Outcomes assessment is a charged topic in higher education. Legislators, federal agencies, and accreditation bodies push colleges to assess and report on the quality of the education they provide. Faculty and staff often associate assessment with standardized testing, something done for others that has no value for their own practice.

But assessment can be entirely different, a meaningful way for educators to deepen our understanding of our craft. Using ePortfolio can help campuses ground assessment in the authentic work of students and faculty. And the design principles of inquiry, reflection, and integration help campuses make assessment more meaningful, even transformative, spurring improvement at every level of the learning experience: students and faculty members, programs, and the entire institution.

The Outcomes Assessment sector of the Catalyst site explores the ways C2L campuses use ePortfolio in outcomes assessment to advance learning at every level of campus life. The C2L teams that identified themselves as most successful in this regard demonstrate the role of Inquiry, Reflection, and Integration (C2L Design Principles) in ePortfolio-based outcomes assessment:

- Framing assessment as an inquiry into student learning highlights its scholarly nature, making it more engaging and rewarding.
- Incorporating reflection helps transform assessment into an individual and collective learning opportunity, and moves the focus from findings to recommendations for change.
- In an assessment context, integration involves “closing the loop,” applying the recommendations emerging from reflective assessment to the active process of changing pedagogy and practice, curriculum, and even institutional structure.

Pursuing these strategies, campuses use ePortfolio to make student learning visible for college-wide learning, helping institutions take important steps towards becoming learning colleges.

Meaningful use of ePortfolio for outcomes assessment both depends on and helps to advance effective work in other sectors of ePortfolio implementation, as defined by the Catalyst framework. Professional development is key to “closing the loop” in assessment; and the use of inquiry and reflective processes turns assessment into a professional learning process, one that can improve pedagogy and practice. Some campus leaders use the link between assessment and ePortfolio to encourage faculty and departments to integrate ePortfolio into their
curricula, advancing Scaling Up. And since ePortfolio-based assessment relies heavily on technology to collect and organize artifacts of student learning, there are also connections to the Technology sector.

Examining the ways C2L campuses design ePortfolio-based outcomes assessment illuminates ePortfolio’s potential for advancing transformative change. Our findings in this regard can be found in the “Outcomes Assessment and Learning in the C2L Network” section of this essay. Before we examine those findings, though, it is important to at least briefly consider the context of assessment in higher education.

**Accountability, Assessment, and Institutional Learning**

In the past decade, especially since the 2005 Spellings Commission on the Future of Higher Education, discussion of outcomes assessment has been shadowed by the discussion of “accountability.” In higher education, accountability involves the pressure put on colleges and universities to prove they are effective and efficient. As a 2012 briefing paper from the National Council of State Legislatures explains:

> States are looking at ways to increase the efficiency and productivity of their postsecondary institutions... States are setting goals for higher education, creating metrics to measure performance, and holding colleges and universities accountable for meeting state goals. Some states are taking their accountability system a step further and are awarding state higher education funding based on institutional performance.\(^1\)

Accountability advocates often call for standardized national examinations and “institutional report cards” that require colleges to report on student success outcomes such as retention, graduation, or job acquisition. Assessment that focuses narrowly on accountability and the reporting of success metrics without situating them in the larger context of student and institutional learning is sometimes referred to as “assessment OF learning.” Faculty and staff who understand assessment only as a means of satisfying demands for accountability often avoid or resist it.

