Final Report from ePortfolio Task Group
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Introduction

The ePortfolio Task Group began its work on August 30th, 2012. We were charged with focusing on the strategy and potential implementation of ePortfolios across the System, independent of any particular product or platform.

The Task Group will investigate current and projected uses of ePortfolios within SUNY, as well as in K-12 and training and employment. In addition, we will study uses of ePortfolios in other other states, as well as those being implemented on national or international levels.

The Group was particularly concerned with how ePortfolios could be an integral part of Open SUNY and sought to answer a number of questions including:

1. How can ePortfolios support Open SUNY?
2. How can the effective use of ePortfolios in teaching training programs impact their use in K-12 education?
3. How can ePortfolios support the recognition of prior learning (SUNY REAL)?
4. How can ePortfolios be used to support self-directed and lifelong learning?
5. How can we encourage a broad adoption and how do we provide support?
6. What are the components of a successful implementation?
7. How can ePortfolios be used for assessment?
8. How can ePortfolios be used to develop self-reflection, self-efficacy?
9. How can ePortfolios be used in the Admission process?

The report that follows provides a framework for the role that learner-centered ePortfolios can play in the delivery of academic programs across SUNY, reports on the results of a survey of ePortfolio uses (and non-uses) across SUNY, discusses general opportunities for promoting the use of ePortfolios, and provides an extensive list of recommendations. The Group thanks the FACT2 Council for the opportunity to work on this project, and for their consideration of our findings.

ePortfolio and Purposes

Unlike most of the enterprise systems deployed by educational institutions which are institutionally focused and owned, the ePortfolio is user centric. While ePortfolios can be used as sources of information to support institutional assessment efforts, ePortfolios should not be thought of primarily as an institutional data collection system. The main focus of ePortfolio is to facilitate integrative and lifelong learning. The American Association of Colleges and Universities (AACU) and The Carnegie Foundation for the Advancement of Teaching (CF) describe integrative learning experiences occurring as learners address real-world problems, unscripted and sufficiently broad to require multiple areas of knowledge and multiple modes of inquiry, offering multiple solutions and benefiting from multiple perspectives. (AACU, CF, 2004)

According to learning architect, Nancy Wozniak, in her recent article, Enhancing Inquiry, Evidence-Based Reflection and Integrative Learning with the Lifelong ePortfolio Process: The Implementation of Integrative ePortfolios at Stony Brook University,

These learning experiences consider the whole student and foster lifelong learning skills engage students in making their own learning connections
between their courses, professional career goals, co-curricular activities, campus involvement, community service, job experiences, and personal interests. The integrative learning ePortfolios make the learning visible and facilitate their abilities to make these connections. (Wozniak, 2013)

ePortfolio use involves the students in the assessment process through evidenced-based reflective practice, self-assessment, and peer review. The learning and the assessment are authentic.

It should be noted: in an article entitled ePortfolios: Go Big or Go Home the author, researcher Darren Cambridge states “It is an oversimplification to say that ePortfolios cannot be used simultaneously for learning and assessment, but such use requires the integration of ePortfolio activities across the curriculum at a scale almost never attempted by programs invested only in meeting the demands of external accountability.” [http://www.educause.edu/ero/article/e-portfolios-go-big-or-go-home](http://www.educause.edu/ero/article/e-portfolios-go-big-or-go-home). This may explain why ePortfolio implementations generally are not as successful as planned.

This Task Group defines an ePortfolio as: a digital tool that creates an active, personal venue for demonstrating self-directed lifelong learning including evidence of the acquisition of skills and knowledge, individual accomplishments, service, and personal growth.

In an American Society for Engineering Education article, Using Electronic Portfolios in a Large Engineering Program, the authors offer a simple, concise definition. Notice how the portfolio process grows an "e".

A portfolio is a purposeful collection of artifacts to demonstrate effort, progress and achievement. Within an educational setting a portfolio can be prepared in the context of a course, a program, or an institution; the author of the portfolio can be the student, a faculty member, an administrator, or an organization (depart, program, etc.); and the purpose of the portfolio may be developmental, evaluative, and/or representative. With the ever increasing use and advancement of technology, the electronic portfolio (ePortfolio) is emerging as a viable option to the traditional paper portfolio.

(Knott, Wolfe, Muffo, Mallikarjunan, Loganathan, Lohani, Paretti, Griffin, Adel, 2005)

**ePortfolios Uses**

- EPAC (ePortfolio California) states there are three kinds of ePortfolios:
  - Developmental (learning and assessment) - a record of artifacts (work and accomplishments) that the owner has done over a period of time, and may be directly tied to learner outcomes or rubrics.
  - Reflective (integrative and lifelong learning) - includes inquiry and evidenced-based reflection to document integrative learning and lifelong scaffolded knowledge.
  - Representational (e.g., showcase, professional, and teaching) - provides evidence of the owner's achievements in relation to particular work or developmental goals and is, therefore, selective. When it is used for job purposes (searches and promotions) it is sometimes called a Career ePortfolio.

- ePortfolios are being used to help students develop self-determined behaviors and make their own learning connections between their coursework, professional career goals, co-curricular activities, campus involvement, community service, job experiences, and personal interests.

- ePortfolios have the ability to enhance teaching, learning, and assessment practices. They can also support
  - student advising and career development
  - student or alumni credential documentation
  - sharing of teaching philosophies and practices
  - department and program self-studies
  - institutional and program accreditation processes

- ePortfolios can provide a more “expansive collection of data” than typical methods of assessment. When archived, ePortfolios can be “analyzed to shed light on the meaning of patterns of performance” (Cambridge, 2010)

- ePortfolios provide an authentic assessment of learning as they are evidence based and involve the students in the assessment process.

- ePortfolios are used across the United States for credentialing: in teacher certification programs, engineering, and medical education to name a few.

- ePortfolios are being used to support and assess experiential learning

## Current State of ePortfolios at SUNY

The **At SUNY** subgroup developed an online survey to collect information about ePortfolio use across the system. (Survey available at: [http://goo.gl/0veNp](http://goo.gl/0veNp). Survey requests were sent out to all SUNY campuses, through the list of FACT2 representatives, to directors of teaching & learning centers, through CPD lists, and through personal contacts of committee members. One or more responses were received from 42 campuses (70% of community colleges; 71% of technical colleges; 62% of comprehensive colleges; and 78% of university centers & medical schools)

Of the responding campuses, 61% reported some use of ePortfolios on their campus (community colleges - 55%; technical colleges - 60%; comprehensive colleges - 89%; university centers/medical - 43%). It’s possible that these numbers represent lower bounds, as there may be ePortfolio activity on campus that the survey responders are not aware of. In no case was the ePortfolio use campus-wide though. Also, not captured in the survey of current use is the development of an intercampus ePortfolio project between SUNY Purchase and SUNY Delhi, with the potential of including other schools as well. This will be described in more detail in the barriers to adoption section below.

The most commonly listed use of ePortfolios across SUNY campuses was as assignments in individual courses (22 responses). Along these lines, the use of ePortfolios to support student learning and other high-impact activities was reported for: student-owned learning showcase (14); capstone experience (12); internships (8); first year experience (7); independent personal reflection (5); group projects (5); and service learning (4). Taken together, it is clear that much
of the use of ePortfolios across SUNY campuses is focused on supporting student learning, especially opportunities for integrative and reflective learning. Student ePortfolios also contributed to broader institutional needs in terms of: program assessment (13); professional accreditation (6) and institutional assessment (3).

The following are detailed accounts of eportfolio use within the SUNY system.

1. **Integrative Learning ePortfolios to enhance inquiry and evidence-based reflective practice, and to promote integrative student learning**

It is the responsibility of every educator to help their students form the lifelong learning habit of inquiry and reflection. Inquiry is a continuous cycle of learning that involves questioning, investigating, analyzing, communicating, and reflecting on the knowledge gained. Reflecting on the evidence and conclusion produces more questions and the cycle of learning and discovery continues. Reflection connects the components of the inquiry cycle and serves as the catalyst to move to the next level of learning and discovery. Integrative Learning ePortfolios are used to facilitate and organize this process as students connect and make meaning of the knowledge and skills gained from their life experiences. The ePortfolio process (Collect, Select, Reflect, Connect, and Project) provides an organized digital thumbprint and timeline of knowing, doing, knowing how you know, and proceeding to the next level of inquiry. It allows the owner to analyze and synthesize learning, build knowledge, demonstrate learning connections, and project evidence of academic and professional skills and abilities over a lifetime.

