Quality ePortfolios: Essentials for Experiential Learning Programs | 03.28.2014
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Please find a list below of additional resources from the "*Quality ePortfolios: Essentials for Experiential Learning Programs*" webcast. These complimentary resources include an ePortfolio content guide for students, grading rubric, components checklist, and reviewers' guide. **These resources reflect the ePortfolio requirement for the Graduation with Leadership Distinction program through the University of South Carolina's USC Connect office**. For more information, visit their website: www.sc.edu/uscconnect

Pre-Webcast Resources

1. **ePortfolio Content Guide** – *Pages 2-14*

2. **Grading Rubric** – *Pages 15-18*

3. **ePortfolio Checklist** – *Pages 19-20*

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E-Portfolio
Content Guide

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Integrating learning within and beyond the classroom

Graduation with Leadership Distinction (GLD)
E-portfolio Content Guide
October 1, 2013

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Overview

This document is intended to help students create <u>the content</u> for an e-portfolio which meets the criteria to Graduate with Leadership Distinction. For *technology* support to create an e-portfolio see the USC Connect [support materials for creating e-portfolios on Google Sites](#).

All GLD e-portfolio components are briefly described in the table below. The sections on Learning and Application are the heart of the e-portfolio and are discussed in further detail in following sections. Note that two of the listed components are optional, but may be incorporated by students to add visual appeal and highlight other aspects of their accomplishments.

E-portfolio Components Table

GLD Component	Description	Required?
Introduction and Personal Highlights		
About Me	An introduction to you and your portfolio. • Include information such as your major, anticipated graduation date, areas of interest, personal attributes, career and/or personal goals. • Provide an introductory statement describing how your portfolio is organized. • **Attach your GLD application** (provides a list of your experiences for reviewers).	Yes
Creative Projects and Awards	Space for you to highlight creative projects such as performances, exhibits, presentations, or publications and special recognitions or awards that further demonstrate your knowledge, skills, and achievements related to Graduating with Leadership Distinction.	No
Header/Footer	Visible on every page. Communicates the focus of your e-portfolio. Consider a favorite image or graphic banner with your name; a key theme or goals; your GLD pathway title; your contact information; a a brief quote that relates to the focus of your e-portfolio.	No
Learning and Application		
Key Insights	Broadly describes your "takeaways" in relation to your major field of study and/or plans for the future based on your experiences within and beyond the classroom. Include how your engagement beyond the classroom has influenced what you believe to be important and how that relates back to what you studied in class.	Yes
In-depth Analysis	Select one or two important concepts and demonstrate the ability to make connections across multiple perspectives, theories, facts, disciplines, and/or experiences by analyzing how many factors influenced your understanding of the concept(s).	Yes
Leadership	Describe how you have applied (or plan to apply) what you have learned through your pathway to lead.	Yes

General Information

Organization and Professional Appearance

While the content of your e-portfolio is most important, your e-portfolio also communicates who you are in style and attention to detail. Information should be well-organized, professionally presented, and reflect thoughtful effort. Take care to ensure:
- Information and analyses are relevant to the section in which they appear
- Points are presented logically and described in sufficient detail to be reasonably understood
- There are no grammar/spelling errors

Review your e-portfolio carefully to see if the pieces fit together, all links work, and the text and artifacts clearly complement one another as you intended. Have someone else read your e-portfolio and provide you with honest feedback about what "comes across", what is confusing, and any other questions or concerns.

Artifacts

A*rtifacts* are items that you upload into your e-portfolio that
- Illustrate significant components of your engagement in beyond the classroom experiences or
- Provide evidence of your knowledge or skills as demonstrated in class assignments or other projects.

Artifacts help the reader better understand the narrative components of your e-portfolio and communicate the depth of your work. Artifacts can include but are not limited to:
- Papers or projects that you wrote or developed to meet course requirements
- Examples of your work in organizing, promoting, or leading a group or event (e.g., committee minutes, program or website of the event, organization reports)
- Images such as photos/videos of significant events, original creations (e.g., art work, graphs), or links to a blog or original website
- Evaluations or recommendations from site-based supervisors or others familiar with your work

Note: Inclusion of images from or work produced in a business-related internship may need to be approved by the business. Images of individuals should either be unidentifiable (e.g., blurred or showed from the back), covered by a standing agreement, or approved by the individual or his/her legal guardian.

Getting started: Gather your work related to your GLD pathway. The gathering process depends on when you are beginning the process of working toward GLD and the existing format of your materials. Ultimately your goal is to electronically gather or save items related to your pathway. Ideally, you would save items throughout your collegiate career.

- Save pathway-related work by starting a file for your pathway on your computer, uploading documents on Google Drive, or creating a working e-portfolio (one in which you store materials but can draw from later).