Helen Barrett and others in the ePortfolio field argue for a different type of assessment, “assessment FOR learning,” focusing on ways that students and faculty can use assessment to deepen student learning. In *Documenting Learning with ePortfolio*, Chen et al. introduce Barrett’s characterization of assessment OF learning and assessment FOR learning to explain this distinction:

> Program evaluation and institutional accreditation activities that are mandated by external bodies or senior administration, where faculty and students are expected to follow some kind of standardized template or reporting guidelines, typically fall under the assessment of learning column...In contrast, most of the interest in learning ePortfolios and the benefits...
that are usually touted for students fall under the assessment for learning column. This more holistic and longer-term perspective emphasizes student ownership of a learning career that is driven by the interests, passions, and goals of the individual learner.\textsuperscript{11}

Some ePortfolio leaders, however, find this dichotomy (between large-scale institutional assessment of learning and fine-grained student self-assessment for learning) itself reductive. Darren Cambridge discussed this issue in a 2008 roundtable conversation with Barrett, Michigan’s Melissa Peet, and LaGuardia’s Bret Eynon. As Cambridge pointed out, these two seemingly disparate ideas can be brought together with ePortfolio serving as the vehicle to bridge that divide:

We need to reframe the role of portfolios in assessment as assessment for institutional learning… How do we build on our successes with portfolio authors? How do we cultivate new portfolio audiences, particularly institutional organizational audiences—audiences that really understand how to learn, as organizations, from these new, richer, student-created representations of learning?\textsuperscript{14}

C2L findings support Cambridge's argument, suggesting that ePortfolio can provide the space in which assessment for institutional learning can take place, benefiting institutions, faculty, and students and supporting the effort to transform our colleges into “learning organizations.”

**ePortfolio and the Learning College**

The concepts of learning organizations, organizational learning, and learning cultures are well documented in the literature. Peter Senge discusses the concept of organizational learning in his seminal work, *The Fifth Discipline: The Art and Practice of the Learning Organization*, identifying the need for educational institutions to move beyond machine-age thinking and make learning a social process, integrated into the culture of the institution.\textsuperscript{7} Organizational learning, according to Argyris and Schön, takes place when members of an organization act for it and learn for it, carrying out a process of inquiry and learning that leads to organizational knowledge. That learning and knowledge then become parts of the organization’s culture.\textsuperscript{11}

How does this concept of a learning organization translate to higher education? A learning college is one in which student learning is an enduring and constant focus of attention. But in a learning college, students are not the only ones who learn. Faculty and staff and executive leadership are also learners, engaging in an on-going examination of what can be done to advance student learning and success. As Central Piedmont Community College explains:

A learning college places learning first and provides educational experiences for learners any way, anywhere, anytime. Its mission is not instruction, but to produce learning with every
In a learning college, student learning is the subject for recursive cycles of inquiry, reflection, and integration at the student, faculty, program, and institutional levels. ePortfolio can play a key role in supporting this process.

Assessment of student learning outcomes and identifying and implementing improvements based on that assessment are essential components for learning colleges. In 2000-03, the League for Innovation in the Community College studied community colleges it recognized as learning colleges. Kay McClenny summarizes some of the key observations from that study in “Learning from the Learning Colleges: Lessons from the Journey.” Two key observations about learning colleges are that their “most challenging task is also the most essential task: defining, assessing and documenting student learning outcomes,” and that the “companion to the assessment challenge is the work of developing a culture of evidence." As McClenny states:

Building such a culture—including the demand for data about student learning, the capacity to produce and analyze that data, and the skills and commitment to use data for continuous improvement—represents a significant departure from community college traditions of justification by anecdote.

C2L campus leaders realize that in order for their institutions to become true learning colleges, outcomes assessment must focus on authentic student work, connected to real classroom activity. ePortfolios are not only places for students to showcase and reflect on their learning. ePortfolios can also help collect and organize student work for more meaningful and authentic assessment of both general education and programmatic competencies. Assessment based on standardized national examinations may satisfy demands for accountability, but often makes it difficult for faculty to connect assessment to their own pedagogy and practice. Grounding assessment in authentic artifacts of student work, as assigned by faculty, bridges the gap between assessment and the classroom. Reviewing ePortfolios and student work, faculty and staff can more easily make concrete recommendations to improve curriculum and pedagogy. This makes it easier to “close the loop” and implement changes that improve student learning. As these processes are woven into the fabric of an organizational culture, institutions move towards becoming true learning colleges.

