STIMULATING INNOVATION WITH E-PORTFOLIOS

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Prepared by

Sponsored by taskstream
THE “COMPLETION AGENDA”
'Performance funding' making its way into higher education

April 26, 2012, 7:11 a.m. CDT
McClatchy/Tribune - MCT Information Services

ST. LOUIS — First their budgets came under the knife. And now, the nation's colleges and universities are facing new scrutiny from legislators and governors who want assurances that scarce tax dollars aren't being wasted.

The message to higher education leaders is simple: "If you want more money, prove you deserve it."

In the jargon of policymakers, it's called performance funding.

And little by little, it's making its way into higher education budgets across the nation, with schools getting more or less money based on their graduation rates and a host of other variables.

Nationwide, the movement is driven by a combination of factors, including the widely held belief that higher education funding levels — which have fallen dramatically in recent years — won't recover for many years. That's got budget-minded legislators and governors fretting over how to get the most out of dwindling resources and what they see as inefficient campuses, said Julie Davis Bell, education group director for the National Conference of State Legislatures.

"They're frustrated about completions. They're frustrated about transfers. They're frustrated that students are taking six or seven years to graduate," Bell said.

The more aggressive states are looking to award significant chunks — 25 percent or more — of higher education funding through these performance systems, she said. They see it as the best way to convince campuses that the status quo isn't good enough.
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In the past year, states have applied a new level of scrutiny to higher education, particularly in the West, where states have been hit hard by the recession. They are using performance measures to tie funding to the quality of education, not just the number of students enrolled.

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ST. LOUIS _ First their budgets came under the knife. And now, the nation's colleges and universities are facing new scrutiny from legislators and governors who want assurances that scarce tax dollars aren't being wasted.

The message to higher education leaders is a familiar one: Get results.

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The Evidence is Compelling...

Too Many Students Are Underachieving!
HAVE YOU HEARD OF “BADGES”?
HAVE YOU HEARD OF "BADGES"?

Deluxe Trivial Pursuit
HAVE YOU HEARD OF "BADGES"?
HAVE YOU HEARD OF "BADGES"?
WHAT DO EMPLOYERS WANT?

- BOTH in-depth AND broad range of skills and knowledge: 59%
- Broad range of skills and knowledge that apply to a range of fields or positions: 20%
- In-depth knowledge and skills that apply to a specific field or position: 20%
EMPLOYERS ASSESS THE POTENTIAL VALUE OF EMERGING EDUCATIONAL PRACTICES

<table>
<thead>
<tr>
<th>%</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>84%</td>
<td>Expecting students to <strong>complete a significant project</strong> before graduation that demonstrates their depth of knowledge in their major AND their acquisition of analytical, problem-solving, and communication skills</td>
</tr>
<tr>
<td>81%</td>
<td>Expecting students to complete an <strong>internship or community-based field project</strong> to connect classroom learning with real-world experiences</td>
</tr>
<tr>
<td>81%</td>
<td>Ensuring that students develop the skills to <strong>research</strong> questions in their field and develop <strong>evidence-based analyses</strong></td>
</tr>
<tr>
<td>73%</td>
<td>Expecting students to work through <strong>ethical issues and debates</strong> to form their own judgments about the issues at stake</td>
</tr>
</tbody>
</table>

Source: Raising the Bar (AAC&U, 2010)
Competency and Achievement

That is neither trivial nor snackable...
THE “QUALITY AGENDA”
Liberal Education & America’s Promise

Excellence for Everyone as a Nation Goes to College
LEAP PROMOTES

Essential Learning Outcomes
A Guiding Vision and National Benchmarks for College Learning and Liberal Education in the 21st Century

High Impact Practices
Helping Students Achieve the Essential Learning Outcomes

Authentic Assessments
Probing Whether Students Can APPLY Their Learning – to Complex Problems and Real-World Challenges

Inclusive Excellence
Diversity, equity, quality of learning for all groups of students
VALUE RUBRICS
AAC&U PERSPECTIVES

- Standards-based Assessments not Standardized
- Faculty Developed
- Focused on Competence vs. Deficits
- Based on Student Work
- Demonstrated over time vs. Snapshot
- VALUE Rubrics – 15 Essential Learning Outcomes
We are being asked to shift...
We are being asked to shift...