The owner of the ePortfolio should feel that they own their ePortfolio. This enhances the learning process as they develop autonomy over their learning, relatedness, and a sense of self-efficacy. The students should be able to express their learning and connections within their ePortfolio, all of which should then enhance their approach to lifelong learning. The ePortfolios promote self-assessment and peer review.

For instance, students, faculty, and staff at Stony Brook University, Cornell University, and Purchase College can create and own their own ePortfolios. Students required by their course
instructors to post on assignments and reflections have ownership of their ePortfolios. Stony Brook’s Writing & Rhetoric, Honors Business, and Leadership and Service programs require students to post all course assignments and reflection in their ePortfolios throughout the program. The students are encouraged to post their other curricular, co-curricular, and campus experiences. Upon graduation, the students are able to maintain their ePortfolios as alumni and remain part of the campus learning community. Stony Brook, Cornell, and Purchase will design and pilot a collaborative ePortfolio Showcase and Community of Practice for faculty and students in the fall 2013.

2. ePortfolios and Admissions

a. ePortfolios are accepted and reviewed by Cortland’s admissions officers, and while they are prepared to accept and review ePortfolios they have not received them. IBS schools have an extensive standards-based and ePortfolio process, but these are submitted as printed versions of e-documents.

b. SUNY Purchase requires an ePortfolio submission for admission into several of their art programs. They use a third party provider called SlideRoom for ePortfolio submissions. Students upload their artifacts to Purchase’s site on SlideRoom. The Fashion Institute uses a similar process.

3. Assessment of Prior Learning

Prior learning assessment has traditionally used a portfolio process for students to document and demonstrate their learning and as a vehicle to assess that learning for college credit. SUNY Empire State College has been part of the national FIPSE grant, Connect to Learn, managed by CUNY LaGuardia Community College. Within this grant, Empire State College has had three projects using ePortfolios to assist students through the prior learning assessment process as they engage in degree planning. Empire State College is a participant in the TAA Grant, within which ePortfolios will be used for prior learning assessment. In addition, through the Lumina grant given to the Open SUNY/ SUNY REAL project, ePortfolios will play a major role in the ways in which students prior and open learning is assessed.

4. Career and Workforce Development with ePortfolios

In recent years the economy has been struggling making it very difficult for students to get full-time jobs after graduation. In addition, our economy is now a service economy in which employees come and go and are hired as needed. Therefore, it is advisable that students have their credentials all prepared for when an opportunity does become available.

A career ePortfolio builds from an academic ePortfolio. It focuses on acquired, career specific skills and abilities and continues over a lifetime of professional development. Students, faculty and staff use career ePortfolios to document evidence of their professional skills and abilities. The ePortfolios are used in traditional academic, professional, and vocational (credit and noncredit) educational programs to enhance integrative (applied) and lifelong learning.

The Stony Brook University model involves the Career Center and Faculty Center staff collaborating with faculty on guiding students through the process of building their professional ePortfolios for internship, graduate school applications, and job searches. The career ePortfolios help the students establish and control their professional online identity. As the
students collect, select, connect, reflect, and project evidence of their professional skills and abilities, their sense of self-efficacy and relatedness is heightened and students are able to visually map their academic and career paths. Students own their ePortfolios, which continue with them as their transition into the workforce or higher degrees of education. The Stony Brook model includes a Business and Industry Advisory Board comprised of successful professional experts representing various professional fields. These industry representatives provide the students, faculty, and staff with expert advice on what prospective employers want to see on the resume and ePortfolio of a job candidate. Faculty and staff are encouraged to create their own professional ePortfolios as examples for the students and to provide evidence of their own lifetime skills and abilities. This model is demonstrated in Stony Brook’s Engineering 2012 IITG funding entitled Electronic Portfolios to Enhance Experiential Learning and Assessment in Internship Courses. Seven SUNY institutions collaborate with industry experts from the Long Island Alternative Energy Consortium in creating internships and working with ePortfolios.

Rockland Community College completed a successful ePortfolio pilot this past spring in which eight departments representing the three academic divisions within the College participated. Paralegal Studies, one of the departments which participated, focused primarily on student preparation of career or showcase ePortfolios. The students enrolled in this program are planning to enter the workforce upon program completion. Many attorneys require prospective employees to submit not only a resume but also a writing sample. Students who begin creating ePortfolios in their first semester and contribute to them throughout their paralegal program will have numerous writing samples—many specialized for the particular area of law they wish to pursue. These samples provide direct evidence to prospective employers that students are actually able to prepare legal documents as opposed to just relying on course grades on a transcript. However, at this time not all attorneys or other prospective employers may be familiar with ePortfolios.

With the establishment of SUNY Works, an initiative that will advance and expand cooperative education and formal internships within the SUNY system, more and more students will be involved in learning partnerships with local businesses. By the time students are ready to participate in an internship, which is usually in their last or next-to-last semester, they will have amassed a large collection of artifacts representing their growth, development, and skill attainment. This collection will provide the prospective internship provider with a holistic view of the student and his/her skills and abilities attained both inside and outside the classroom.

Suffolk Community College was awarded funding from a 2013 IITG, E-portfolios to Engage Student Veterans at Suffolk County Community College. The pilot program is designed to enhance the learning and professional skills of enrolled veterans through workshops and ePortfolio use. With the guidance of writing faculty, career and library staff, and an expert on ePortfolio development, the veterans will document their acquired skills and abilities in their personal ePortfolios. The veterans will own their ePortfolios and continue to maintain them after finishing the program.

5. Teacher Preparation Using ePortfolios

SUNY Cortland use of ePortfolios is seen as a means to demonstrate prospective student’s knowledge base on curriculum and standards within their disciplines. In some universities students were encouraged to develop the ePortfolio as a demonstration of excellence for use in potential employment. ePortfolios were used to allow students to select their best artifacts within specific areas, such as standards within their given field or benchmark areas within a
teacher work sample. Students were asked to re-evaluate their selections throughout their preparation program and then continue to add, change, or reflect on their learning.

6. ePortfolio Uses in Program Assessment and Accreditation

**NCATE Accreditation - Teacher Education**

Schools of Education used ePortfolios to highlight standards of the accrediting body. The National Council for Accreditation of Teacher Education (NCATE) established in 2002 that teacher education units must have an assessment system that collects and analyzes data on the applicant’s qualifications, candidate and graduate performance and unit operations to evaluate and improve the unit and its programs. ePortfolio systems were the natural fit to help meet this NCATE standard. The ePortfolio provided accreditation agencies qualitative data on top of the more commonly used quantitative provided by student transcripts.

**ABET Accreditation - Engineering Education**

Dr. Gary Halada, Undergraduate Program Director for Materials and Engineering, uses ePortfolios in his courses and Nanotechnology Program. He sees the ePortfolio process as a way to involve students in the ABET accreditation process. Involving the students in the accreditation process is key. Halada partners with his students on instruction and accreditation. He views ePortfolios and student outcomes as a solid, practical way to “measure the immeasurable, such as an appreciation for the Field of Engineering and lifelong learning”. Lifelong learning is a listed accreditation criteria for demonstrated student outcomes by ABET (Accreditation Board for Engineering and Technology) - (i) a recognition of the need for, and an ability to engage in lifelong learning. (ABET, 2012) Halada encourages his students to add artifacts from their other curricular and co-curricular activities, their accomplishments, and self-directed areas of campus and community involvement. Dr. Gary Halada and Dr. Imin Kao, Chair of Mechanical Engineering, will work with ABET representatives on building a programmatic ePortfolio template for engineering students that demonstrate integrative learning and ABET standards from the first year experience to the internship experience and capstone project. Students will be encouraged to maintain their ePortfolios as they enter the professional workforce. This will help determine the involvement of graduates in the Engineering field as required by ABET.

**Barriers to ePortfolio Adoption Across SUNY**

The most frequently cited barrier to adoption of ePortfolios from the survey results was lack of demand for the service (14 responses). This was sometimes phrased as a simple lack of interest on campus, but was framed as an education issue in a number of the responses (“faculty are vaguely aware of the potential impact … of ePortfolios, but have not expressed a program or institutional interest”; “need more training and understanding of the importance”; “educating faculty on uses” listed as a barrier; etc). Compared to other instructional technology tools, successful adoption of ePortfolios often reflects a cultural shift on campus around student learning, and requires faculty to rethink their approaches to instruction.