- Things to save:
    - Papers, projects, or other assignments related to your pathway.
    - Scans of significant programs, evaluations or other documents.
    - Photos/videos of your work.
    - Links to blogs, discussion groups, websites, etc.
    - A list of your involvement in beyond the classroom experiences including dates and your role in the experience (e.g., holding an office in an organization, attending a significant event) Note: You could create an e-portfolio page for different types of experiences that you can draw from later (e.g., a page for courses, a page for core [extensive] beyond the classroom experiences, a page for enhancement [brief, one-time] beyond the classroom experiences, etc.).

Selecting artifacts to include in your final e-portfolio: Your final choice of artifacts to share in your e-portfolio will be guided by the content in each section. That is, what you choose to highlight as "big ideas" or which experiences you describe as significant to your learning. You will likely not choose to include everything you saved or initially considered. Do choose artifacts that clearly relate to the category in which they appear. Artifacts should reinforce and provide further detail in relation to your text. Be sure to provide explanations so that it is clear to the reader why you chose each artifact and what you believe it demonstrates about what you know and can do. Remember that the artifacts you choose communicate the quality of our work.

Text and E-portfolio Pages

The goal of your e-portfolio is to demonstrate what you have learned through and how you will apply your within and beyond the classroom experiences—particularly the experiences that are listed on your application for Graduation with Leadership Distinction. ***Be sure to refer to the experiences listed in your application (which you attached to the About Me section)*** as you write the sections of your e-portfolio. You should also include artifacts from these experiences.

As you write, provide details clearly explaining your key points. Be specific in describing your role, your experiences, and the connections you see across experiences. Remember the reader does not have your context. **See wording prompts in the appendix to help you get started.**

Group items on pages so that they will make sense to the reader. For example, in sharing 4-6 big ideas (in the "Key Insights" section) you might create an e-portfolio page for each big idea. On that page, you would include 2-3 paragraphs explaining the concept and how your understanding of it was influenced by your experiences within and beyond the classroom. You would also link to artifacts that reinforce and provide further detail related to that concept and how your ideas developed in relation to it such as a course paper, a page of photos of your engagement in a related BTC experience *with captions explaining the significance of each picture to your main points,* and/or an evaluation from a supervisor referring to how you handled a related incident (with the relevant comments highlighted).

Submitting Your E-portfolio

There are two ways students can meet the e-portfolio requirement for Graduation with Leadership Distinction. Select <u>one</u>:

1. Complete a course that includes an e-portfolio that aligns with Graduation with Leadership Distinction, such as specified sections of UNIV 401 or an approved course in your program major.

    If selecting this option, you will submit your e-portfolio as a course assignment in Blackboard by the due date established by the course instructor. You must receive a B or better on the e-portfolio to meet this requirement for Graduation with Leadership Distinction. Note: If completing the e-portfolio through a course, you must submit your <u>application</u> to Graduate with Leadership Distinction separately to the <u>uconnect@mailbox.sc.edu</u> by the appropriate date for your graduation semester (March 15 for May graduation, November 1 for December graduation, or June 15 for August graduation).

2. Complete the e-portfolio independently which includes
    a. Attending at least one USC Connect Graduation with Leadership Distinction e-portfolio training session and
    b. Submitting your e-portfolio to USC Connect via the *USC Connect* Blackboard GLD "Course" for your pathway, graduating semester, and year. You will be added to the appropriate Bb course following your <u>registration</u> of intent to Graduate with Leadership Distinction.

    Students completing the e-portfolio independently are encouraged to ***attend multiple workshops and seek support and feedback*** from the USC Connect Student Services Coordinator and/or other e-portfolio trained faculty/staff over an ***8-12 week period of final e-portfolio development***.

    E-portfolios for this option are submitted according to the following standard schedule: February 15 for May graduation, September 15 for December graduation, and May 15 for August graduation. Dates may be adjusted slightly. See the USC Connect website for the <u>exact due dates</u> for your graduation semester and year.

    Students' will receive feedback indicating whether their e-portfolio exceeds, meets, approaches, or does not meet expectations for Graduation with Leadership Distinction. Students approaching or not meeting expectations have one opportunity to resubmit their e-portfolio with a deadline of the last day of classes in the semester in which they are graduating.

Learning and Application Components

The learning and application components describe what you have learned from your core experiences, enhancement activities, and required GLD course work, particularly as they relate to your academic major, minor, or other educational experiences. The focus is on how experiences beyond the classroom influence your conclusions on major concepts, principles, and/or processes related to your field(s) of study. Sections include

- *Key Insights: What are the big ideas?* Think about how experiences connect to your major.
- *In-Depth Analysis:* Demonstrate you can analyze an issue or concept by drawing from a variety of experiences and considering a variety of angles (different subjects, perspectives, etc.).
- *Leadership:* Why is all this important? How can you apply it to make a difference?

Your GLD application, which provides a listing of your experiences, is attached to the About Me section of the e-portfolio. Rather than re-listing experiences, the text in the primary sections of your e-portfolio should describe the **significance of your core experiences, enhancement activities, and required GLD course work**. It is important that your e-portfolio clearly articulate key learning from these experiences with sufficient detail to convey the depth of your involvement, understanding gained, and application to leadership.