from MY Work to OUR Work
Assessment Practices That Verify Achievement
LOYOLA’S EPORTFOLIO CONTINUUM

- Developmental
- Scaffolded
- Progressive Build
STUDENT PROCESS MODEL

1. Submit assignments
2. Receive feedback
3. Are evaluated
4. Access stored work
5. Create & revise folios
6. Publish & share folios
FACULTY/STAFF PROCESS MODEL

- build a curriculum
- collect student work
- evaluate student work
- create evaluation methods: assignments & rubrics, etc.
- provide feedback
- assess/report learning outcomes
4-YEAR PLAN FOR STUDENT TRANSFORMATION
IN JUST FOUR SHORT YEARS, YOU WILL BE TRANSFORMED. But how? It takes hard work and dedication. With the Loyola community at your side, you will develop the skills, knowledge, and values needed to make a real difference in this world. We are guided by the vision of Ignatius of Loyola—who with his college roommates—committed to setting the world on fire through loving service to all those in need. It is through your distinctive Loyola Experience that you will discover your unique gifts and talents placing your passions at the service of our world. As you move through your journey, like the thousands of Loyolans who have gone before, you will build community, making friends for life.

KEY EXPERIENCES give shape to our common journey as Loyolans representing our lifelong affiliation with the University. Convocation, committing to a major, and commencement are important markers that connect our community. And our shared values guide our common way, allowing us to work as a diverse community seeking God in all things to expand knowledge in the service of humanity through learning, justice, and faith.
GOALS

1. Develop the habits necessary to engage in challenging intellectual work.
2. Participate in classroom and co-curricular activities.
3. Build relationships and develop a network of support with other students, mentors, staff, and faculty.
4. Develop skills to promote personal and community well-being.
5. Develop knowledge and understanding of the mission and core values that form the Loyola identity.

EXPERIENCES

Connect with community in the residence hall or commuter lounge and through student programs and university-wide events (e.g., Homecoming, Hunger Week, Service Days, Student Organization Fair).

Look into STARS, tutoring, study groups, and other mentoring programs.

Explore first-year leadership opportunities (e.g., Unified Student Government Association, Residence Hall Council).

EXPAND WITH COMMUNITY

ENGAGE IN CHICAGO AND THE WORLD

Connect with students and faculty through the residence hall or commuter lounge and through student programs and university-wide events (e.g., Homecoming, Hunger Week, Service Days, Student Organization Fair).

Look into STARS, tutoring, study groups, and other mentoring programs.

Explore first-year leadership opportunities (e.g., Unified Student Government Association, Residence Hall Council).

LEAD WITH VALUES

Focus on your well-being.

Commit to faith, justice, and service.

Take advantage of at least one high-impact enrichment opportunity (e.g., immersion, retreats, living-learning communities, service learning, on-campus employment, and athletics).

EXPAND YOUR KNOWLEDGE

Participate in Orientation, Start the Fire, Welcome Week, Loyola 360, and Mass of the Holy Spirit.

Engage with faculty in core courses and advisors in UNIV 101 and Loyola Seminars.

Consider all areas of wellness. Find your balance by learning from others and engaging with the resources at Ritas, Wellness Center, and Campus Ministry.

Convocation Walk and New Student Convocation

MILESTONES

30+ HOURS

120 credit hours required for graduation

- Participate in Convocation Walk and New Student Convocation.
- Complete Orientation and UNIV 101.
- Explore at least two campus organizations.
- Develop a four-year curricular and co-curricular plan.
- Begin to build your resume and e-portfolio.

REFLECTION QUESTIONS

How will you make Loyola home?

How will your passions and self-knowledge help guide your social, academic, and career choices?

How do you hope to grow during your first year?
**GOALS**

1. Exercise the habits necessary to engage in challenging intellectual work.
2. Articulate personal values and discern how they form personal, academic, and professional goals and decisions.
3. Continue to integrate your learning through reflections on your Loyola experience.
4. Continue developing mentoring relationships with faculty, staff, and other members of the Loyola community.
5. Deepen the understanding of your own faith and learn about other religions and world views.

**EXPERIENCES**

**CONNECT WITH COMMUNITY**

Connect with community through the commuter Student Council, at the Commuter Appreciation Day, in suite-style housing, or learning communities in the residence halls.