Cost was also seen as a significant barrier to adoption (10 responses). Some representative comments included “The cost of many ePortfolio programs is quite prohibitive”; “… our tight budget is one of the considerations”; “When we have looked into them, they were very expensive”. Many of the responses were more succinct when listing barriers: “Cost.”
Shared services projects can provide a means to help overcome these barriers, if campuses
with successful ePortfolio implementations can provide ePortfolio services to other interested
campuses, either for pilot ePortfolio projects or for campus-wide ePortfolio hosting. Targeted
pilot projects can be a way to help build an understanding among faculty and students of the
role that ePortfolios can play in supporting instruction and broader curriculum goals. But
licensing costs can be a major barrier for pilot projects (“We have looked into using the ......
ePortfolio [system], but it is so prohibitively expensive that we couldn't even afford to run a
pilot.”), when there’s no guarantee that the campus will proceed with ePortfolios beyond the pilot.

SUNY Purchase and SUNY Delhi are developing a shared services collaboration on ePortfolios
that is currently supporting pilot projects on the Delhi campus, with support for campus-wide
services available as the project proceeds. Both campuses use open source LMS’s and SUNY
Purchase has integrated an open source ePortfolio system with their LMS. Because there are
no licensing costs, the campuses were able to integrate Delhi’s LMS with the established
ePortfolio system at Purchase, immediately providing ePortfolio services to faculty and students
at Delhi. Initial projects have focused on a handful of service learning courses in Psychology at
Delhi, but there is already interest among other programs at Delhi, including BSN Nursing,
Hospitality, and Architecture. SUNY Purchase is also hosting ePortfolios for faculty and
students from Empire State, Morrisville, Dutchess, Orange, Rockland, Sullivan, Westchester,
Nassau, Oswego, Albany, Buffalo, and Binghamton.

Other barriers to adoption that were mentioned in the survey included: implementation issues (6
responses: e.g., “choosing a platform”; “... the lack of integration with the course management
system”), the workload that ePortfolios represent (6 responses: e.g., “the volume of work”; “no
one to evaluate the credits”; “the amount of additional work required by the students”),
transferability issues (5 responses: e.g., “... software ... that is reasonable and transferable after
graduation”; “transfer issues”; “longevity of accounts”) and training (4 responses: e.g., “need
more training and understanding the importance...”; “funding for training”).

To some extent, the workload issues really depend on the vision for ePortfolios usage on
campus. If ePortfolios are considered a tool to support student reflective learning and to allow
them to showcase their work, there need not be extensive institutional workload issues.
Students and faculty will adopt the tool and invest energy in developing their ePortfolios to the
extent that they feel ownership of their work and see benefits for their own professional
development. If faculty adopt ePortfolios as a tools for promoting attainment of course learning
outcomes, then faculty will need to redesign their courses to incorporate the new instructional
approach and appropriate professional development opportunities should be made available.
It’s only if ePortfolios are adopted as an institutional data collection system that there would be
significant workload issues, on the part of faculty, students and staff.

**Current Use of ePortfolios in NY State**

1. Career and Job development
   - Career Zone [http://careerzone.ny.gov](http://careerzone.ny.gov) provides a space where students (6-12) and out-of
   school youth build career ePortfolios. Sponsored by the NY State Department of Labor

   - Job Zone [https://jobzone.ny.gov/views/jobzone/guest.jsf](https://jobzone.ny.gov/views/jobzone/guest.jsf) sponsored by the New York
   State Department of Labor. Not a true ePortfolio, however These ePortfolios provide
   private workspace for:
○ Assessment tools for determining occupations and job skill gap analysis. This is run against the training provider list.
○ Resume building for all types of experiences
○ Job search
○ Occupations are matched to CIP codes and equivalent majors at postsecondary education institutions

2. Current in K-12 education in NY State

The use of student learning ePortfolios in K-12 is not currently required in NY State, and there is currently no widespread use within NY State K-12 districts. National interest in the use of ePortfolios is growing, particularly as a result of Common Core Standards requirements and a few states now require ePortfolios for their K-12 students. Many school districts do not have the funding to provide ePortfolios for their K-12 students, nor the training to know how to incorporate them into the classroom. Some school districts offer ePortfolios using free software such as Google sites or Mahara:
http://www.nassaubocesperkins.org/eportfolios.htm
http://foliofor.me/,
http://www.portfoliocommunities.com/
https://sites.google.com/site/k12eportfolios/resources/examples-of-online-portfolios and some commercial products such as Digication http://www.digication.com/featured/k12.

In addition SUNY could leverage regional K-12 professional development groups for ePortfolio use that are being promoted and formed such as the Staten Island-South Brooklyn Professional Development Group:
https://titleiidgrants.wikispaces.com/Foundations+of+ePortfolios+in+K-12+Education.

Opportunities for ePortfolios at SUNY

1. For Professional Use and Accreditation

Many professional accreditation organizations are recognizing the use of ePortfolios to document required skills and competencies necessary for industry standard performance. The ePortfolio process, which includes inquiry and evidence-based reflective practices, provides authentic evidence of students meeting the required competencies, including those that are difficult to measure, such as compassion, ethics, and an understanding of lifelong learning. The Colleges of Medical/Health Services and Engineering are examples of successful ePortfolio use in the SUNY system.

a. Medical schools and Health Services Programs
Health care Professionals are called upon to demonstrate competence in many areas and through a multitude of assessments. Skills and abilities are demonstrated not just through performance tests but also through an array of other dimensions such as scholarly publications, patient encounters, and clinical skills demonstrations. In the health professions, students demonstrate competence through a broad array of assessment evidence and ePortfolios are becoming widely accepted as a tool particularly well suited to organize disparate evidence to form a composite picture of performance (Dannefer 2012; Tartwijk 2009). An ePortfolio not only provides evidence of accomplishments, but also enables the individual to record reflections about the evidence thereby supporting the
growth and development of the “reflective practitioner” (Schon 1984). Furthermore, faculty may also benefit from having a defined template to record accomplishments beyond information in curriculum vitae such as in teaching.

The American Association of Medical Colleges (AAMC) and the National Board of Medical Examiners (NBME) are preparing to launch eFolio Connector—an ePortfolio platform to be used by physicians and medical students: https://members.aamc.org/eweb/upload/110212_GG-C_1000_Bostrom_Dana.pdf

This system, as mentioned above, will use the LEAP2A standard.

Nursing schools are also looking to adopt the use of ePortfolios for the assessment of competencies as well.

b. Engineering
The following ABET (Accreditation Board for Engineering and Technology) assessment criteria are similar to those of accrediting institutions for education and the healthcare field, and are best met through the use of an ePortfolio:

- ABET Criteria 2: Program Educational Objectives
- ABET Criteria 3: Student Outcomes
- ABET Criteria 4: Continuous Improvement

http://www.abet.org/assessment-planning/

Additionally, lifelong learning is a listed accreditation criteria for demonstrated student outcomes.

c. Education
Beginning on May 1, 2014, initial teacher certification for New York State will require passing an ePortfolio assessment (edTPA) http://edtpa.aacte.org/
http://www.nystce.nesinc.com/NY_annTPA.asp

2. To promote inquiry, evidenced-based reflective, and collaborative learning across the system

In their article, A New Paradigm for Undergraduate Education, they clearly illustrated this shift from the teacher-centered Instruction Paradigm to the student-centered Learning Paradigm, Robert Barr and John Tagg wrote about a paradigm shift from teaching to learning taking place in education. It is clear how the integrative ePortfolio learning process (Collect, Select, Reflect, Connect and Project) enriches the mission and purposes of the Learning Paradigm (Barr & Tagg, 1995) to

- produce learning,
- elicit students discovery and construction of knowledge,
- create powerful learning environments,
- improve the quality of learning, and
- achieve success for a diverse population of students.
The main focus for the Learning Paradigm is to involve students in the teaching and learning process and produce learning outcomes more efficiently. With the shift, the controlled, competitive, individualistic instruction classroom becomes a collaborative, cooperative, supportive learning environment that fosters inquiry, reflection and higher order cognitive skills. In this rich learning environment, the integrative ePortfolio process emerges as a method to produce, document and connect the learning. The Paradigm of Learning will continue to shift as cloud technologies and smart devices enter the classroom. The integrative learning ePortfolio provides a venue to organize and connect the learning.

Inquiry and reflective practices must be considered the normal. Instructors should be encouraged to create learning environments where students engage with each other and learn from their peers in an engaging and collaborative way. If we as a system want to generate a state program that encourages inquiry and evidenced-based reflective learning, we need to insure student-centered learning practices are continually used and authentic experiential, evidence-based assessment becomes the norm. Faculty should be showcased for using these teaching practices and encouraged to collaborate on the use of integrative ePortfolios to create rich, active learning environments owned by the students.