Here are some examples of the kinds of connections that could be explained in the e-portfolio:

- For a Sociology major engaged in a research project collecting interview data in a community: The interview experience might have helped you understand the value of perspective gained from face-to-face interviews, the importance of framing questions correctly, and the limitations of collecting reliable information in the field. These highlights could be explained using examples from your interview experience described in comparison with standard research practices. In the *Leadership* section of the e-portfolio you could describe how will you apply what you have learned to your research pursuits in the future.
- For a Political Science major who has led campus orientations or student groups: Consider the skills you developed and used in leading student groups such as learning to pay attention to the needs of your "audience" and describing main points with familiar language. You could discuss parallels with strategies used by political leaders or advocates of specific causes as studied in Political Science. This would demonstrate your understanding of these practices in a broader context. You could address how you will apply such skills to your work in a particular area in the *Leadership* section.

In the e-portfolio, <u>you</u> select the major ideas to be presented and the examples from your beyond the classroom experiences that provide insights. Your e-portfolio reflects what you believe are important "takeaways" from your undergraduate education. It illustrates knowledge and skills that you view as important for the next steps in your life whether graduate school, employment, volunteer work, or some other endeavor.

Following are specific guidelines for each of the three learning and application sections.

Key Insights: What I learned /*the "Big Picture"*

In this section, describe 4-6 key insights in relation to your major field of study (and/or other course work related to your goals or future plans) *based on your experiences within and beyond the classroom.* The focus is on how your engagement beyond the classroom has influenced what you believe to be important and how that relates back to what you studied in class. Two key components are to

- Describe your experience clearly so that the reader understands the key elements and how they relate to the concepts you are describing.
- Include how some aspects of your beyond the classroom experiences are consistent with and/or contradictory to course experiences.

Two different ways you might begin to think about this section:

1. **Begin with your major field of study.**
   ➢ What are the most important/relevant/interesting/useful ideas from your field (from your perspective)?
   ➢ How did your experiences beyond the classroom influence your understanding of these principles?

   For example:
- Which experiences reinforced your ideas from class and which contradicted them?
- What questions did your experiences raise for you as a major in your area?
- How did you resolve these questions or are some still remaining?   **OR**

2. **Begin with your beyond the classroom experiences.**
   ➢ What were the most important/relevant/interesting/useful aspects of your beyond the classroom experiences?
   ➢ How did your classroom work/major influence your understanding of what you were experiencing?

   For example:
- How did these experiences inform your understanding of concepts, principles, or areas of study in your major?
- How did they support or contradict your understanding from your courses?
- What questions did your experiences raise for you as a major in your area?

Artifacts of your work:

It is important to include samples of your work as artifacts to illustrate your work and thinking in relation to the key points you are making in the text. These could be (but are not limited to):

- Photographs <u>with captions</u> (that describe the significance of what is pictured) which might illustrate such experiences as
  o your involvement in an important project or study away
  o a poster presentation or performance
- Papers that demonstrate your understanding of concepts or analysis of experience.
- Links to a blog or other website you created
- Scanned evaluations or feedback from supervisors or reviews from other sources

Be sure to refer to each work sample/artifact in the text and explain WHY you included it (i.e., why it is particularly representative or significant in your learning and, perhaps, how it relates to other experiences).

In-depth Analysis: How my experiences work together

In this section, you should demonstrate your ability to make connections across multiple perspectives, theories, facts, disciplines, and/or experiences. You can select one or two concepts introduced in "Key Insights" to analyze in further detail OR describe an issue related to your pathway. If selecting one or more concepts introduced previously, go into much greater detail in this section. The intricacy of your analysis and the number of factors considered determine the number of concepts/issues you include. You will

- Explain how your thinking about at least one concept or issue takes into account a variety of factors (i.e., perspectives, theories, facts, disciplines, and/or experiences).
- Note similarities and differences between the contributions of various factors and cite underlying factors when possible (e.g., the reasons why one view may have developed in a particular way as opposed to another).
- Describe experiences from inside <u>and</u> outside the classroom and how they aided your thinking.
- Share how the development of this in-depth understanding
   - Has enhanced your critical thinking skills and/or
   - Is significant in or representative of your overall college experience.

Include *why this was particularly significant to you.* Possibilities include articulating

- How each experience, discipline, or course added a new dimension to your thinking—for example, perhaps a particular experience raised new questions and helped you see something that initially seemed simple and straightforward as having complexity (e.g., different perspectives, other possible solutions) you had not considered before you were directly engaged in the situation/problem/context.
- How your thinking changed or grew overtime. This might have been through beyond the classroom experiences, courses, or major projects or performances.
- An aha! moment when you reached a new level of understanding including your description of all the pieces that came together and what you consider most significant
- How have different perspectives influenced your analysis of one concept
- How a problem or situation could be understood through the lens of various disciplines and how each adds another dimension. Describe how you came to understand that each perspective was useful—was it a particular class, experience, or individual that influenced your view?
- The impact of underlying influences or contexts on particular theories or perspectives.