**ENGAGE IN CHICAGO AND THE WORLD**

Look into study abroad opportunities and other experiential learning activities.

**FIND YOUR CALLING**

Prepare to declare your major by exploring your passions with academic advisors and faculty, pursuing career-planning courses, and taking advantage of student employment opportunities.

**EXPAND YOUR KNOWLEDGE**

Take part in a service program (e.g., alternative break immersion, Loyola in Chicago) or a service learning opportunity.

**LEAD WITH VALUES**

Consider various student clubs and organizations or service in leadership positions (e.g., peer advisor, peer mentor, peer tutor, companion, resident assistant, orientation leader, advisory board, student community board).

**MILESTONES**

- Participate in the “Halfway to Graduation” ceremony.
- Declare major(s) and/or minor(s) and generate your Academic Requirements Report in LOCUS.
- Update your four-year curricular and co-curricular plan to stay on track for degree completion.
- Create plans for internships, study abroad, and research with faculty.
- Complete foundational Core courses.

**REFLECTION QUESTIONS**

How can you maximize your intellectual, social, and spiritual growth?

How are you integrating knowledge from the Core, your major, and experiences outside of class?

How did you grow in your first year, and how do you hope to grow in your second year?
ENGAGE CHICAGO AND THE WORLD

REFLECTION QUESTIONS

How are you engaging Chicago and the world as a classroom?

How are you applying the knowledge gained to be successful post-Loyola?

How did you grow in your first two years, and how do you hope to grow in your third year?

MILESTONES

90+ HOURS

☐ Submit a Key Experience reflection on how you’ve deepened your understanding of Loyola’s values.

☐ Complete an Engaged Learning Experience.

☐ Complete a study abroad or immersion program.

☐ Discuss post graduation plans with faculty, advisors, and professional mentors.

☐ Update your resume and add it to your e-portfolio.

GOALS

1. Continue to develop mentoring relationships within the Loyola community and with professionals outside the University.

2. Prepare to become part of a pluralistic community and demonstrate cross-cultural competence.

3. Demonstrate emerging leadership skills in the areas of your interest.

4. Become more intensely involved in your education by asking about and applying what you are learning in different settings.

5. Synthesize your knowledge through internships, community service, study abroad, and immersion programs.

EXPERIENCES

Number(s) correspond to the goals above.

CONNECT WITH COMMUNITY

Connect with community in apartment-style housing on campus or an off-campus apartment.

LEAD WITH VALUES

Serve as a leader or mentor within the Loyola or Chicagoland community.

EXPAND YOUR KNOWLEDGE

Pursue an undergraduate research fellowship and/or funded research opportunity through LUROP.

FIND YOUR CALLING

Complete an academic internship for credit and experience.

COMMIT TO FAITH, JUSTICE, AND SERVICE

Participate in retreats, religious organizations, small faith-sharing groups, and opportunities for interfaith collaboration.

CREATE YOUR FUTURE

Explore career opportunities (e.g., informational interviews, job shadowing, career fairs).

ENGAGE IN CHICAGO AND THE WORLD

Study abroad or pursue an immersion program.
GOALS

1. Reflect upon the meaning of your college experience with mentors as you clarify your post-graduation plans.
2. Complete academic degree requirements and act on career or graduate school plans.
3. Engage with professional communities within your chosen vocation and interests.
4. Synthesize your knowledge through your capstone course, research, and independent study.
5. Formulate a plan to give back to the community and to engage with Loyola’s Alumni Association.

EXPERIENCES

- Complete an academic or professional internship.
- Expand your knowledge by pursuing undergraduate research through LURP, present at a symposium, or co-author a published article.
- Commit to faith, justice, and service by participating in retreats, religious organizations, small faith-sharing groups, and opportunities for interfaith collaboration.
- Build your skills by reflect on your experiences and connect with community through on- and off-campus community and opportunities for apartment-style housing.

CREATE YOUR FUTURE
- Refine leadership skills to advance professional competencies through workshops and conferences.
- Integrate your Loyola Experience through a capstone or a four-year seminar course.
- Enjoy University-wide events that celebrate the culmination of your Loyola Experience (e.g., President’s Ball, Weekend of Excellence, Senior Week).