3. Providing evidence of integrative and lifelong learning skills and abilities

Integrative Learning ePortfolios are used to facilitate the integrative learning process as students connect and make meaning of the knowledge and skills gained from their life experiences. The ePortfolio process (collect, select, reflect, connect, and project) allows students to collect, select, reflect, connect, and project their learning experiences and collaboratively exchange learning activities and experiences across SUNY.

There needs to be a serious attempt to see how we can work together as a system and not jeopardize our students with lack of completion because credits do not transfer and content in some areas is not collectively considered acceptable. Demonstration of the knowledge is always more important than a letter grade.


4. Development of a K-20+ Pipeline

A central SUNY K-20+ ePortfolio initiative could situate SUNY as the originator and facilitator in the development of a lifetime ePortfolio for NY State. This SUNY-supported lifelong “pipeline” would be the connector between K-12 systems, college and graduate schools and professional career development.

The SUNY K-20+ ePortfolio project would be a collaborative effort led by SUNY and would involve close coordination and representation from:
- K-12 Faculty and Administration
- Higher Education Faculty (SUNY and Non SUNY)
- Student Affairs staff (Admissions, Registrar, Alumni)
- Library Services
- Career Services
- Instructional and Technology Designers
- Representatives from Professional Services, Business, and Industry.
5. Professional development

ePortfolios can be an important tool for faculty and staff professional development. Teaching portfolios promote reflective practice in instruction, improved performance in the classroom, a greater focus on student-centered learning, and improved tenure decisions (Seldin, et. al., 2010); increasing those portfolios can be digital (e.g., Danowitz, 2012). At Purchase College, submission of materials through the ePortfolio system is one option for annual reviews and for promotion and tenure process. The review ePortfolios allow faculty to more easily include multimedia materials, and the review committees appreciate the flexible access to candidate files that is afforded by the digital format.

The Center for Professional Development is currently in the process of developing and offering a number of certificate programs to faculty and staff across SUNY (and eventually beyond). At least one of those certificates (in Teaching and Learning) envisions that participants will develop an ePortfolio as the culminating capstone project for the certificate. As CPD develops these certificate and other programs for SUNY constituents and outside groups, they will require an LMS and ePortfolio solution that can handle flexible registration and course delivery requirements, and not be constrained by restrictive licensing agreements.

With a broader range of professional development opportunities inside and outside of SUNY that are available to our faculty and staff, ePortfolios spaces can become an important tool for faculty and staff to collect, organize, and present evidence for those professional development activities. Whether the programming that our faculty and staff are involved in lead to certificates, badges, or actually artifacts of learning, we need a flexible ePortfolio space where these artifacts can be housed and displayed.

6. Use of ePortfolios in online courses and MOOCs

ePortfolio use in online courses promotes a visually rich, active learning community that establish digital venues for students to post their artifacts with reflections and provides avenues for peer-to-peer feedback and review. Since ePortfolios exist outside of the LMS shell, the community can continue and grow to new levels of inquiry and discovery. The online learner isn’t isolated. The learning doesn’t end with the course. ePortfolio use provides an organized environment for students to apply their tacit knowledge with the explicit knowledge gained from the current online course and other courses. The learning moves outside of the LMS shell and helps the student to build a timeline or thumbprint of acquired knowledge, skills and abilities. Students own their ePortfolios and are able to add their bios and evidence of their professional skills and abilities. This helps the students connect with each other, their instructors, and their own selves.

Stony Brook is piloting ePortfolio use in online courses and believes the use will increase retention and support successful learning outcomes. An example of an ePortfolio developed in an online course is Barbara Whitaker’s - https://stonybrook.digication.com/barbara_whitaker. Barbara started the ePortfolio as a requirement for her online Women’s Studies course and continues to develop it to demonstrate her continued interest in the subject. Stony Brook, also, will pilot eportfolio use with MOOCs. Digication has created a separate ePortfolio system for Stony Brook’s MOOCs that will provide analytics on the use. ePortfolios will be piloted in a music and technology MOOC in the fall.
A Central Platform vs. a Mixed Model

1. What are the benefits of a central platform?
   - Students would be able to have one ePortfolio in which to store and display their work, while attending classes at numerous institutions within the SUNY system.
   - Students transferring between institutions will have a continuous record of their work.
   - There would be no need to transfer artifacts or ePortfolios between systems.
   - Training and support would be more consistent and should be more cost effective than if multiple systems are in place.
   - System wide analytics would be much easier to accomplish if all of the ePortfolios were housed in one location in a shared database.
   - Migration to a new architecture would be easier in the future should a new system be desirable.
   - Standards are easier to enforce and integration points such as institutional artifact uploading would be easier to develop.

2. What are the drawbacks?
   - If the chosen platform does not meet all of the needs of the individual campuses and/or programs within the system, adoption will fail.
   - If the platform was hosted as one system, it could inhibit creativity due to the need to maintain one common version. A school who wishes to adopt a new plugin or create a new add on for the ePortfolio may not be able to implement it. Modifications may be left to a voting mechanism in which a majority of schools must request a modification in order for it to be authorized, and an inventive school could be restricted from modifications.

3. What might impede the ability to create a system-wide platform?
   - Several of the SUNY programs are committed to the use of a particular platform, which may or may not use a standard format that would allow for interoperability.
   - Varying needs of specific programs, for example: Education and Health Science.
   - Emphasis placed on one aspect of an ePortfolio, which is in opposition to another emphasis.
   - Institutions insisting on autonomy in choosing a platform.

4. Is there a way to allow for a mixed model where individual schools have options while maintaining a system-wide use of ePortfolios?

   If institutions and SUNY adopt ePortfolio platforms that adhere to common standards, then it would be possible have a system wide implementation while allowing creativity and/or flexibility with local campuses under a mixed model.

   In this model, SUNY would provide a central instance of an ePortfolio product that would be available as a choice for schools interested in starting an ePortfolio. This would also be available for use with centrally supported Open SUNY courses, be the ePortfolio of choice for the Center for Professional Development and integrate with any centrally supported LMS. This will allow schools or individual faculty within schools to have access to ePortfolio technology without needing dedicated resources or expertise at the local level. For students attending a school that does not incorporate ePortfolio use in its curriculum, this would also allow a place for the student/faculty or staff to continue or start an ePortfolio.
It is our feeling that as schools look to adopt ePortfolio’s this will be a very attractive option and will lead to a robust central architecture. Use of the central ePortfolio should be strongly encouraged for those seeking to implement one. For schools who have already invested in ePortfolio technology or have special needs identified through a particular product, they would be able to host their own instance of software to develop locally. It is our belief that as a centrally supported ePortfolio matures, that most, if not all schools using ePortfolio’s will take advantage of or migrate to this platform.

The key to this model is in interoperability. Both the centrally supported and local school instances would need to choose ePortfolio platforms that share common interoperability standards. The most common standards in use today are LEAP2A and IMS. SUNY would need to be aware of the progress of ePortfolio standards as they mature to allow new standards to be accepted SUNY Wide. We recommend that SUNY participate in standards committees if that is possible. Additionally, SUNY will need to confirm that other known ePortfolio projects such as the edTPA program for teacher certification, Efolio Connection (medical schools) and systems at the Department of Labor support the recommended standards. as of this writing, they all support LEAP2A. The best option for both a central SUNY supported and local SUNY schools would be to select a product that allows interoperability with both standards. If not, we will need to choose at least one that is required. We recommend LEAP2A as that minimum.

In this model, ePortfolio users would be able to migrate their ePortfolios and/or particular artifacts easily between platforms and keep a lifetime ePortfolio as they move from place to place within SUNY and associated external platforms.

This central ePortfolio should be well advertised as both an option and solution and campuses should be strongly encouraged to utilize it or migrate to it. We believe that the financial and support benefits of a central system will result in wide adoption over time. It is crucial that a system wide option be made available as soon as possible to reduce the number of independent implementations. Mandating a central system from the start will be prohibitive for some of the key campuses that would otherwise be able to offer expertise and support to the development of a robust SUNY wide program.

5. What would be the timeline for such an implementation?
Because numerous campuses within SUNY are already either using an ePortfolio, in the beginning phases of implementing an ePortfolio, or are in the process of choosing an ePortfolio, it is important that SUNY acts quickly on this. An RFI should be issued and SUNY campuses should be informed that a decision with regards to a system-wide platform will be forthcoming—so that campuses that have not yet officially adopted an ePortfolio will not do so in the interim. A process, similar to the process edTPA is using to integrate ePortfolio platforms into their system, should be developed in order to work with schools that are already heavily invested in a particular platform.

