 1. Working with Seminole Marketing and Production to plan the event. 2. Creating all media such as press releases and letters to leaders of FSU organizations and Greek life. 3. In charge of creating the script. 4. Securing and confirming speakers such as the president, the athletic director and head coach of the university.

This experience contributed to my event planning skills because I was in charge of the itinerary, script, the securing and confirming of the speakers as well as cueing the speakers and the production company.

*Student Alumni Association, Tallahassee, FL; Blast From the Past Coordinator; April - September 2003*

As the coordinator of FSU's first ever Blast From the Past, I was responsible for: 1. Working with campus and local media to publicize the event. 2. Coordinating with local vendors and organizations in the Tallahassee committee to assist with the event. 3. Working with FSU administration in the planning of the event.

This experience contributed to my event planning skills because I came up with the event and worked with both the university and Tallahassee community to execute it properly.
## Demo Test's Unofficial Transcripts

### Spring 1997

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**Term Totals:** 12.00 12.00 12.00 48.00
Kelly Alvarez's References

Name: Jay Beech  
Title: Annual Fund Director  
Relationship: Advisor  
Organization: Seminole Boosters, Inc.  
Address: P.O. Box 1353  
Tallahassee, FL 32302  
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Office: 850-644-6771  
Fax: 850-222-5929  
Email: jbeech@admin.fsu.edu

Name: Mark Zeigler  
Title: Associate in Communication  
Relationship: Supervisor  
Organization: Florida State University  
Address: FSU College of Communication  
Differbaugh, 426-A  
Tallahassee, FL 32306  
United States  
Office: 850-644-0561  
Fax: 850-644-8642  
Email: mzeigler@mailer.fsu.edu

Name: Jay Rayburn  
Title: Associate Professor  
Relationship: Professor  
Organization: Florida State University  
Address: FSU College of Communication  
University Center Building C, Ste. 3100  
Tallahassee, FL 32306-2664  
United States  
Office: 850-644-8750  
Fax: 850-644-8642  
Email: jrayburn@garnet.acns.fsu.edu

Name: Felipe Korzenny  
Title: Director of Hispanic Marketing  
Relationship: Professor  
Organization: Florida State University  
Address: FSU College of Communication  
3127 University Center C  
Tallahassee, FL 32306  
United States  
Office: 850-644-8766  
Fax: 850-644-8642  
Email: Felipe.Korzenny@comm.fsu.edu
Kelly Alvarez's Artifacts

IMC plan for a new Lancome Teenage Cosmetic line

This is an Integrated Marketing Communication plan for a new Lancome Teenage Cosmetic line. This plan is a demonstration of my team skill.

Requirements: Microsoft Word

Hispanic Children and the Marketing Industry

This PowerPoint presentation was created to demonstrate my knowledge in the marketing industry related to Hispanic children.

Requirements: Microsoft PowerPoint

Domino Foods Hispanic Women

This PowerPoint presentation was developed to highlight Domino Foods success in marketing to Hispanic women.

Requirements: Microsoft PowerPoint
Integrating e-Portfolios into the Campus Community

• Partnerships with Faculty, Campus Departments, & Advisors

• Career Portfolio Contest
Examples of Integration

• Providing a mechanism for reflection & personal development
  – Freshman Interest Groups (FIGs)

• Planning of coursework & co-curricular activities
  – Living Learning Community
  – Criminology Academic Advisors
Examples of Integration

• Showing professional growth throughout a degree program
  – Theatre, Higher Education

• Skills Identification
  – SDS 3340: Introduction to Career Development

• Marketing Tool
  – Human Sciences, Nursing
Examples of Integration

• Accreditation tool
  – Athletic Training, English Education
  – University re-accreditation through SACS

• Leadership development
  – LEAD
Career Portfolio Contest

Want to win a $500 scholarship?

Enter your Career Portfolio in our contest by October 24, 2006 and you may win a $500 scholarship.

Even if you don’t win the money you can’t lose...
Career Portfolio Contest

Problem and Goals

• Limited data on the quality and content of e-portfolios being created
• Promote program to students and employers
• Encourage development of high quality e-portfolios
• Increase employer awareness and encourage use of e-portfolios in evaluation of candidates
Career Portfolio Contest

Intervention

• Email sent to all portfolio users
• Entry period from August-October
• Must have a profile, 12 skill entries, 3 artifacts, 2 references, and resume
• Judged on clarity, conciseness, organization, and how well portfolio content relates to goals and objectives
• Three rounds of judging
• Less than 5% of 300 ePortfolio articles provide effectiveness data (Ayala, 2006)
• One article in a refereed student affairs journal (Reardon, Lumsden, & Meyer, 2004)
• ePortfolio: A planned sequence of activities to achieve desired student learner outcomes
• Evaluation can focus on either/or learning input or output variables, or both
Research & Evaluation Overview

- Learning Reconsidered (NASPA/ACPA)
- CAS Standards
- National Career Development Guidelines
- NACE Professional Standards
Research & Evaluation Overview

- **Development vs. Evaluation**

  Continuum of Emphases
  
  Development ↔ Evaluation

  Degree of Emphasis

  High

  Low

  Earlier → Time → Later

- **Systems Approach**
Research & Evaluation
Overview of Some Models

- CIPP (Context, Input, Process, Product)
- CASVE (Communication, Analysis, Synthesis, Valuing, Execution)
- ISD (Instructional Systems Design)
- DPPOO (Diagnosis, Prescription, Process, Outputs, Outcomes)

Reardon & Hartley (in press)
Research & Evaluation

- In-house evaluation with students and staff
- Evaluation by students in varied classes, e.g., Intro to Career Development, Business Communication, Human Sciences, Nursing, Theatre
- Feedback from students, employers, faculty and University staff on the Career Center Advisory Board
• Targeted employer surveys
• Portfolio evaluation questions were added to employer evaluations
• Focus groups with employers
• Portfolio contest using employers as judges
Summary

E-portfolios

• promote collaborative partnerships between student and academic affairs
• can be a powerful resource in shaping student learning and career development
• provide a forum for students to identify and develop skills for leadership and life
• reach a broad range of students and enhance learning reflection
Questions & Discussion

For more information, please visit:
http://www.career.fsu.edu/portfolio

Thank You!