Artifacts of your work:

See the description of samples of your work for the previous section. This is the same idea, but the work, photos, or other artifacts you choose to share are focused on the key concept(s) or idea(s) you are analyzing in this section. This could include

- Products you created over time (papers, projects, performances) that demonstrate the progression of your understanding
- Products from different courses or experiences that are related to the major concept
- Photographs with captions, videos, blogs, or websites that illustrate your involvement in beyond the classroom experiences that influenced the development of your understanding of the major concept/idea.

Be sure to refer to each work sample/artifact in the text and explain WHY you included it (i.e., why it is particularly representative or significant in your description of the complexity of the concepts/ideas being analyzed).

Leadership: How I have or will apply what I have learned to leadership

This section describes how you have applied (or plan to apply) what you have learned through your pathway to **lead**. Address one or more substantive initiatives, issues, problems, or goals related to your pathway and describe your leadership activities in this area, and/or solutions or steps to address the identified area in the future. See further information below. **Choose to address ONE: A OR B.**

A. Report on a leadership activity
1. Statement of the problem/issue:
   a. Clearly describe the initiative, issue, problem or goal
   b. Provide a *brief* context or relevant background such as "historical" context (are there significant events that led to this situation?) or perspectives of various stakeholders.
2. Planning
   a. Describe what you planned to do to make a difference.
   b. Explain why you thought this plan would be successful (i.e., what was your rationale?). Explain what you saw as advantages or limitations of the plan.
   c. **Clearly state what you learned from both within and beyond the classroom experiences that informed your choices.**
3. Implementation: Describe how you implemented the solutions. Did it go as planned? What unforeseen issues arose? Did you modify your original plan during implementation?
4. Analysis: Describe ways in which you did and/or did not meet your goals.   How do you know? What information did you use to assess your plan? What criteria did you use for "success"? What would you differently? Why? What did you learn from the implementation that you will apply in future situations?

A: Describe a plan to lead
1. Statement of the problem/issue:
   a. Clearly describe the initiative, issue, problem or goal
   b. Provide a *brief* context or relevant background such as "historical" context (are there significant events that led to this situation?) or perspectives of various stakeholders.
2. General Recommendations
   a. Describe your general recommendations in relation to this issue.
   b. Explain why you are making these recommendations (i.e., your rationale).
   c. **Clearly state what you learned from both within and beyond the classroom experiences that informed your choices.**
3. Detailed Plan: Outline a detailed plan to implement one or more of the recommendations such as describing tasks that needed to be completed, why each is important, who is responsible, and when each task should be completed. Make sure your plan is consistent with the identified issue and recommendations. This could be done as an attachment.
5. Analysis: Describe a process for analyzing the success of the plan. How will you know if the project has met its goals? Who will provide input? What data will you collect? What are your criteria for success? Note: If part of the plan has already been implemented, share what you have learned, so far.

Artifacts: Post artifacts that clearly communicate your plans, provide support for your recommendations, and any available implementation materials or results. These might include a research report or review of the literature related to your recommendations; a project report; program support materials/handouts; a communication plan; blueprint for change. Explain WHY you included each artifact—describe its significance in text or a thoughtful caption.

Appendix

Vocabulary to Help You Get Started in Reflective Writing

This document provides **examples** of specific language to help you get started in the e-portfolio writing process. It is strictly a *help sheet*, not required language.

Potential language for *describing key insights*:
Build a sentence across a row. Use as many rows as are relevant to your points.

Note: If you are describing an idea (like a theory or model), the present tense is best. If describing events, use past tense.

For me, the (most)	Meaningful Significant Important Relevant Useful	Aspect(s) Element(s) Experience(s) Issue(s) Idea(s)	Was/were…
For me, the (most)	Meaningful Significant Important Relevant Useful	Learning	Arose from… Happened when… Resulted from…
Alternatively, Equally,	This	Might be Is perhaps Could Be Is probably	Because of… Due to… Explained by… Related to…
Additionally, Furthermore, Most importantly	I have learned that…		
A beyond the classroom experience	Reinforced the theory Provided an example Made this concept clearer Made me question the definition Caused me to rethink what I read	When…	
What I learned from	Class Theory Experience Research Studying multiple perspectives	That	Applies… Informs… Dictates… Cautions… Leads to… Reinforces
This knowledge This understanding This skill	Is Could be Will be	Essential Important Useful	To me as a learner (because…) To me as a practitioner (because…)

Potential language for *in-depth analysis*:

Build a sentence across a row. Use as many rows as are relevant to your points.