**Outcomes Assessment and Learning in the C2L Network**

In our November 2012 C2L Jam on Outcomes Assessment, C2L campus teams self-selected into one of three categories: (A) “Transforming” campuses, with widely established use of ePortfolio for outcomes assessment, (B)
“Developing” campuses, with established pilots or moderate stage use of ePortfolio for outcomes assessment, or (C) “Emerging” campuses, at an exploratory stage of using ePortfolio for outcomes assessment. Each campus team was then asked to share its outcomes assessment story; responding in narrative form to a set of guided prompts, teams shared their current ePortfolio-based outcomes assessment processes, how these processes grew and developed to their current states, and the next steps in their ongoing work. Analyzing the stories in these three categories helps give us a better picture of what is needed to create a culture of learning using ePortfolio-based outcomes assessment.

“Transforming” Campuses

Integrating the review of authentic student work via ePortfolios into campus outcomes assessment and then using the evidence to close the loop is challenging; and the range of experience among C2L campuses is broad. In this section, we will examine the stories of campuses that have well-established ePortfolio-based outcomes assessment practices. This category includes LaGuardia Community College, Northeastern University, Boston University, Three Rivers Community College, and IUPUI. To see the full list of widely established outcomes assessment campuses and to go directly to their stories, click here.

Reviewing the stories of the Transforming campuses, we found that they fell into two subsets: on some campuses, such as Three Rivers Community College or Northeastern University, ePortfolio-based outcomes assessment has achieved firm institutional grounding within a specific program or college within the larger university. On others, such as LaGuardia and Salt Lake Community Colleges, ePortfolio-based assessment is institution-wide, focused on General Education learning outcomes. In both cases, assessment involves multiple stakeholders; there is clear and strong support from administrators along with participation from key faculty and program leaders.

Across these subsets, the most successful campuses demonstrated the use of the design principles of inquiry, reflection, and integration in their ePortfolio-based outcomes assessment practices. If we think of assessment as an ongoing cycle, these three principles align with that cyclical assessment process of gathering and evaluating data, recommending action, and implementing changes based on...
evaluation findings. Let’s more closely examine the ways in which inquiry, reflection, and integration support the assessment cycle, looking at practices from some of these C2L schools.

**Inquiry** is central to a successful outcomes assessment implementation. On C2L campuses where ePortfolio-based assessment is well-established, assessment is understood as a structured inquiry process, focused on questions related to student learning and improvement; ePortfolios provide an opportunity for centering outcomes assessment on authentic student work. Assessment leaders engage faculty in the process of gathering and evaluating student work. The ePortfolio functions as the vehicle to provide access to student work, or, in some cases, the ePortfolio itself serves as evidence for evaluation. This evaluation of student work typically involves a group of faculty and staff and incorporates the use of assessment rubrics. The AAC&U developed the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics, designed for assessment of student work. Many C2L campuses use these rubrics, or have modified them to meet their learning outcomes.

The C2L network offers examples of the inquiry process in practice. At Boston University (BU), for example, “the assessment committee in charge of this project, made up of 11 faculty members, met once a month for a year to assess student ePortfolios as a group…” In addition, faculty members in BU’s College of General Studies assess over 100 student ePortfolios each summer. Similarly, in the Nursing program at Three Rivers Community College, ePortfolios are reviewed through rubrics, attainment of program outcomes, and qualitative statement analysis. Data is retrieved from the individual student’s ePortfolio and then reviewed and discussed at faculty retreats.

At IUPUI, assessment of student learning outcomes is conceptualized as “a faculty-led inquiry into student learning…A key value that ePortfolios add to common practice is that they can support nuanced understandings of strengths and areas for improvement.” Similarly at LaGuardia Community College, throughout the assessment process faculty ask the questions, “what do we want students to learn, why, and how can we measure that learning?”…the philosophy for outcomes assessment at the college is one of “appreciative inquiry” that asks the questions, “What do you do well? What can you do better?”