Large system-wide implementations of an ePortfolio are not new. Examples include eFolio Minnesota, EPAC (ePortfolio California), MyPortfolio (a national ePortfolio in New Zealand), the Australian ePortfolio Project, and the PADSHE project in England (which lead to the development of the Centre for International ePortfolio Development) to name a few. What these projects have discovered is that in order for such projects to be successful, it is important that the connections between institutions of higher education, K-12, and employers need to be built into the program and that these connections need to include “similar technical and conceptual coordination” (Cambridge, 2010)
Functional Requirements

1. Specific technical requirements of an ePortfolio platform

   a. Interoperable with other ePortfolios--this is perhaps the most important aspect of a SUNY system. It is important that ePortfolios in the SUNY network adhere to ePortfolio standard file formats--interoperability/portability would enable the migration of ePortfolios as "integral wholes" between institutions/platforms. Currently there are two primary standards: IMS Global and LEAP2A.

   The LEAP2A specifications are currently being used by a number of ePortfolio platforms (http://www.leapspecs.org/2A/who-is-using-leap2a) and Medbiquitous (which develops standards for applications used by medical schools) is developing an ePortfolio system which will use LEAP2A specifications (http://www.medbiq.org/std_specs/standards/index.html). A list of IMS compliant products can be found at the IMS website: http://developers.imsglobal.org/catalog.html

   The New York State Department of Education requires candidates for certification to submit their materials for scoring (artifact and reflections that show how each standard is met) to the edTPA program--a platform developed by Stanford University and Pearson. While students can upload their work directly to the edTPA system, several ePortfolio programs have met edTPA’s requirements allowing them to integrate with this system (although not necessarily abiding by common interoperability standards). What this “integration” means is that students can submit their materials to the edTPA program directly from their ePortfolio. More information on edTPA can be found here: http://edtpa.aacte.org/faq#18

   Alternative: Multi-institutional (support separate institutions on one instance)--if SUNY chooses to implement a single platform, this would allow for instructors and students across SUNY to share ePortfolios and best practices more easily, while allowing each institution to remain its own entity. It would also insure portability. A multi-institutional system could also provide a way for SUNY to support K-12 institutional ePortfolios. An example of a successful implementation of this, is the work done by the Ministry of Education in New Zealand--a project called MyPortfolio.

   b. Flexible and able to meet the differing needs of divisions within the departments and campuses. Long term research on ePortfolios done across the U.K. by JISC (Joint Information Systems Committee) and research done by ECAR (Educause Center for Applied Research) have stated that a key component to the successful implementation of an ePortfolio platform is "one ePortfolio system that works in all situations" or that suits all the needs of the various constituents. In other words: platform matters! (Reese & Levy 2009; Joyes, Gary & Hartnell-Young, 2010)

   c. Integrates seamlessly with an LMS (or is built into an LMS)--allows for seamless transfer of artifacts. Again the ECAR report states: “insufficient integration with other information technology systems may inhibit ePortfolio use. A community will find it easier to work with ePortfolios if the application integrates with other systems (e.g., course management systems, student information systems) and allows students and faculty to easily transfer content between applications.” (Reese & Levy 2009)
d. Supports lifelong learning—use after graduation

e. Supports visual customization by the various institutions (branding)

f. ePortfolios can be archived and/or exported in standard formats for permanent records

2. Specific functional requirements of an ePortfolio system

a. User centric
b. Repository managed by the user: Artifacts may be discrete or packaged
c. Allows for multiple file formats including video, audio, images and text
d. Can display embedded media from within the system as well as external media
e. Provides the ability to create multiple blogs, and other methods for recording reflections
f. Includes a resume builder
g. Allows user to create multiple ePortfolios (pages, views, etc) for different purposes
h. Access levels can be set independently for every ePortfolio page
i. Individuals can repurpose artifacts—appropriate them into various purposes for various audiences.
j. Allows for the creation of templates
k. Provides for user customization/personalization
l. Will support the collection and display of Continuing Professional Development activities and hours
m. Will support badging
n. Will display external content including RSS feeds, and Google Drive documents

o. Provides methods for peer-reviewed and instructor comments and feedback
p. Provides support for displaying a variety of goals including academic, career and personal.
q. Supports a way of recording and reflecting on co-curricular activities including internships
r. Support the needs of all SUNY programs that require an ePortfolio (able to be used in any context and for any program)
s. Provides for the display of awards and certificates
t. Institution should be able to push out certified artifacts into the student’s repository
t. Flexible and has ease of use
u. Plugins or other customization features that would allow for things like Facebook likes, embedding twitter feeds, Linkedin, etc.

Summary and Recommendations

After evaluating ePortfolio use within the SUNY system and researching ePortfolio models used at other institutions both nationally and globally, the committee concurs that implementing a centrally supported ePortfolio infrastructure by SUNY for NY State is an imperative for the growth and maturation of integrative and lifelong learning, reflective practice as well as professional and workforce development. We believe this would be best accomplished when envisioned from kindergarten through a learner’s lifetime. To that end, we suggest that the following recommendations be implemented by SUNY so that it can lead collaboration with other entities in NY State to meet these goals. These recommendations have been developed from the sections in our report above, which should be referenced as needed to provide more detail.
Models for Deployment

1. Our recommendation is for a mixed model of deployment in which SUNY select a central product for ePortfolio development available for SUNY campuses, Open SUNY and the SUNY LMS that is hosted and supported centrally and which adheres to both LEAP2A and IMS standards for interoperability. Local campuses who already invested in ePortfolio technology or which have special needs would be required to select a product that conforms to at least one or both of these standards, with LEAP2A being a minimum in order to allow campus to campus and campus to central interoperability.

2. We recommend that SUNY participate in ePortfolio standards committees.

3. The major barrier to this model is the need for mobile students, faculty or staff to transfer ePortfolios and/or artifacts as they move between institutions. This barrier will be dependent on the number of schools adopting many different platforms and will be mitigated by a strong push to get campuses to utilize a central system. Given that the central ePortfolio will eventually become the final repository of a lifetime ePortfolio, we recommend the creation of an account in it for every student (faculty and others upon request) to store their ePortfolios and artifacts as they move from place to place. Over time, this ePortfolio would be the main source, and they would only need to move or reference artifacts as needed. This would reduce the number of migrations and provide a life long central repository for the user.

4. Shared services projects can provide a means to help overcome introduction to ePortfolios for interested campuses that do not have adequate infrastructure in place. SUNY central or campuses with successful ePortfolio implementations could provide ePortfolio services to other interested campuses. Targeted pilot projects can be a way to help build an understanding among faculty and students of the role that ePortfolios can play in supporting instruction and broader curriculum goals.

Use in Integrative and Lifelong Learning and Reflective Practice

1. The use of integrative learning ePortfolios can be promoted through professional development events and workshops.

2. A webinar series and MOOCs can be developed that offer insight and training in the use of ePortfolios to enhance student learning and promote self-determined learning behaviors.

3. Form an ePortfolio and learning cohort similar to the world-recognized Making Connections model - http://www.lagcc.cuny.edu/connections. Stony Brook University and Empire State College took part in the program.

4. Create an online SUNY-wide ePortfolio showcase that recognizes model ePortfolios. Also hold an ePortfolio showcase at CIT.

5. Create an ePortfolio Community of Interest (Practice) for information exchange, professional development, and research.

6. Establish a SUNY-wide membership with AAEEBL (The Association for Authentic, Experiential, and Evidenced-Based Learning) and partner with the organization on professional development opportunities and events - http://www.aaebl.org/benefits

7. Form regional and SUNY-wide faculty and student cohorts around high impact programs and learning situations such as
   - First Year Experience
   - Undergraduate Experience (Gen. Ed )
   - Internships
   - Collaborative Assignments and Projects
• Capstone Experiences
• Cooperative Learning
• Service Learning
• Common Intellectual Experiences - Core Curriculum
• Learning Communities
• Writing Intensive Courses
• Experiential Collaborative Assignments and Projects
• Diversity/Global Learning
• Undergraduate Research

Career and Workforce Development

1. SUNY-wide collaboration of faculty, staff, and industry experts. A business and industry advisory group should be formed similar to the Stony Brook Long Island Energy Consortium model.

2. Collaboration with BOCES and other vocational training programs in providing professional guidance to students enrolled in credit and noncredit learning experiences.

3. Involve Career Services offices on SUNY campuses to provide professional guidance to students.

4. Disseminate information about ePortfolios to Advisory Committees and internship providers so that they may determine what artifacts would be helpful to them in evaluating prospective job candidates. Create a resource center (website and blog) to exchange information.

5. The NY State Department of Labor is interested in working with SUNY in the development of more comprehensive ePortfolios and integrating the two systems, SUNY should pursue this opportunity (see Appendix).