This	Is similar to… Is unlike…	Because…	
(Un)Like…	This	Reveals… Demonstrates…	
Previously, At the time, At first, Initially, Later,	I	Thought (did not think)... Felt (did not feel)… Knew (did not know) … Noticed (did not notice)... Questioned (did not question)… Realized (did not realize)…	
After having	Read… Experienced… Applied… Discussed… Analyzed… Learned…	I now	Feel… Think… Realize… Wonder… Question… Know…
I have However, I have not (sufficiently)	Significantly Slightly	Developed Improved	My skills in… My understanding of… My knowledge of… My ability to…
When I compared . . .	I	Found… Discovered… Realized.. Wondered… Saw… Questioned..	
This seems to mean that… This makes me think… This makes me question… The way in which I reconcile these points of view is . . .			
Because I	Did not… Have not yet… Am not yet certain about… Am not yet confident about… Do not yet know… Do not yet understand…	I will now need to…	

Potential language for *applying learning to leadership*:

Build a sentence across a row. Use as many rows as are relevant to your points.

The key elements/needs/factors of	Situation Problem Challenge Issue Goal	Include… Are… Can be viewed as…	
From the perspective of the	Clients Providers Administrators Greater community The standard theory	The issues are… The proposed solution is… The challenges would be… An important factor is… A concern is that…	
What I learned from	Class Theory Experience	That	Applies… Informs… Dictates… Cautions… Leads to… Reinforces…
The potential	Solutions Steps Strategies Factors Mitigating circumstances	Might be Are Could Be	Because of… Due to… Explained by… Related to…
The advantages/disadvantages to _____ are			
I lead this I will lead this I am equipped to lead	This project This component of the project	Because … As I demonstrated when… Through the following steps… As soon as I… Following…	
The success of the	Plan Strategy Implementation Procedure	Requires Is dependent on Will be measured by	

Note: Appendix A is adapted from Reflective Writing: A Basic Introduction, University of Portsmith (http://www.port.ac.uk/departments/studentsupport/ask/resources/handouts/writtenassignments/filetodownload,73259,en.pdf).

University of South Carolina Connect Graduation with Leadership Distinction E-Portfolio Grading Rubric
February 2014 USC Connect

CATEGORY	ELEMENT	BELOW EXPECTATIONS 1	APPROACHING EXPECTATIONS 2	MEETS EXPECTATIONS 3	EXCEEDS EXPECTATIONS 4
Professionalism	1. *Comprehensiveness, organization, and formatting*	Does not include required sections of e-portfolio.	Includes all sections but sections are not clearly labeled or organized.	Includes all sections which are clearly labeled and organized.	Includes all required sections, clearly labeled and organized creative/ clear organization, exceptional design, OR significant additional sections
	2. *Language, style, grammar*	Frequent grammar and spelling errors or use of overly casual language ("cool", "get stuff done")	Some grammar/spelling errors or overly casual language.	Minor grammar/spelling errors. Appropriate language throughout.	No grammar/spelling errors. Exceptionally clear and professional language.
	3. *Introduction & attached application*	Lacks application form, basic information, or clear introductory statement.	Attaches application. Introduction is vague.	Attaches application. Reasonable introduction (e.g., pathway, major, goals and/or summary of what e-portfolio will demonstrate).	Attaches application and provides clear, creative introduction conveying the overall "message" of the portfolio.
Artifacts	4. *Appropriate number of artifacts, related to pathway, functional links*	Includes no (or few) artifacts (e.g., photos; papers, projects, hyperlinks.	Includes appropriate artifacts in a few sections. Some links may not work or some pictures don't appear.	Includes appropriate artifacts in each section (at least two, but more as needed to support the text). All links work and pictures are visible.	Meets expectations AND artifacts reflect careful selection which support text to fully illustrate accomplishments
	5. *Inclusion of within and beyond the classroom artifacts*	There are no artifacts.	Artifacts largely WTC or BTC with no/few examples of the other category (WTC/BTC)	Artifacts include evidence of student engagement and accomplishments within and beyond the classroom.	Artifacts from WTC and BTC complement one another in telling the student's story.
	6. *Significance of artifacts clearly described*	No artifacts or those presented do not clearly relate to category. Artifacts more consistent with a "scrapbook" than academic exercise.	Artifacts relate to the category, but significance is not described for many items.	Artifacts appropriate to the categories where they appear with significance described. Artifacts help tell the story of student's experiences and provide supportive documentation of learning & skills.	Artifacts provide exceptionally strong examples of the knowledge and skills highlighted in the e-portfolio.