Leaders at CUNY’s Guttman Community College directly link inquiry with curriculum change. In their story, they tell us that:

> Our Assessment Days provide the community ample opportunities to use ePortfolio-based outcomes assessment as a point of inquiry for asking the larger questions about how the integrated curriculum is impacting student learning.

Guttman Community College
Reflection: Once faculty have asked questions and gathered evidence, that evidence must be evaluated. Reflection is a critical part of this process, helping faculty use the findings from the inquiry process to make recommendations for curricular and pedagogical changes. The use of data without any institutional reflection, while perhaps expedient for accountability purposes, limits the depth of engagement of campus stakeholders. The reflection phase spurs faculty and campuses to move outcomes assessment beyond accountability, as individuals and programs reflect on assessment findings and their implications for curricular and pedagogical change. Following the Rogers framework, we see campuses reflecting in community, as groups of faculty, staff, and administrators join in a collective conversation. Reflection, when conducted in concert with the assessment cycle, is also systematic and disciplined, taking place on a regular, on-going basis at the course, program, and institutional levels.

Reflection on evidence and findings can help transform outcomes assessment into professional and institutional learning. And the evidence-based recommendations for change often call for organized professional development to implement changes in curriculum and pedagogy, thereby closing the loop. Gutman Community College, for example, has mid- and end-of-semester Assessment Days built-in to their academic calendar. These days, as they report, are used for assessment-related professional development, guiding faculty and staff through a systematic, collaborative reflection process focused on institutional learning:

In our inaugural year, reflection was largely centered on anticipated outcomes. This type of calculated anticipation led to several changes between the fall and spring semesters and in preparations for the incoming class of freshmen for fall 2013. .. As we celebrate our first graduating class in spring 2014, our reflections will naturally shift to questions related to the ways Gutman prepared students for success at four-year colleges and in careers.

Similarly, Northeastern University faculty in the Graduate School of Education held an all-day retreat to review ePortfolios. LaGuardia engages faculty in annual college-wide Benchmark Readings for General Education and organizes programs and majors into sustained two-year conversations for Periodic Program Review. Both processes provide opportunities for reflection: faculty “examine artifacts of learning, reflect on the teaching and learning process, and consider changes in pedagogy and curriculum needed to close the gap between what students already know and what they need to learn.”

Integration: Following the reflective process, the integration and application of new understandings emerging from the inquiry and reflection stages advances the cyclical process of assessment. In outcomes assessment, integration can be associated with “closing the loop” – taking action based on evidence-based recommendations. In this sense, integration ultimately means addressing institutional curricula, structure, and culture, steps that involve campus leaders, budgets, and governance. Implementing identified changes to rubrics, outcomes, or to course and program curricula to improve student learning is part of the ongoing work of these campuses. Assessment is part of a continual process of institutional improvement.
Across the country, most outcomes assessment programs fall short of “closing the loop,” that is, turning assessment findings into effective educational change. In a 2009 study, widely-recognized assessment leader Trudy Banta examined the assessment programs of nearly 150 colleges and found that only 6 percent provided evidence that their processes actually advanced student learning. However a small but growing number of C2L campuses are successfully taking this step.

Some campuses are doing that within a specific program. At Three Rivers Community College, the Nursing program has integrated ePortfolio into its curriculum and pedagogy, and into its programmatic assessment process. “Examining students’ artifacts, reflections and ePortfolio designs, we found validation for our work—but also surprises,” the C2L team wrote in a recent article. “This important process added life and meaning to student learning and engaged faculty in the effort to deepen our curriculum and our teaching.” The article continues:

Our outcomes assessment process integrated General Education Core Values and program outcomes. Using rubrics calibrated to our scaffolded assignments, we reviewed student work, assessing for critical thinking, information literacy, communication, professionalism, reflective and integrative learning. This inquiry process supported faculty reflection that highlighted areas where change was needed, and development of integrative action plans. In one semester, for example, when we assessed the process recordings stored in student ePortfolios, we found the scores did not reach therapeutic communication levels. Meanwhile, in student reflections, we found that students had expressed discomfort with patient communication. Reflecting on these findings, we decided that students needed additional experiences to develop their communication skills. To “close the loop,” we implemented a set of interventions: faculty development related to process recordings; student exercises in class; and the development of a new clinical experience in a senior center. Similarly, information literacy reviews led us to generate an online module for constructing annotated bibliographies.