K20+ Pipeline

1. The task force believes that SUNY can become an important change agent in promoting use in this important demographic. K-12 education forms the basis for lifetime learning, and a lifelong ePortfolio can not be achieved unless developed properly at its earliest stage.

2. The K-20+ pipeline effort can be initiated by developing a ePortfolio component for education majors who would be trained to incorporate ePortfolios into K-12 instruction in partnership with schools throughout the state. This would also have a positive impact on teacher preparation and re-certification programs.

3. In addition to making it part of formal teaching education process, SUNY can also promote and facilitate transitions from K-12 to 20+ through administrative involvement, the formation of regional professional development groups and communities of interest. At the end of a students career at SUNY, the centrally supported ePortfolio should be available for the students for life.

4. We feel that many school districts do not have the funds or expertise to support school district owned ePortfolios. We also feel that in order for a K-20+ ePortfolio to be possible, it is crucial that the first ePortfolios be portable as early as possible. By providing a common platform and hosting for those that don’t have an ePortfolio and expertise in ePortfolio use, common standards and interoperability between platforms for those already in use, SUNY will be well positioned to become the central point of collaboration and development of a true lifelong tool.

5. K-12 leaders suggested that the dialogue with them continue. They felt that it was difficult for pre-service teachers to learn and apply models of practice into their K-12 classrooms, unless the host(s) are already using them. the creation of a NY State Educators ePortfolio Group that
could look at how ePortfolios could be encouraged and supported in the K-12 environment. It was recommended that there be an initiative to put ePortfolios in the K-12 environment to support standards based education and the assessment of authentic learning outcomes. College and career readiness standards could also be included. Perhaps an annual conference that focuses on ePortfolio use in Education k-20. Several of the leaders noted that use of an ePortfolio process that could travel with educators to streamline continuing education credits, movement through performance assessment processes, teacher certifications, etc...would be extremely helpful.

6. SUNY should provide an ePortfolio platform for K-12 schools (allow K-12 institutions space on the SUNY System). This would be beneficial in ensuring a seamless transition for K-12 students into the SUNY System, would allow pre-service teachers to learn how to bring ePortfolios into their classrooms, and provide K-12 with an affordable system.

### Professional Development

1. Coordinated through the SUNY Center for Professional Development, hold frequent regional faculty and student showcases that demonstrate the implementation of the Learning Paradigm through the use of ePortfolios.

2. Professional Development and a formation of an ePortfolio Community of Interest
   - Professional Development series, regional seminars, and workshops should be coordinated through the Center for Professional Development. The use of ePortfolios to promote inquiry and evidence-based reflective skills and abilities might be a part of an Instructional Design Certificate - Part II.
   - Develop an interactive resource and exchange site (SUNY Learning Commons) to showcase assignments and projects that enhance inquiry, evidence-based learning and demonstrate the students making integrative learning connections between curricular and co-curricular activities.
   - Involve the students. Sponsor project and ePortfolio showcases (regional and at CIT) Create an interactive, online directory that features model ePortfolios demonstrating inquiry, evidence-based reflection, and integrative learning connections.

### SUNY Policies, Processes, and Procedures to Promote ePortfolio Use

1. Recommendations for support needs to be in place for a successful system-wide adoption and use of ePortfolios
   - A central support structure would be needed to have system wide adoption. SUNY has several examples of this type of structure that could serve as a model or be leveraged (e.g. SICAS/ITEC, SLN, CPD).
   - A leader/visionary/group to encourage and manage the system-wide adoption of ePortfolios. This individual (or group) would:
     - provide a vision for the adoption
     - visit campuses to discuss the system-wide adoption of ePortfolios and meet with key academic and technical implementers (be approachable)
     - work with faculty to develop a common set of rubrics
     - work with the NY State Dept of Labor and business leaders to develop common terminology and a SUNY-wide rubric, based on employer input for developing career ePortfolios
     - work with SUNY CPD to develop workshops
     - build a community of practice and insure ongoing communication
     - work with K-12 leaders and the NY State Dept of Education in building ePortfolios into
teacher certification and recertification programs
the admissions process,
curriculum that includes teaching and learning using ePortfolios
encourage the creation of a NY State Educators ePortfolio
  o work with Academic Affairs officers to encourage the adoption of ePortfolios for Promotion & Tenure
  o encourage the development of programs and events that bring SUNY’s ePortfolio research and practices into State, National and International spotlights
  o work with Student Services on the various campuses to implement support for students
  o work with Advisors and Admissions officers

Best methods for developing a system-wide environment that supports and encourages the use of ePortfolios
  o Faculty should be encouraged to use ePortfolios for their personal and professional growth as well as for Promotion & Tenure
  o ePortfolios should be accepted and used in the admissions process
  o The system chosen should work for all programs including Fine Arts, Education, Engineering, Health Services, Medical Education, Business (platform does matter)
  o The use of ePortfolios should be built into the curriculum: first year experience, general education, etc.
  o Advisors should be encouraged to help students build a career ePortfolio
  o Teach education students how to use them in their K-12 classrooms—require lesson plans that include the use of ePortfolios
  o Develop a culture that fosters reflective practice
  o Develop an environment that supports the use of ePortfolios across the curriculum
  o Encourage students to take ownership of their ePortfolio and their learning.
  o ePortfolios should be available to students after they graduate
  o All students should be encouraged to develop a career ePortfolio
  o ePortfolios should be used in the PLA (SUNY REAL) process

2. Training will be necessary to ensure best practices
   a. Include in Freshman seminars
   b. Provide ongoing workshops and other professional development opportunities for faculty and staff
   c. Form a community of practice around ePortfolios
   d. Build a social networking component into a system ePortfolio that will allow faculty to share ideas and information with each other, and allow students across SUNY to share with each other as well.
   e. Develop a repository of rubrics and best practices.

3. How can the system encourage research in the field of ePortfolios?
   ● See the process of ePortfolios as scholarly content and a publishing process
   ● Provide grants that encourage research on ePortfolios
   ● Include ePortfolios in the promotion and tenure process

4. Recommended systems to be in place to support student use of an ePortfolio?
   ● Student Support Services across the SUNY System should be encouraged to develop means for encouraging student use of an ePortfolio, for providing student workshops on the importance and benefits of ePortfolios, and provide support services in the development of ePortfolios.
Students seeking assessment of prior learning should be encouraged to use an ePortfolio
Create a SUNY environment that supports the use of ePortfolios
Faculty use of ePortfolios for their own professional purposes will model good practices for students.
Student ownership of the ePortfolio is critical
Incorporate the use of ePortfolios into the curriculum

5. What structures will the system put in place to support the use of ePortfolios for career development and lifelong learning?
   a. PLA processes need to be incorporated into the ePortfolio
   b. The ePortfolio platform needs to support the display of badges
   c. The ePortfolio platform needs to provide a way to display professional development activities and hours
   d. SUNY needs to work with the Department of Labor to provide cross platform compatibility – the system needs to be able to connect with the NY Department of Labor Systems
   e. The ePortfolio will need to support professional accreditation and evidence of met required competencies, including teacher recertification requirements.
   f. ePortfolio platform needs to include a comprehensive resume builder and integrative learning format with multiple access settings
   g. with business leaders, develop criteria for employability standards that students can demonstrate, through the use of ePortfolios. With input from the Department of Labor and the business community, develop a SUNY-wide rubric based on employer input for developing career ePortfolios
   h. provide a platform for showcasing ePortfolios the potential employers can browse. The platform should be able to support social networking features that supports collaborative interaction between faculty, students, administration, admissions, advising, career services, alumni services, alumni, and industry professionals.
   i. Formation of a SUNY Business and Industry Advisory Board to supply input on career development with ePortfolio for SUNY career centers, instructional support staff, advising staff, faculty, and students.
   j. professional development for advisors on the use of ePortfolios for career counseling

6. What needs to be done to encourage the evaluation of ePortfolios in the Admissions process?
   a. The easiest place to begin integrating ePortfolios into the admission process is to allow students who need to submit a portfolio for entry into a program (e.g.: fine arts) to have the option of submitting an ePortfolio of their work
   b. Develop criteria for ePortfolio submissions and insure they are on listed on our admissions’ web pages.
   c. Work with community colleges, and K-12 advisors on what kind of ePortfolio content is most beneficial in the admissions process
   d. Use ePortfolios for Prior Learning Assessment and Recognition
   e. Use an ePortfolio platform that conforms to standard protocols and that would allow students to import their ePortfolios from other institutions into the SUNY system, and to export and take with them.
Bibliography


Glossary

- **Artifacts** - Information placed in an ePortfolio
- **Assessment FOR Learning vs Assessment OF Learning** - Involves the student in the assessment process and supports the development of self-determined, lifelong learning behaviors (Formative). The learning is applied and the evidence is authentic. Assessment of Learning is instructor-centered or institutional-based and learning outcomes are measured by forms of testing and surveys (Summative).
Collaborative Learning - refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. The learners are responsible for one another's learning as well as their own. [http://www.gdrc.org/kmgt/c-learn/index.html](http://www.gdrc.org/kmgt/c-learn/index.html)

ePortfolio Process - The process of displaying artifacts in an ePortfolio. Collect, Select, Reflect, Connect, and Project provides an organized digital thumbprint and timeline of knowing, doing, knowing how you know, and proceeding to the next level of inquiry. It allows the owner to synthesize learning, build knowledge, demonstrate learning connections, and project evidence of professional skills and abilities over a lifetime. (Wozniak, 2013)

Evidenced-Based Reflection - Involves higher order thinking, analyzing and synthesizing, in the reflection process. The students move beyond the affective (I liked doing this projects) to reflective statements that provide evidence of applied learning and new levels of inquiry and discovery.