REFLECTION QUESTIONS

- What is your plan for the future?
- How are you integrating the knowledge, skills, and values learned to lead an extraordinary life?
- How did you grow in your first three years, and how do you hope to grow in your fourth year?

MILESTONES

You've earned your degree! 120+ HOURS

- Apply for graduation.
- Participate in the Senior Toast and the Senior Walk.
- Solidify your post-graduation plans.
- Update resume and refine interview skills for employment search or graduate school applications.
- Complete e-portfolio.
Welcome to your 4-Year Loyola Experience! This "Loyola Experience 4-Year Plan" ePortfolio portal will serve as your space to document, reflect on, and archive the key, transformative, experiences you engage in throughout your undergraduate experience. At Loyola, we believe that:

"A transformative education is one in which the student is incrementally invited to engage life, to reflect upon it and, then, to be of service to our world."

This 4-year ePortfolio will be your way to do just that! This space is for you to collect your thoughts and experiences, reflect on them, and ultimately share them with the world – prospective employers, graduate schools, professional networks - whatever your next step is in "year 5" and beyond!

THE VISION TRANSFORMATIVE EDUCATION

In just four short years...

You will be transformed. But how? It takes hard work and dedication. With Loyola at your side, you will develop the skills, knowledge, and values needed to make a real difference in this world. These core competencies form the intended outcomes of your Loyola Experience and prepare you for an extraordinary life.

During your time at Loyola, you will be invited and encouraged to develop your values, skills, and abilities. Especially pay attention to key opportunities for transformation in the following areas, and be sure to document, reflect on, and archive experiences that align with these key points of transformation:
Gateway Course: UNIV 101 First Year Seminar

All 2,000 incoming first-year students use Taskstream to submit assignments & start building a 4-year ePortfolio.
Benchmarks:
CEL Seminar
Courses & Programs

Service-Learning
Academic
Internships
Undergraduate
Research
Student Employment
Assessment:
Student
Course
Engaged Learning
CORE
Program/Major
Co-curricular &
Academic
Goal of adding value to the Loyola Experience by supporting students in building professional portfolios as a career differentiator using the 4-year ePortfolio as the seed for a professional portfolio.
EXPERIENTIAL LEARNING EPORTFOLIO SAMPLES

- Service-Learning
- Research
- Employment/Internship
- Career Planning
Centro Romero

A community center that teaches English as a Second Language to underserved immigrant members of our community. Centro Romero works directly with students of all ages in order to help them assimilate into American culture while creating a basis from which they can work to build a successful future.
Centro Romero

Home
About Centro Romero
Our Assets
Client Profiles
Volunteer Experience
Get Involved
Who Am I?

Home

About Centro Romero
Our Assets
Client Profiles
Volunteer Experience
Get Involved
Who Am I?

A community-based organization serving underserved Latinx communities in Chicago, directly working to preserve and promote the Latin American culture.

Language to simulation into network to build a successful future.
Organization Context

"To be a man is...to be responsible. It is to feel shame at the sight of what seems to be unmerited misery. It is to take pride in a victory won by one's comrades. It is to feel, when setting one's stone, that one is contributing to the building of the world."

-Antoine de Sainte-Exupery

Source: http://www.youtube.com/watch?v=NI00HGkKHpc
A personal account of my experiences at Centro Romero...

Human Rights...

October 30, 2012 by mkonstantinovic

I have been thinking a lot about human rights and how they apply to what I do at Centro Romero. For example, questions about what are human rights, how are they applied in the world, who actually has the opportunity to exercise them, things like that. I recently saw a video that discusses this topic, starting from the history of how humans thought about their rights, and how it evolved over time. You can watch the video here, I HIGHLY recommend it! : Super awesome video about human rights.
Evidence of Leadership & Involvement

Evidence of Leadership & Involvement

My mentor, Ashley Rolnik, and I were featured as part of Loyola University Chicago's Weekend of Excellence 2012 video that was compiled to highlight different mentoring relationships formed as undergraduate students.
The Glamorization of Eating Disorders in the Media: How are Women Affected?

