REAL-TIME STUDENT ASSESSMENT

Meeting the Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student Competencies for 21st-Century Needs

Peggy L. Maki

Foreword by George D. Kuh

Sty/us

Sty/us

Bulk Purchases

Quantity discounts are available for use in workshops and for staff development.
Call 1-800-232-0223

work. For their future lives, the Cohort ePortfolio showcases students' learning and also prepares them to be able to talk about their abilities and accomplishments to potential employers or graduate schools.

CASE 6.3.

Auburn University: Collaboration and Inclusivity in a Campus-Wide ePortfolio Project

The ePortfolio Project at Auburn University is a campus-wide initiative to support students as they create professional, outward-facing ePortfolios that showcase and synthesize their skills, knowledge, and abilities for an audience of potential employers or graduate schools. A natural outgrowth of our campus-wide writing initiative, the ePortfolio Project is Auburn's Quality Enhancement Plan (QEP) for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accreditation and is housed in the Office of University Writing. While the *products* that students create are meant to be "professional," the primary focus of the ePortfolio Project at Auburn is the *learning process* that occurs as students synthesize their curricular and cocurricular experiences to tell a coherent story about their education. Because of our focus on student learning—and because of the scale of our project—collaboration and inclusivity among faculty and staff are crucial.

The primary way the Office of University Writing engages faculty and staff and promotes collaboration and inclusivity in the ePortfolio Project is through the Cohort, which is essentially a learning community made up of small groups of faculty and staff from, currently, upward of 40 different departments, programs, and support units across campus. The Cohort represents a major difference between the ePortfolio Project and the writing initiative from which it grew: while the writing initiative certainly encourages collaboration and inclusivity, these values are built into the structure of the ePortfolio Project through the Cohort. Hallmarks of the Cohort include

- cross-disciplinary collaboration, including collaboration with student support units
- opt-in model—membership/participation is not mandatory; small groups of faculty and staff join when they decide ePortfolios make sense for their context
- flexible, responsive programming for faculty, staff, and students

Discussions among Cohort members often center on how to support current students' growth in the ePortfolio Project's four learning outcomes—critical thinking through reflection, effective communication, visual literacy, and technical competency. Working together with the Office of University Writing, the Cohort monitors student learning across disciplinary contexts in real time and creates action plans to respond quickly to what they observe. Examples of nimble responses include specialized workshops on reflective writing (for faculty and students), norming sessions for faculty who assess ePortfolios, workshops for faculty to learn the process of creating an ePortfolio, and the creation of a student workshop series for students who aren't enrolled in Cohort departments.

In an ePortfolio Project as large and multifaceted as ours, working toward scalability and coherence is a daily challenge that requires the kind of collaboration and inclusivity that the Cohort enables.

Note. Contributed by Lesley E. Bartlett, assistant director of the Office of University Writing, ePortfolio Project, Auburn University. Used with permission.

DePaul University

As Case 6.4 illustrates, DePaul University's, the Office for Teaching, Learning, and Assessment (TLA) has become the primary driver of real-time assessment, taking a multipronged approach and numerous steps to engage increasingly more individuals across the institution in assessment. This approach supports teaching and assessment as well as student learning to achieve the institution's goal of advancing more students to degree completion. Altogether, the approaches TLA has developed illustrate ways to continuously, as opposed to periodically, engage faculty and other constituencies in assessing their students' learning.

These approaches include inclusiveness and collaboration: multiple opportunities to learn more about and advance one's knowledge and practices in assessment with colleagues across the institution. In addition, TLA contributes to the institution's goal of advancing more students to graduation by providing information about learning resources to students, offering workshops and online resources to faculty about ways to provide early assessment of student achievement, and working with faculty and student peers to surround high-risk courses with supplemental instruction (SI) that supports those courses' outcomes.