High Impact Practices - Programs and experiences that increase rates of student retention and engagement, such as First Year Experience, Capstone, Service Learning. (AACU) - [http://www.aacu.org/leap/hip.cfm](http://www.aacu.org/leap/hip.cfm)

Inquiry - Seeking knowledge that starts with a question and ends with discovery. The five dimensions in the process are ask (question), investigate (analyze), create (synthesize), discuss (present), and reflect (apply the evidence) that leads to a new question and repeats the cycle to a new level of learning and discovery.

Integrative Learning - A system of learning that deliberately makes connections between classes, fields, and academic and co-curricular life, with the end goal being the development of students who encounter new challenges and new knowledge in a productive manner. (AACU)

LEAP2A - a standard format for the transfer of ePortfolio materials between ePortfolio systems; “This specification is intended to cover the representation of several kinds of information, centred around individuals, who collect, create, reflect on and use their own information for learning, development, self-presentation, or related purposes” - [http://www.leapspecs.org/2A/](http://www.leapspecs.org/2A/)

Lifelong Learning - Darren Cambridge, Senior Consultant, Education Technology and Online Communities of Practice at American Institutes for Research, defines lifelong learning as an ongoing process of developing knowledge, skills, and strategies; putting capabilities and self-understanding into action; and, thereby, establishing an identity. (Cambridge, 2010) Success in life depends on having a sense of self, understanding who we are and knowing how we build knowledge and connect to our academic, professional, community and personal lives.
Appendices:

Appendix A: SUNY ePortfolio Use Survey (Keith Landa & Nancy Wozniak)

Appendix B: Meeting with NY State K-12 Educators (Chris Widdall & Douglas Wieczorek—SUNY Cortland)

Appendix C: Meeting with the NY State Dept. of Labor (Nan Travers & Linda Frank)

Appendix D: Professional Development and ePortfolios: An Overview (Eric Howd, Cornell University) - https://docs.google.com/document/d/1spg5gIOwff3vhICMP-om6_MvcoWr8POS6vdQwcHemo/edit?usp=sharing
Appendix A
SUNY ePortfolio Use Survey

See attached Excel spreadsheet
Appendix B
Final Report for the ePortfolio Task Group

Meeting with NY State K-12 Educators

SUNY TASK FORCE MEETING—Education Sub-group
SUNY Cortland 12-3pm, March 22, 2013
Cornish 1304

- committee tasked to look at e portfolios, rolled out across SUNY, and how to support education through the school life of students, into higher education, and into employment, certification, and measuring outcomes, how to support K12;

- perhaps we have a platform that makes a seamless transition from K all the way up through graduate school;

- how we can help, what teachers should be able to do, especially with portfolios in the classroom, and transitioning from your classroom, to admissions, and into the college experience;

- preliminary report is due at the end of April, and the final report is filed at the end of May to the system Provost and Chancellor;

- recommendation may be to continue this work, to continue the dialogue, and continue the work beyond the initial charge;

- How, or are portfolios being used, and how are they being used;

- is usage systematic? some professors are using them in particular programs at Oswego, where the outcomes reference evidence according to particular outcomes and standards, professional development focus can be used to integrate a portfolio into practice, where it is sustainable and can be utilized throughout the career in education as a teacher and beyond;

- can be used across the continuum of teacher preparation, into classroom, and sustained throughout their careers as a tool of professional development;

- are students taught, or reflect on the use of portfolios in the K12 classroom, as emerging educators, or with host teachers? Teaching about performance assessment, and a way to capture student outcomes and performance in the classroom;

- difficult to implement into the current structure of early field experiences, where they are often not teaching in early classes, and it is difficult to learn, and then apply these models in practice in the preservice teacher experience in the program, unless the host(s) are already using them in the classroom in the field;

- K12- any schools build portfolios in a systematic way? Jeff- unless it is a district initiative to build and show growth, it is hit or miss by
In the classroom, where it could be standards based or comprehensive for authentic learning outcomes, integration of technology is not fully embedded....In Homer, technology is fairly widespread, but e-portfolios, or general portfolios, these did not come to fruition, and now with APPR, teachers now need to thoroughly document what they are doing in the classroom as part of the evaluation process- more rare than pervasive, but the value is recognized, and would be a great foundation; college and career readiness standards should also be included and addressed in this initiative;-

-in admissions, going to Slide Room, with an e-portfolios along with the common application, where students can upload and place portfolio materials for admissions processes- for example art students....students would get an account and upload them electronically;

-portfolios can be difficult to assess from an admissions standpoint because of the variances in expectations and outcomes displayed in the submissions, the AP exam, standardized scores, and transcripts from colleges and from the high school are highly ranked over a portfolio review, most submissions are in paper, and no electronic portfolios have been received, sometimes they receive a URL with electronic document posts for art students, and they can be adopted and saved in the system; but admissions can handle the electronic copies if K12 wanted to send them to admissions; in some cases for certain schools this is all we receive along with an SAT score and becomes their entire application;

-the new college and career readiness paradigm in education right now should be included and kids need these types of portfolio designs in admissions and employment situations;

-advisement and transition: there is a lot of valuable information, and the challenge would be getting someone in advisement to read it, some would, and some would not and would not be utilized, and would be a challenge; could a student include videos, artifacts and projects over time, and seeing their progress, evaluate their skills, and develop goals.....the structure of the institution would have to accommodate and include this in the process, especially where schools have a professional, designated advisor, beyond faculty members which typically are not trained in our faculty advising model, which would be difficult to do on this campus, maybe career services could include this in their aspects of career preparation and guidance for students as they prepare for the work force;

-sheer numbers would prohibit universal adoption of portfolios, but certain students, programs, departments (ex. counselors) could adopt this as a tool for reflection and evaluation, to aid in student guidance;

-is this a long term? will it be supported? will it be relevant in the long run? costs? volume? one year there is one thing, and then a new program the next year, so will this also be part of that ebb and flow?

-if all future teachers can be found by 7th and 8th grade, and then we can develop them, that would be great....but it takes students time and often well into their college careers....especially as they enter and progress through the four years of their programs;

-tracking development and growth among students, and some disciplines have specific portfolio designs and catered to the expectations of the
area of inquiry/program- what is privileged among content areas in high schools and colleges and what is in the process of learning and thinking- is it about the content or about the process of building and reflection?

-what will our recommendations be? who should be at the table?

-IBS schools have extensive standards and portfolio based system, and also have associated grades, and admissions will still seek the standardized scores;

-the portfolio process could also amplify differences among school districts and students, particularly for those who are disadvantaged, or schools that require community service- not because it is for the common good- and the portfolio process could be diminished especially for wealthy students and wealthy schools/school districts;

-how can K12 and IHE work together better, and develop portfolios-

-APPR- collection of specific evidence against a specific agreed-upon rubric- and teachers coming out need to know this- regardless- if they cannot speak to the rubrics then they will not be sent forward in the interview process- teachers need to know the processes and districts cannot take time to train everyone going forward;

-Oswego completed a cross walk with all the rubrics, including edTPA, to see where things line up- they then mapped assignments and designed assessments to match to these standards in their unit and program assessments;

-Oswego- mapping backwards- developing the portfolio assessments- customizable portfolios and can take some of the things they have developed and show the appropriate evidence and attached to the rubrics in a particular course or field experience;

-Ilios- curriculum mapping tool- which shows the key competencies a student needs to show- and the associated documents and artifacts- portfolio is personal and data collection is separately- Taskstream can be used also in this manner;

-OLAS and BOCES application systems- streamlined- major documents and portfolios do not figure strongly into the job process- can work parallel with other systems;

-Connected Principals- good site and professional exchange;

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Appendix C
Final Report for the ePortfolio Task Group

Meeting with the NY State Dept of Labor

SUNY Task Group on ePortfolios

Subgroup meeting 10-29-12

Life Long Learning and PLA (meeting with NY State Department of Labor)

Present in meeting: Chris Myer, Victoria Gray, Linda Frank, Nan Travers

We each talked about the ways we are using ePortfolios.