Connie Kalble, Ashley Rolnik, M.A., Scott Leon, Ph.D., Rupal Joshi, & Jori Rappaport
Loyola University Chicago, Department of Psychology

Introduction
• Thin-depicting and promoting media have been found to have negative effects on the body dissatisfaction and eating disordered behaviors of adolescent and adult readers; this is especially true for magazine consumption. (Botta, 2003; Cohen, 2006).

• The presence of eating pathology in the media is largely represented by celebrity confessions of eating disordered pasts. However, these anecdotes have been shown to glamorize and normalize eating disordered behaviors, not fully illustrating the severe health risks, making this seem attainable and manageable for women (Thomas et al., 2006; Garner, 1985).

Method
• The current study examined the responses of female participants following exposure to thin-depicting media portrayed by a model on the cover of a magazine.

• Before exposure to the media stimuli, participants were randomly assigned to one of three experimental conditions.

Participants
• One hundred and ten college females participated in this study.

Results
• Two-way analyses of variance were conducted with study condition and disordered eating predicting body dissatisfaction, body surveillance, body shame, positive and negative affect, and self-esteem. Disordered eating was used as the moderator variable.

Results (cont.)
• Overall, the interactions of condition by disordered eating predicting body dissatisfaction ($\beta = .767, p < .001$), body surveillance ($\beta = .769, p < .001$), body shame ($\beta = .807, p < .001$), negative affect ($\beta = .352, p = .006$), and self-esteem ($\beta = -.669, p < .001$) were significant.

Conclusions & Future Directions
• The results of this study suggest that viewing media images that are accompanied by stories about eating disorders may be detrimental to women who have high levels of disordered eating.
EMPLOYMENT/ INTERNSHIP PORTFOLIO

Kathryn Stromdahl's E-Portfolio

HERE'S TO THE CRAZY ONES.
the misfits, the rebels, the troublemakers.
THE ONES WHO SEE THINGS DIFFERENTLY.
while some may see them as the crazy ones.
WE SEE GENIUS.
BECAUSE THE PEOPLE WHO ARE CRAZY ENOUGH TO THINK THEY CAN CHANGE THE WORLD,
ARE THE ONES WHO DO.
EMPLOYMENT/INTERNSHIP PORTFOLIO

Kathryn Stromdahl's E-Portfolio

HERE’S TO THE CRAZY ONES.
the misfits, the rebels, the troublemakers.
THE ONES WHO SEE
THINGS DIFFERENTLY.
while some may see them as the crazy ones.
Internship Overview

The Resident Assistant (RA) position is a unique leadership opportunity for students to meaningfully contribute to the residential community at Loyola University Chicago. In their work, RAs serve as resources, community builders, administrators, role models, and peer educators with our residents. As members of a residence hall staff, RAs work collaboratively with a Resident Director (RD), Assistant Resident Director (ARD), and other student staff members to create a vital and engaged living-learning community. Together, the hall staff provides programs and services that support the mission, vision and values of the Department of Residence Life. With the goal of creating transformative living environments in the residence halls, RAs are responsible for building and facilitating a positive and effective community in their respective residential areas.

The above statement is what Residence Life labels as the job description for resident assistants and I agree with all of it, but there is so much more to this job that can't be put into a short description. For the past two years I have worked with first year students as they transition to college as their RA and I can honestly say it is one of the most rewarding experiences I have had at Loyola. The position is more than a job where I babysit freshmen. The training and experiences I have had while being an RA have equipped me with many life skills that I can use beyond this position.

This past year I have been a mentor for first year RAs who were just starting their experience and I have 36 residents on my floor that know me as their RA. I have worked with the Learning Community to try and work in my position to the overall goal of the LC and I have also done my own thing on my floor. Through various bulletin boards or topics like LGBTQIA Awareness or Roommate conflicts I have tried to impart some knowledge on my residents. And through communicating with senior residents, other RA's, or just myself I hope I have taught them...
Kathryn Stromdahl  
815.614.8082  kstromdahl@luc.edu  
6431 N. Sheridan Rd. Mailbox #3095  
Chicago, Il 60626

Education  
ILLINOIS MATH AND SCIENCE ACADEMY, Aurora, Illinois  
High School Diploma, May 2009

LOYOLA UNIVERSITY CHICAGO, Chicago, Illinois  
Bachelors of Science in Molecular Biology (Anticipated May 2013)  
Current GPA 3.6/4.0