Category	Element	Below Expectations 1	Approaching Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Beyond the Classroom Learning	7. *Identifies appropriate experiences*	No specific BTC experiences or opportunities appropriate to the pathway are included	Only one or two experiences are addressed (e.g., no enhancement activities included)	Appropriate experiences are addressed (drawn from or aligned with core and enhancement experiences)	A rich array of experiences are addressed
	8. *Clearly describes experiences (what was done)*	Experiences may be vaguely referenced but little to no detail is provided	Experiences explained with some detail	Experiences explained in clear detail	Experiences are explained in detailed and complex ways.
	9. *Clearly describes what was* **learned**	Few or no examples of what was learned from BTC experience(s)	Unclear or minimal examples of what was learned from BTC experience(s)	At least one clear and specific example of what was learned from BTC experience(s) in relation to each key insight	Multiple clear and specific examples of what was learned from BTC experience(s)
	10. *Clearly describes how BTC experiences impacted learning*	Connections between experience and learning are unclear or illogical	Connections between experience and learning are minimal or simple	Connections between experience and learning are logical and meaningful	Connections between experience(s) and learning are clearly articulated and insightful
Linking WTC and BTC learning	11. *Identifies concepts, theories, frameworks (e.g., from course, program, discipline)*	No concepts/theories/ frameworks identified	Concepts/ theories/ framework identified are vague or unrelated to the pathway	Concepts/theories/ frameworks appropriate to the pathway are clearly identified	Clear evidence of understanding in relation to concepts/theories/ frameworks appropriate to pathway in each key insight
	12. *Identifies elements of BTC experiences related to concepts, theories, frameworks*	Elements of BTC experiences related to concepts are not identified or are vaguely described	Minimal elements of BTC experiences related to concepts are described	Elements of BTC experiences related to concepts are clearly described.	Elements of BTC experiences are described clearly and are well-organized in thoughtful, specific detail
	13. *Compares theory (e.g., concepts, frameworks) and BTC experience*	How BTC experiences are similar to or different from identified concepts/theories/ frameworks is not addressed	How BTC experiences support or contradict identified concepts/theories/ frameworks minimally described or not addressed in all key insights	How BTC experiences support or contradict identified concepts/ theories/ frameworks in at least one way are clearly explained and addressed in all key insights	How BTC experiences support or contradict specific identified sections or an entire concept/ theory/ framework are explained in meaningful and relevant ways with significant insight

Category	Element	Below Expectations 1	Approaching Expectations 2	Meets Expectations 3	Exceeds Expectations 4
Analysis	14. Identifies complex connections (more than one experience, field of study, perspective)	No connections are identified between experiences	A one-on-one connection is identified, but no connections are made across multiple experiences, fields of study, and/or perspectives	Connections across multiple experiences, fields of study, and/or perspectives in relation to at least one topic are identified	Connections across multiple experiences, fields of study, and/or perspectives in multiple topics are identified
	15. Explains complex connections	No connections are explained	Connections are drawn from only one experience, field of study, or perspective; provide little detail; or conclusions about connections are not logically supported.	Connections draw from more than one experience, field of study, or perspective and clearly explain how the elements relate to one another (e.g., similarities, differences, contexts) in ways that are logical and well thought out.	Connections are complex and insightful (e.g., similarities and differences are explored in-depth including potential contributing factors to various perspectives or findings).
	16. Describes significance of topic or elements	No significance in understanding connections is described	Little significance is addressed.	Importance of understanding at least one topic and/or knowledge gained from more than one experience, field of study, or perspective is addressed.	Importance of under-standing one or more topics and/or knowledge gained from more than one experience, field of study, or perspective in relation to each topic is explained in detail.
Leadership	17. Identifies problem/issue/goal	No problem, issue, or goal to be addressed identified.	Problem, issue or goal vaguely described or simplistic.	Realistic problem, issue, or goal clearly described.	Relevant problem, issue, goal described including multiple perspectives/ facets of issue.
	18. Recommends solutions	No solutions or recommendations are described.	Limited, simplistic solutions or recommendations are listed with little detail.	Reasonable solutions or recommendations are clearly described.	Insightful, unique, and/or multi-layered solutions or recommendations are clearly described.
	19. Supports recommendation with learning from within and beyond the classroom	No explanations or rationale for the recommended solutions are provided.	Some rationale is provided for the solution/ plan/recommendation based on either within or beyond the classroom experiences, but not both.	A clear and logical rationale is provided including insights from both with and beyond the classroom experiences.	An exceptionally well thought-out rationale is described in consideration of lessons learned from multiple within and beyond the classroom experiences.

CATEGORY	ELEMENT	BELOW EXPECTATIONS 1	APPROACHING EXPECTATIONS 2	MEETS EXPECTATIONS 3	EXCEEDS EXPECTATIONS 4
	20. Implements solution or presents detailed plan	No report of implementation or plan for future implementation.	Limited implementation (or plan for implementa-tion); lacks detail, does not clearly address identified issue, or inconsistent with other elements.	Reasonable, clear implementation (or plan). Addresses issue, consistent with other elements.	Carefully thought out implementation (or plan) including analysis from multiple perspectives and evaluation of implementation (or a plan for assessing success).