Department of Labor – (Chris Myers and Vicky Gray). There are two systems that Dept of Labor have developed:

1. Career Zone – targeted to 6-12 grades and out-of-school youth. Provides information about careers and allows students to build a career portfolio. These portfolios provide private workspace to:
   - Document classes and extracurricular activities
   - Self-assessment tools that are work related and occupational matching
   - Preparing resumes and going to work

2. Job Zone – this is a job seeking portfolio. These portfolios provide private workspace to:
   - Assessment tools for determining occupations and job skill gap analysis. This is run against the training provider list.
   - Resume building for all types of experiences
   - Job search
   - Occupations are matched to CIP codes and equivalent majors at postsecondary education institutions

SUNY Empire State College
- Using ePortfolios to design degree programs (in a small project format right now with 30 students)
- Using ePortfolios to create prior learning assessment requests (as part of the degree program planning project)

We discussed how to connect the Department of Labor portfolios to SUNY institutions portfolios

- Need to analyze what SUNY institutions are looking for from Dept of Labor documentation
- Is there a way to connect platforms (what can open source provide?)
- What information can be shared across portfolios to use in the college admissions process?
o What types of information can be shared across platforms? What are the HE needs? NY Dept of Labor needs?
o How can PLA processes be incorporated in Job Zone?
o Documenting life experiences
o Self-assessment for job skills and/or college credits
o Matching PLA to potential job titles and requirements
o How can we create a model for Life Long Learning and Life Long Employment using eportfolios?
o Documenting:
  ▪ experiential learning
  ▪ college credits & degrees
  ▪ employment skills
  ▪ employment certifications
o Repurposing current competencies and skills
o Identifying and documenting additional skills when gained over time
o Connecting to SUNY educational and NY Dept. of Labor systems
Appendix D

Professional Development and ePortfolios: An Overview

Eric Howd, Cornell University

“Life can only be understood backwards; but it must be lived forwards.” - Søren Kierkegaard

ePortfolios are well suited for professional development. In today’s technologically driven world, more and more job applicants are thinking about their digital identity, especially in regard to social media (ex. Facebook, Twitter, Tumblr, Pinterest, etc.). Also, more and more employers are “Googling” applicants as part of the job application process.

Using ePortfolios in professional development would enable learners to:

- Represent themselves online in a professional manner.
- Showcase their work as it relates to their skills and abilities
- Reflect upon their work to demonstrate various skills and competencies.
- Make connections between various learning experiences to demonstrate growth in learning (ex. study-abroad, service learning, course work, volunteer work).
- Prepare for any interviewing process (jobs, internships, etc.) by building on reflective skills, as well as reflexivity skills (being able to reflect on how you learn).

Professional Development ePortfolios should be learner-controlled for learner buy-in and demonstrate to the viewer the skills, abilities, and connections that the learner has developed over time. The professional development ePortfolio should complement the traditional resume/cv.

The Importance of a Learner-Driven ePortfolio

“... we do not really understand our unique selves or participate fully in life until we express our natures. Because the true nature of the self is complex and inchoate, it does not reach its full power until it is made clear through representation.” - Darren Cambridge, Eportfolios for Lifelong Learning and Assessment, 2010, Jossey-Bass

Learners should be in control of their own ePortfolio work. Faculty can develop ePortfolio templates for their learners to copy and complete, but this method may interfere with the learner’s sense of ownership regarding their ePortfolio. For instance, if a professor designs an ePortfolio template and asks students to fill-in-the-blanks and follow-the-instructional-cues, then the student will think that the ePortfolio work is being done for the professor. As a result, the learner will not be as wed to the process and the work and will be less likely to take ownership. If learners have full control over
their ePortfolios, they will then be more likely to design them to demonstrate their individuality and personality.

Dr. Helen Barrett has written about the conflict between two types of ePortfolios that she categorizes as: standardized and personalized. A standardized ePortfolio is one that works off a standard template designed by the professor. Standardized portfolios provide a consistent look and feel and provide the professor with a consistency in design that makes assessment easier. Standardized ePortfolios may also be considered like a test (ie. design an ePortfolio that illustrates what you have learned in this course).

A personalized ePortfolio leaves much of the design up to the learner; learners can design their ePortfolios to represent their character and personality. Personalized ePortfolios also tell more of a story than the standardized ePortfolios. Dr. Barrett advises that we should balance these two “faces” of ePortfolios when developing and introducing them to learners.

When introducing ePortfolios to your campus, consider using the more personalized ePortfolio structure so that your learners can tell more of a digital story about their learning experiences, which will build their reflexivity skills. Reflexivity is the learners’ ability to reflect on how they process a learning experience and how it influences their own thoughts, morals, and perspectives.

In conclusion, owners of the ePortfolios should feel that they own their ePortfolio. They should be able to express their learning and connections within their ePortfolio, all of which should then enhance their approach to life-long learning.

**A Suggested Process for Introducing ePortfolios in Professional Development**

“If we consider the traditional records of an education and what constitutes evidence of learning, there is the academic transcript, which describes the education defined by the institution through the courses taken and grades earned. Another type of record might be the résumé, which acknowledges what students bring to the institution — their cumulative learning to date. The e-portfolio has the potential to encompass both of these views in a format that addresses breadth through formal and informal experiences, is digitally rich, and provides authentic meaning because it represents the education that students have not only received but also how they have interpreted it and made it relevant for themselves.” — Dr. Helen Chen and Thomas Black from “Using e-Portfolios to Support an Undergraduate Learning Career: An Experiment with Academic Advising, 2010

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1 Gillie Bolton has written much on ePortfolios, reflective writing and reflexivity. http://www.gilliebolton.com/index/
STEP ONE – Collaborate with Career Advising/Counseling

Begin by talking to your campus student development department or career services. Discuss the use of ePortfolios in professional development and share all the benefits of working with ePortfolios, such as the following:

- Enhancement of Lifelong Learning Skills
- Appropriate Online Professional Representation
- Assistance in the Internship Application process (along with resume)
- Strengthening of Self-Reflection Skills (which helps in an interview situation and/or on-the-spot questioning)

STEP TWO – Pilot Use with a Small Cohort of Learners

After the concept and advantages of ePortfolios have been explained, work with career services regarding technology such as the software platform used for ePortfolio creation. Provide training and support as they build their own professional ePortfolios. Then, pilot the use of ePortfolios in career development by selecting a certain number of students (possibly upperclassmen, since they have amassed more experience to place in the professional development eportfolio). Once the pilot has concluded, recruit some of the willing pilot learners to mentor or start working with other learners in developing their ePortfolios.

The learners in your first pilot can then be hired (if you have funds) as ePortfolio consultants, who can also work with other faculty in determining how to introduce ePortfolios to their students, etc.

STEP THREE – Showcase ePortfolios Developed in Step Two

Once your small pilot has concluded, you will have gathered lots of information (perhaps a survey), suggestions, advice, on how to tweak your process. Answers to questions such as what worked, what didn’t, how can the process be streamlined, best practices, etc., can be developed.

In order to get campus buy-in and to promote the ePortfolio initiative, consider showcasing the ePortfolios developed in the small pilot cohort to the entire campus. This can be accomplished via digital signage, website, on-campus recognition ceremony, or to a larger audience of career development advisors, faculty, internship providers, etc. This type of promotional activity/recognition should be considered as another step in getting the word out in order to increase the number of students participating in the initiative.

I often tell learners that they are like icebergs ... what one sees above the surface of the water are their resume/cv, whereas the ePortfolio shows all of the other information about the learner that exists below the surface ... and the resume/cv encapsulate or summarize what is below that surface.
Providing learners with the opportunity to tell their stories through ePortfolios can be a transformational experience for all of the students, the faculty, and others.

**STEP FOUR – Rinse and Repeat**

Repeat steps one through three with another department or cohort on your campus, thereby beginning a web of ePortfolio use on campus. After a while, you may find that new ePortfolio clients already know a student or another faculty member who uses ePortfolios, which is a sure indication that the word about ePortfolios is getting out to campus.