Northeastern’s graduate education faculty engaged in a similar process. Focusing on their Master’s program, they moved from examining portfolios and reflecting on the implications to integrative action. As described in a recent article, faculty engaged in comprehensive curriculum redesign and “transformed the program from a collection of courses into an intentionally designed learning experience. Features of the new program include: co-designed cognitive apprenticeship, orientation to the professional context, integrated opportunities for connected experiential learning, variation nested within continuity, and looking back to look ahead.” The impact on the curriculum integration was particularly striking:

The first three to four courses in each concentration have been co-designed by faculty as an integrated suite that takes students through a ‘cognitive apprenticeship’ in the skills,
understandings, and capabilities of professionals within the field. They are designed to foster connected learning, in which each course builds upon and complements the rest, and the faculty have a clear understanding of how ‘their’ courses intersect with and reinforce other courses in the program.xi

LaGuardia Community College is engaged in a similar process on a college-wide scale, and was recently commended by the Middle States Commission for Higher Education for the quality of its outcomes assessment process. LaGuardia uses ePortfolio-based artifacts for assessment of both college-wide General Education and its majors and programs. In recent years, the College has collected more than 80,000 artifacts of student learning; these artifacts are sampled and examined against rubrics by faculty teams, who then identify recommendations and action plans for improvement. Spotlighting LaGuardia’s work, the National Institute for Learning Outcomes Assessment described the ways LaGuardia closed the loop:

As the faculty in a major complete their PPR Report, they can apply for an ePortfolio/Assessment Mini-Grant to help them implement their own recommendations for program-wide pedagogical and curricular improvement. The Mini-Grants are often used to support curricular change and faculty development, refining and implementing pedagogies and assignments that build students’ General Education Core Competencies.xii

In a recent article in the Journal of Metropolitan Universities, LaGuardia’s outcomes assessment team provided multiple examples of how the mini-grants support closing the loop. Here’s one from the business area:

When Business Administration and the Business Management programs assessed student work around the general education oral communication competency in 2010, they found that students did not perform well. Using a mini-grant, they partnered with faculty from Communication Studies to revise the Introduction to Business courses to address oral communication skills. Students gave an initial oral presentation which was taped and deposited into the ePortfolio. Then, a faculty member from Communications Studies did a one-hour intervention about how to conduct more effective presentations. Students reviewed their presentations and redid them taping them a second time for a pre/post comparison. 60% of students showed improvement on oral communication, and overall scores improved from 3.05 to 3.675. As a result, this intervention is mandated in all Introduction to Business courses, and the program plans to extend it to other courses as well, making it a more

“As the faculty in a major complete their PPR Report, they can apply for an ePortfolio/Assessment Mini-Grant to help them implement their own recommendations for program-wide pedagogical and curricular improvement.”

LaGuardia Community College
sustained and scaffolded effort. Other Business-related programs are learning from their efforts and making efforts to include more oral communications assignments in their business-specific courses.\textsuperscript{\textregistered}

In Spring 2013, LaGuardia’s assessment leaders took this work one step further towards greater transparency and shared learning. At a meeting of all faculty, six programs that had recently completed their program reviews reported on their work, providing examples of their findings, their recommendations, and their action plans. This public discussion of concrete examples of closing the loop is another key step in the ongoing efforts to cultivate a culture of learning at LaGuardia.