Highest Score Possible: 80
Score indicating an average ranking of "meets expectations": 60
Score required to pass GLD e-portfolio requirement: 57

GLD E-portfolio Checklist

This checklist is intended as a guide to help you think through the completeness of your e-portfolio. The full evaluation rubric for e-portfolios can be found at tinyurl.com/GLDRubric. In brief, e-portfolios are rated on completeness, quality, artifacts, and the ability to: articulate learning, describe learning across experiences, and apply learning to solve problems. The Content Guide with more in-depth directions for completing the e-portfolio can be found at tinyurl.com/EPortfolioContentGuide . In particular, **be sure to see the appendices of the guide for specific language to use in your writing.**

No/Not Clear/ Unsure	Somewhat/ Close/ Good Start	Strong/ Clearly Done	Comments/ Explanations/Questions	Required Actions
				1. Includes all **required sections**: About Me, Key Insights, Analysis, Leadership
				1. **Background** and other formatting are professional (avoid "cuteness" and reflect your key message. Type is clear and easy to read. Appropriate for future employers.
				2. **Professional language**: Avoids words like "get stuff done", "really cool when". Uses words such as those in *the appendices* of the content guide ("meaningful", "significant", "demonstrates").
				3. **About Me:** Identifies pathway & other basics (e.g., name, major, career goals).
				4. **About Me:** GLD completed application with signatures attached.
				5. **About Me:** Provides an introductory statement summarizing what your work in this pathway demonstrates about you. May describe how your e-portfolio is organized.
				6. **Artifacts:** At least 2 papers, projects, or other examples of your work are attached to each key insight and to the analysis and leadership pages.
				7. **Artifacts:** The significance of each artifact (e.g., what it shows about what you know, can do, and/or how you have grown) is **explained in the text**.
				8. **Key Insights**: Each key insight is well thought out and unique from your other insights. See Content Guide for examples and questions to ask yourself to determine your key insights.
				9. **Key Insights:** Each key insight describes how your understanding was impacted from **within the classroom (major or course work) and beyond the classroom** (pathway experiences).

No/Not Clear/ Unsure	Somewhat/ Close/ Good Start	Strong/ Clearly Done	Comments/ Explanations/Questions	Required Actions
				10. **Analysis:** At least one concept is not only described, but analyzed in-depth—**insights are provided from more than one perspective, experience, or field of study**
				11. **Analysis: Why it is important** to have an in-depth understanding of the selected concept(s) is explained. See Content Guide for further information.
				12. **Leadership: The problem, issue, and/or goals are described including helpful context** (e.g., the situation or need, what is/was to be accomplished, significant events that led to this point, constraints or points of view that need(ed) to be taken into consideration)
				13. **Leadership:** A **clear plan** is described (e.g., steps or tasks, who is responsible, when task will be completed). Note: This may be presented as an attachment.
				14. **Leadership: How learning from within and beyond the classroom experiences influenced the choices** that were made in the plan is clearly described (e.g., Step one is important based on/from the perspective of/because I learned that xxx . . .)
				15. **Leadership:** Analysis/evaluation (complete only one, a <u>or</u> b)
				a. If the plan has been implemented, the following are included • Description of how information was gathered to determine success (e.g., comments from participants or co-workers, observation, review of products?) • Evaluation of whether or not goals were met based on the information gathered • Analysis of what would be done the same or differently next time and why • Summary of what was learned that can be applied in the future
				b. If a plan to lead in the future is described, the following are included • Description of information that will be gathered to evaluate whether or not goals are met (# of participants, feedback from participants and/or staff, specific products or actions?) • Criteria that will be used to determine success • How the results of this project, will influence the development of next steps or related projects

Integrating learning within
and beyond the classroom

Graduation with Leadership Distinction
E-Portfolio Reviewers' Guide
Spring 2014

Thank you for agreeing to review the first Graduation with Leadership Distinction e-portfolios.

OUR GOAL IS TO HELP STUDENTS BE SUCCESSFUL IN COMPLETING THEIR E-PORTFOLIOS.

Background

Students complete the e-portfolio as their final step in demonstrating qualifications to Graduate with Leadership Distinction. Graduation with Leadership Distinction in . . . [Community Service, Global Learning, Professional and Civic Engagement, or Research] appears on transcripts. Students are eligible to wear a Graduation with Leadership Distinction (GLD) cord at graduation ceremonies. Students are recommended for GLD to the Registrar by the Office of USC Connect which accepts and approves student GLD applications. Students meet requirements in core experiences, enhancement activities, course work, presentation, and e-portfolio.

All students have attended an e-portfolio training session and been offered one-on-one feedback sessions (most students have taken advantage of this opportunity). Students were encouraged to follow and complete the attached an e-portfolio checklist to guide their work.

Expectations of Reviewers

1. Rate e-portfolios to determine if students meet expectations for the e-portfolio requirement for GLD in time parameters provided
2. Provide feedback to students on strengths and areas in which they could improve their work (particularly critical for any e-portfolio that does not meet expectations)
3. Maintain confidentiality
4. Provide feedback on the assessment process for e-portfolios

E-portfolio Criteria

The criteria for the e-portfolio are based on the four learning outcomes (LO) of USC Connect which can be summarized as students' ability to

1. Learn from beyond the classroom experiences.
2. Connect BTC experiences to course/program concepts.
3. Make multiple connections across experiences, concepts, and/or disciplines.
4. Apply learning to solve problems.