Work Experience

Residence Assistant - Loyola University Department of Residence Life  
March 2011 - Present
• Implemented programming in personal development, diversity, spirituality, academics, and community for 50 first-year students  
• Conducted roommate mediations and roommate agreements  
• Performed administrative tasks  
• Served on RA advisory board meeting with the Director of Residence Life to talk about issues and upcoming changes  
• Served as Hall Council Liaison meeting weekly and advising Simpson Hall Council of 25 students

Building Manager – Loyola University Chicago (Centennial Forum Student Union)  
May 2011 – Present  
• Set up tables, chairs, and technology for events
CAREER PLANNING PORTFOLIO

Sarah M. Naiman

Home
Elevator Pitch
Resume
Cover Letter
Life List
Loyola Composting Initiative
Sustainability Philosophy

Sustainability Philosophy

The following document illustrates my definition of sustainability, changes that I deem are required in order for us to live sustainably as a whole, and how I’ve applied my knowledge of environmental sustainability to my personal life.

Sarah Naiman
Dr. Schuler
ENVS 203
11/28/12

Sustainability Philosophy

Sustainability is the preservation of natural resources for future generations while promoting social well-being and happiness. As a society, we need to shift our focus from being materialistic to community-based. We should not measure our success in life by how many items we own but by our satisfaction and happiness. In order for life to happen, it would require a societal paradigm shift and a reworking of the structure and function of many cities and towns. I imagine a more simplistic way of doing things in which individuals are outdoors, have a greater sense of community, and incorporate a barter system as a means of economy. This should be accomplished in conjunction with resource conservation. We will need to be more efficient with the resources we use and consume local items. This is particularly important to me because I am interested in motivating individuals and businesses to enact some of these practices through environmental education.

In addressing sustainability, it is necessary to first focus on the efficient use of our resources. This is one of the strongest components of sustainability and needs to be attended to as a result of our materialistic culture and product-driven economic system. A focus on efficiency and waste reduction encompasses a variety of areas including: energy and transportation, water, food, and products. Energy efficiency can be implemented in the infrastructure and the design of buildings. Architects can incorporate the use of several types of energy, and allow for natural heating and cooling through appropriate window placement. Also, insulation can be improved through proper material-selection when building the structure. The building in which I currently reside, does not have any of these elements. Due to insulation problems, it requires lots of energy in order to maintain a comfortable temperature. However, because I do not own the apartment, I am not able to make significant changes in order to address these issues.

Energy efficiency not only deals with design but personal actions as well. Some examples include unplugging items that are not in use, turning lights on only when needed, and relying less upon cars. Living in Chicago, a city with a vast public transportation system, I find it easy to take
CLOSING THE GAP: OUTCOMES AFTER YEAR 1 OF IMPLEMENTATION

- UNIV 101: Changed to 4-year plan model & re-framed assignments/evaluation methods
- UNIV 290: Encouraged public advocacy focus
- Embedded within & throughout syllabi
- Incorporated student presentation/showcase of ePortfolios whenever possible
“As a result of these data, combined with feedback in our course evaluations and from instructor focus groups, we adapted the course for Fall 2012 by streamlining assignments, simplifying rubrics and prioritizing content to ensure we were meeting students' needs.”

– Terri Thomas
Associate Director, First and Second Year Advising
HIGH IMPACT PRACTICES

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

★ e-Portfolios
WHAT WE KNOW AND HAVE EVIDENCE TO BELIEVE

• Used on over half of American higher education institutions
• Improve retention and graduation
• Deepen student learning – retain and integrate information, apply information beyond single course
We found specific changes in learning and pedagogy occur as a result of participation in e-portfolios.

“Could learning e-portfolios encourage students to have deeper, more reflective learning, and stimulate more significant connections across learning experiences?”

– University of Oregon
ESSENTIAL PORTFOLIO PRACTICES

• Purposeful collection
• Multiple measures to track development and improvement
• Self-assessment and reflection to foster analysis, synthesis, evaluation, etc.
• Integrative opportunities/requirements
• Build evidence of an empowered, informed, responsible learner
• Can be used a course, program, institutional level assessment
Dr. Terrel Rhodes
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Taskstream
For more information about Taskstream or to request a demonstration, please contact:
events@taskstream.com or 800-311-5656