Other campuses such as Northeastern, Three Rivers, and Boston University are beginning to use what they are learning from their reflective conversations to consider next steps for improvement. At Boston University, for example, faculty and staff are currently engaged in the reflection process with their faculty and are looking ahead to areas of improvement. “We may decide that there are outcomes in our rubric that are not really reflective of our program, so we may need to tweak the rubric. Conversely, we may find that the rubric-based assessment highlights areas we need to improve in our program, and we would then need to find ways of making those improvements.”

As these examples illustrate, the design principles of inquiry, reflection, and integration connect directly to the outcomes assessment process. C2L teams that have been most successful at implementing ePortfolio-based outcomes assessment are building those design principles into the specific practices taking place on their campus. They actively engage faculty in the I-R-I process. Their use of ePortfolios in the assessment process makes student learning visible. The employment of these strategies spurs institutional change, leading to a culture of institutional learning grounded in authentic student work.

“Developing” Campuses: Building an ePortfolio-Based Assessment Structure

While the campuses mentioned above are successfully using ePortfolio for outcomes assessment, the remainder of the C2L institutions are at various stages of the effort to implement ePortfolio-based outcomes assessment. Some campuses are beginning to connect ePortfolio to institutional assessment, as a pilot or moderate-level implementation. Other campuses are still at more of an exploratory stage, examining ways to connect ePortfolio and outcomes assessment. In both the moderate and exploratory campus stories, the seeds of inquiry, reflection, and integration are being planted and nurtured in their outcomes assessment practices.

Several of our campuses identified themselves as being at the “Developing” or moderate stage of ePortfolio-based outcomes assessment, including Tunxis Community College, San Francisco State University, and Lehman College (CUNY). One common characteristic of these schools is that they all use ePortfolio for assessment within departments and/or programs. Many of them also incorporate the development and/or collection of student ePortfolios for assessment within a capstone course. These programs are currently at the inquiry stage, gathering their assessment data. In order to move forward in the assessment cycle, they will need to begin reflecting on that data and integrating their findings back into the curriculum.
Tunxis, for example, has been building its college-wide Ability-Based Education program for several years. Dental Hygiene, Early Childhood Education, the First Year Experience and Business Administration and other programs use ePortfolio to gather student artifacts and reflections, tied to programmatic competencies as well as the College’s General Education Abilities. While these artifacts are assessed against common rubrics, these programs have yet to develop systematic processes for what the Tunxis C2L team describes as “moving from assessment to change in pedagogy and practice.” Closing the loop remains a challenge for many campuses in this intermediate category.

Other “Developing” campuses, such as Pace University, consider themselves at the pilot stage. As C2L leader Bret Eynon commented in our first Jam on this topic,
Pilots are excellent ways to build experience with the use of ePortfolio in a holistic assessment process. At LaGuardia, we started with an emphasis on ePortfolios as a tool for reflection, integrative learning, and student success. It took us a while to start integrating the assessment facet of ePortfolio; as we got started on that task, we phased in the outcomes assessment, program by program; each time it got easier. And each time we were able to draw on the expertise and the faculty leadership developed in the earlier phases, which made everyone start to feel more comfortable.  

Pace University faculty from a number of different departments are piloting the use of ePortfolios to assess a subset of their core curriculum learning outcomes. The team’s hope is “that the Interdisciplinary ePortfolio Assessment Pilot can serve as a model for measuring student learning for all of the Pace Core Curriculum Learning Outcomes, not just the three we are currently reviewing.”

The challenges campuses face at this stage of their work often involve faculty buy-in and administrative support, along with moving from data gathering during the inquiry phase to the reflection and integration pieces of the assessment cycle. The Pace story identifies some of these challenges:

Although we recognize the need to scale up our Outcomes Assessment work, we face some challenges because of a lack of support from some top administrators. Our Strategic Plan does not include any mention of the use of ePortfolios for Outcomes Assessment...In order to be successful, we must continue to recruit and retain enthusiastic faculty members in our Teaching Circles, and we must provide training and support for Writing Faculty so all are comfortable using ePortfolios.