Students' ability to meet these learning outcomes is presented in e-portfolios with four required sections:

- About Me (Introduction)
- Key Insights (4-6 big ideas derived from within and beyond the classroom experiences) – LO 1 & 2
- Analysis (examination of one concept/issue informed by multiple experiences, perspectives, and/or disciplines) – LO 3
- Leadership: Applying learning to solve problems – LO 4

Each e-portfolio focuses on ONE of the four pathways (Community Service, Global Learning, Professional and Civic Engagement, or Research).

Students are rated on each of 20 criteria from 1-4 where 3 = Meets Expectations. Students must earn a total of 57/80 points to pass. Students scoring below 57 have one opportunity to revise based on reviewer ratings and comments. **Reviewer comments are critical for students' success in making revisions. Any rating of 2 or less should include a comment. It is most helpful for reviewers to**
- **Be clear and specific** (e.g., what was missing or unclear, what could be added)
- **Ask questions that help students consider appropriate options in their revisions**

Technology Instructions

1. Log onto your Blackboard page (Chrome is the safest browser)
2. Under Organizations:
   a. For the training session: Click on GLD Master Organization
   b. For actual reviews: Click on the GLD Organization to which you have been assigned (Community Service, Global Learning, Professional and Civic Engagement, Research)
3. Click on Grade Center (left hand side bar in blue section) and then click on your name
4. Hover over "Submit Your XX" in the far right column for a particular student (e.g., Mike Brown) and click on the down arrow and select "View Grade Details"
5. Click on "View Attempts" button
6. Copy the url appearing on the page
7. Open a new internet window, paste the url in the browser and click to go to the e-portfolio (you can either use two screens, toggle back and forth between the e-portfolio and the rubric, or if using a PC use the half screen function [reduce the size of the window and drag it to the left to take up half the screen])
8. Return to the Bb page you were in (Submit Your Portfolio Here) and scroll to the right. Click on the small down arrow in the light blue box.
9. Click on USC CONNECT GRAUDATION WITH LEADERSHIP DISTINCTION E-PORTFOLIO RUBRIC
10. Click on Show Descriptions and Show Feedback
11. **You are ready to rate and write comments on the e-portfolio.**
    a. Click on your rating for each of the 20 items
    b. **For any item rated 2 or below, a comment is required**
    c. Positive comments that help students know what the reviewer found most interesting, helpful, outstanding are encouraged particularly in items 7-20
    d. **After completing, go back and make sure that you have not missed any items. Any skipped item results in a 0 for the student for that item.**
12. Click on "Save Rubric"
13. If you are sure you are done with that review, hit submit.

Sample Reviewer Comments on E-Portfolios

Our goals are to
1. _Encourage each student_ to complete his/her e-portfolio so that it meets GLD requirements and is a product that represents them well as they share it with potential employers, graduate schools, etc.
2. _Provide specific guidance_ that will help in this process.

Item	Rating	Comment
Appropriate artifacts	2	The artifacts include only photos. Other artifacts could help communicate the depth of your learning such as links to papers or other projects from classes. Other options would include lab records, an image that captures the significance of your job shadowing experience, etc.
Significance of Artifacts	2	Artifacts include only photos (which are well done and appropriate for the sections in which they appear), but the significance of the photos is not described. Captions or a clear reference within the text to the photos would be helpful in communicating what they represent about what you have learned.
Leadership: Problem	3	The problem provides a needed service to the community and is described in reasonable detail.
Leadership: Solutions	3	World Activity Day sounds like a meaningful and significant project. Planning is well thought out and comprehensive.
Leadership: Support (Rationale)	1	It is unclear how your choices in designing World Discovery Day were influenced by your experience within and/or beyond the classroom in research. Can you relate any components of the project to the key insights that you have described earlier in your e-portfolio? What have you learned or what skills have you developed through your within and beyond the classroom experiences related to research that helped guide your planning?
General Feedback (This box appears on the grading page, so it is the first thing students see when they look for their evaluation.)		Ryan, you have done an excellent job demonstrating that your experiences in and outside the classroom have impacted you in significant ways. Thank you for your carefully thought-out narratives. If you just attend to a couple of items, you will have an outstanding e-portfolio. I look forward to seeing artifacts of your classwork and hearing more about how your leadership project relates to what you have learned through your research experiences. Please see the grading rubric for further details. Congratulations on all you have done!

Reviewer Help

Technology help: Susan Quinn (SusanQ@mailbox.sc.edu) or Mike Brown (BrownMH2@mailbox.sc.edu)
Content help: Irma Van Scoy (ivanscoy@mailbox.sc.edu) or Nick Vaught (nvaught@mailbox.sc.edu)

Graduation with Leadership Distinction (general information and links): www.sc.edu/uscconnect/leadership