Student ePortfolios

The use of student ePortfolios in an Advising Program evaluation demonstrates the integration of student learning across curricular and co-curricular areas, deepening student awareness of their learning and campus experiences. Additionally, an ePortfolio is a purposeful collection of student academic history and achievement towards student and institutional goals and outcomes. A student ePortfolio potentially offers a creative site for a student profile in cyberspace for career and academic advancement.

In what ways do students' longterm goals develop over their university career?

How do students' self-reflections change over time?

What do you want to learn from using student ePortfolios?

How does the Advising Program maintain an accessible, holistic record of student development?

What would a shared record of advisor-student collaboration look like?

Student ePortfolios are employed when:

- the program wants to document the longitudinal effects of the advising program on student achievement of learning goals.
- the program seeks to create an online collaborative record that presents both long-term and immediate samples of student interaction with the advising program.
**Establishing and Maintaining Student ePortfolios**

From its inception, a student ePortfolio is a collaborative project, directed by the student and guided by the advisor.

- Identification of the potential audience for ePortfolio (e.g., advising administration; academic departments; graduate studies programs; potential employers)
- Selection of platform to house ePortfolio (See Resources and Examples)
- Creation of basic list of common items expected in portfolio (See below)
- Regular updating and review by student and advisor prior to/during advising sessions

**Common Items in Student Advising ePortfolio**

- reflective student statements (written, audio, and/or video) at beginning/middle/end of advising experience
  - SAMPLE GUIDING QUESTIONS TO INVITE STUDENT REFLECTION
  - student and advisor notes from individual sessions (written, audio, and/or video)
  - sample student work (selected for its exemplification of program learning outcomes)
  - student cocurricular records/ reflections (written, audio, and/or video)
  - student professional training/experience (written, audio, and/or video)
  - student developing CV
  - peer advisor feedback (if applicable) (written, audio, and/or video)

**Caveats**

- Plan accordingly for the necessary time for creation due to detailed design and personalization.
- Develop appropriate criteria for portfolio creation and assessment to assure quality of this measure.
- Provide specific guidance to students using ePortfolio for the first time.
- Be mindful that ePortfolios might not be appropriate for measuring students' factual knowledge of advising program and services.
- Stay vigilant to security concerns (level of protection via passwords or accessibility).
- Evaluate questions of longterm sustainment of the ePortfolio (how to access? whose branding? which platform?)

**Resources, Examples, and Platforms**


The “Miracle” of ePortfolio Project and Technology: [http://www.slideshare.net/jilee/eportfolio-and-platform-selection-3998134](http://www.slideshare.net/jilee/eportfolio-and-platform-selection-3998134)

ePortfolios with Google: [https://sites.google.com/site/eportfolioapps/overview/examples](https://sites.google.com/site/eportfolioapps/overview/examples)
University of Texas at Austin, Instructional Assessment Resources ePortfolio:
http://www.utexas.edu/academic/ctl/assessment/iar/students/plan/method/portfolios.php