Even campuses that have moved beyond pilots must solve challenges, some created by intervening or external factors. At Tunxis, for example, “union and workload issues” have slowed the spread of ePortfolio, making it difficult for programs to require ePortfolio implementation, even simple depositing for assessment.
Connecticut’s 2012 statewide higher education re-organization, designed to cut costs and facilitate transfer, created a period of administrative uncertainty. Now, statewide competencies are replacing the Tunxis-specific abilities, demanding broad re-structuring of assessment while, at the same time, creating opportunities for improved articulation.

“Emerging” Campuses: Getting Started

Over a third of the campuses in the C2L network report that they are still at the “emerging” or most exploratory stage of ePortfolio-based outcomes assessment. For some campuses, such as Georgetown University, assessment is primarily taking place at the course level. The Georgetown team reports that “most outcomes assessment tied to ePortfolios happens ad hoc at the course level…more often, individual faculty members will ask students to develop an ePortfolio to demonstrate that they have met the key goals of the class.” Other campuses, like Manhattanville College and Northwestern Connecticut Community College (NWCC), are using ePortfolio in limited ways for assessment and are planning for a more integrated, institution-wide approach.

NWCC, which uses ePortfolio for outcomes assessment on a small scale in several departments, such as English and Nursing, has “yet to create an integrated approach to outcomes assessment across our campus, and our ePortfolio project’s endeavors with assessment still remain separate from the overall campus drive towards more effective outcomes assessment.” Looking ahead, the NWCC team reports, “[N]ow that we have new, tangible General Education outcomes, we would like to consider how to make the achievement of those outcomes more visible in the portfolios of General Education and Liberal Arts students (our biggest majors).” NWCC uses a faculty-driven approach to help move their assessment work forward.

Manhattanville College’s “new core curriculum is being developed with ePortfolio supported outcomes assessment in mind and an ever increasing number of faculty, departments and programs are beginning to use ePortfolio as the platform in/through which they conduct authentic and holistic Outcomes Assessment designed to improve student learning.” The Manhattanville C2L team is employing a number of strategies to keep this project moving forward. One strategy involves incorporating ePortfolio directly in the college’s strategic plan:

The Manhattanville College strategic plan explicitly includes the integration of ePortfolio into college wide teaching, learning and assessment practices." Another strategy is to have “members of our ePortfolio team serve on key committees charged with the development, oversight and assessment of our general education and discipline-based curricula.” They are also working to ensure the support of their administration in this work.
steps, the Manhattanville team plans to develop “clear models for how ePortfolio can help support outcomes assessment across our campus...With these examples/models in our kit bag, we will be able to more effectively promote ePortfolio as an approach to outcomes assessment with other faculty members, departments and programs.”

As these stories illustrate, campuses at the “Emerging” stage often work at the individual course level, using inquiry, reflection, and integration to identify curricular needs in classroom teaching and learning practices. Many of these campuses are currently exploring and identifying opportunities to connect these course-level efforts to broader program or general education outcomes assessment efforts. Some schools bring faculty together, reflecting in community, learning from the data they have collected. Others think strategically, gaining the support of administration and working with key committees on their campuses. In each of these scenarios, the design principles of inquiry, reflection, and integration guide the outcomes assessment work taking place on these campuses.

In looking across the outcomes assessment stories shared by our C2L partners, we see the important role that ePortfolios can play in this work. ePortfolios not only provide students the ability to integrate disparate student learning experiences, but also provide an institution with a holistic picture of the ways in which learning takes place across the different sectors of their college. Our findings suggest that using ePortfolios as an integral part of outcomes assessment work makes student learning visible. When used in conjunction with professional development and an inquiry, reflection, and integration framework, ePortfolio-based outcomes assessment has the potential to spur learning and improvement at the course, program, and institutional levels of these colleges, enabling schools to move beyond accountability as they focus on becoming learning colleges.

Citation
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