Implementation of the Comprehensive E-Portfolio System

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Topics

- Overview of e-portfolios
- Contents of e-portfolios
- LiveText demonstration
- Student roles
- Review process, faculty roles
- Timeline
Reflective Portfolios

“A collection of artifacts/evidence to demonstrate achievement and personal and professional development through a critical analysis and reflection of its contents.”

ACPE Standards 2007
Guideline 15.4

“Student portfolios should be employed to document students’ progressive achievement of the competencies throughout the curriculum and the practice experiences. The portfolios should be standardized and include student self-assessment, as well as faculty and preceptor assessments of the educational outcomes.”
Contents of Portfolio - Artifacts

- Referenced, organized, thoughtful, and representative of outcomes
- Required and elective
- Representing a progression of assignments
- Examples could include presentations, papers, videos, etc.
Contents of Portfolio - Reflections

• Shows relationship to competency and describes rationale for inclusion of artifact

• Reflection prompts:
  – Please describe the context, importance, and purpose of your artifact.
  – How did this artifact contribute to your overall learning as a Pharmacy student?
  – What was the most memorable aspect of this artifact, and why? (Was it the preparation, content, audience, delivery, feedback, or something else?)
  – If you could go back in time, what, if anything, would you have changed about this artifact?
Contents of Portfolio – An example

LiveText Demonstration

https://c1.livetext.com/
Student Roles

• All – collecting, presenting, and defending artifacts
• Peer Mentors
  – Advanced Academic Assistants (AAAs)
  – P2, P3, and P4 students (eventually)
# Structure for Review Process

<table>
<thead>
<tr>
<th>Faculty Member A</th>
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<tbody>
<tr>
<td>P4A</td>
</tr>
<tr>
<td>P3A</td>
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<tr>
<td>P2A</td>
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<tr>
<td>P1A</td>
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</tbody>
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Faculty Roles

• **Mid-September:**
  – attend LiveText training workshop

• **September, October, and early December:**
  – check completion of each artifact
  – use rubric for reflection components of artifacts
  – provide written and verbal, ongoing and evaluative feedback to small group of students (based on peer mentor input and own observations)
Timeline – Summer, 2009

Portfolio Committee → Faculty Mentors → LiveText Training
Timeline – Fall, 2009

September, October, and early December

Week 1
- Students submit artifact to AAA

Week 2
- AAAs review
- Students revise

Week 3
- Faculty mentors review
Timeline – 2010-2011

New P1 Class, Experienced P2 Class

- **Fall**
  - NSO/PDC
  - 3 artifacts

- **AAA → P2 → P1**
  - **Fall/Spring**
    - Formal review

- **Spring**
  - 3 artifacts
  - Formal review

- ** AAA → P2 → P1**
Questions? Interested?

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