Updates & Announcements

• Compliance & Reporting Updates – AY2015 cycle
• 4/11 Council meeting
  – Full report & results from AY2015 cycle
  – Guest presentation: New Accreditation Standards for Middle States
• Mini-grant applications due Friday 3/4
• Upcoming assessment capacity building opportunities
  – 4.18-4.20 Assessment Network of New York Annual Conference: University at Buffalo Amherhst, NY
  – 5.20 Middle States Workshop “Creating and Selecting Assessment Tools” Philadelphia, PA
Learning Portfolios

Executive Sponsor: Matthew Santirocco
Presenter: Yulee Jun, Dan Rabinowitz

Feb 2016
A collection of artifacts that provides direct evidence of individual’s learning, mastery, or accomplishments over time.

What is a Learning Portfolio?

Collecting
Explaining
Presenting
Number of Faculty and Administrators Consulted: 64
Findings: Interests and Needs

Credentialing and Accreditation
Highly specialized discipline-specific accreditation requirements

Advisement and Monitoring
Tool to assist advisors and students in understanding progress toward degree completion

Assessment, Collection, and Presentation
Broadest of all categories
Learning Portfolio Timeline

- 2013: Environmental Scan
- 2014: Project Team Working Group
- 2015: Google Pilot Launch
- 2016: Platform Selection
- 2014: Project Sponsorship
- 2015: Taskstream Pilot Launch
### Taskstream Offering

<table>
<thead>
<tr>
<th>Student Created Portfolio</th>
<th>Directed Response Folio (DRF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open structure</td>
<td>Structured template</td>
</tr>
<tr>
<td>Flexible and customizable templates</td>
<td>Learning assessment</td>
</tr>
<tr>
<td>Student-selected work</td>
<td>Pre-determined assignments</td>
</tr>
</tbody>
</table>

- **Open-ended**
- **Prescribed**
In a gentle way, you can shake the world

Akwaaba!
WELCOME TO THE STORY OF MY EYE-OPENING, LIFE-CHANGING, HEARTWARMING GHANIAN ADVENTURE!
Pilot Use Case: EdD Theatre

**School / Program**
Steinhardt – Doctor of Education in Educational Theatre

**Program Description**
Practice-based doctorate with an emphasis on arts-based research methods

**Learning Portfolio Needs**
Collect and store various work products in a structured format
Pilot Use Case: EdD Theatre

Defined structure for assignment submission
Pilot Use Case: EdD Theatre

Academic Plan

2015/2016 Academic Plan – Fall 2015

Advisor: Dr. David Montgomery
Mentor: Dr. Philip Taylor

1. Coursework Expectations
I have completed all required coursework for my program. I am currently registered for the Doctoral Collegium in order to maintain matriculation for both the fall and spring semesters.

2. Research Papers
I completed candidacy in Dec. 2011 and completed my topic review in fall 2012. I am currently writing my dissertation and I plan to submit and defend in spring 2014.

3. Teaching
I currently teach each semester. This semester, I am teaching World Drama and Secondary Student Teaching Seminar in the Drama Classroom at NYU and a section of Speech Fundamentals at Borough of Manhattan Community College (BMCC). In the spring, I plan to continue at BMCC, teaching Speech Fundamentals and at NYU, teaching Methods of Conducting Creative Drama and Secondary Student Teaching Seminar in the Drama Classroom.

4. Service to the Program
I currently supervise student teachers (6 in the fall, 7 in the spring). Additionally, I am a program administrator and my duties include advising students in the EDTC master’s program, advising prospective students, editing the program newsletter and blog, booking matinee performances of our main stage productions for school children, and creating resource guides for teachers for these productions.

5. Timeline for Completion
I am currently writing my dissertation and I plan to submit and defend in spring 2014 and I plan to graduate in May.
<table>
<thead>
<tr>
<th>School / Program</th>
<th>NYU Shanghai – American Language Institute (ALI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Description</td>
<td>English proficiency program</td>
</tr>
<tr>
<td>Learning Portfolio Needs</td>
<td>Collect and store various work products in a structured format</td>
</tr>
<tr>
<td></td>
<td>Assess student learning</td>
</tr>
</tbody>
</table>
Pilot Use Case: American Language Institute

Competency-based artifact collection
Pilot Use Case: Computer Science

School / Program: Tandon School of Engineering – Undergraduate Computer Science

Program Description: Senior year group project for Computer Science majors

Learning Portfolio Needs: Collect and store various work products in a structured format
Assess student learning
Pilot Use Case: Computer Science

Defined structure for assignment submission
## Pilot Use Case: Computer Science

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research and literature review</td>
<td>Uses a variety of relevant sources and makes intelligent cross-references. Builds on prior results to further the work.</td>
<td>Uses a few sources and correctly applies prior results for benefit in the project.</td>
<td>Uses at least one good source and demonstrates correct understanding of prior results.</td>
<td>Sources are poor. Understanding is not clearly demonstrated.</td>
</tr>
<tr>
<td>Technical Depth</td>
<td>The project is worthy of publication or commercialization, or could be built upon for such purpose. Demonstrates a good deal of creativity and originality.</td>
<td>The project is technically above average. Draws upon and utilizes knowledge gained in undergraduate education.</td>
<td>The project is technically below average. Some application of student's course work is demonstrated.</td>
<td>The technical work is superficial and uses very little of the students prior course work.</td>
</tr>
<tr>
<td>Written Report</td>
<td>Report is clearly written, comprehensive and well organized. Provides good background review and topic development. Results and conclusions are clearly presented. Presents ideas for future work.</td>
<td>Report is clear and readable. Students work is understandable from the report and is placed into context.</td>
<td>Student's work is understandable from the report, but the technical writing is below average. Not much context provided.</td>
<td>Report is poorly written, narrow in scope, and the students work is not clearly distinguished from background material.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Speaks clearly, using proper grammar. Appears motivated. Shows evidence of good preparation for the presentation. Uses appropriate visual aids effectively. Answers questions thoroughly.</td>
<td>Effectively communicates the major points. Acceptable use of visual aids. Is prepared and answers questions satisfactorily.</td>
<td>Student conveys the information, but not very effectively. Preparation is below average. Answers to questions leave something to be desired.</td>
<td>Student is not well prepared and the research results are not clearly communicated. Student has trouble answering questions.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>-------------------</td>
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<td></td>
</tr>
</tbody>
</table>
### Performance-based report Sample: Single Semester Program Report

<table>
<thead>
<tr>
<th>Author</th>
<th>Final Score</th>
<th>Max = 4</th>
<th>Rubric: ABET Rubric</th>
<th>Criterion 1 (Research and Literature)</th>
<th>Criterion 2 (Technical Depth)</th>
<th>Criterion 3 (Written Report)</th>
<th>Criterion 4 (Oral Presentation)</th>
<th>Average Rubric Score</th>
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<tbody>
<tr>
<td>Yulee Jun</td>
<td>3.75</td>
<td></td>
<td></td>
<td>4.00</td>
<td>3.00</td>
<td>4.00</td>
<td>4.00</td>
<td>3.75</td>
</tr>
<tr>
<td>Flora Pula</td>
<td>1.50</td>
<td></td>
<td></td>
<td>1.00</td>
<td>2.00</td>
<td>2.00</td>
<td>1.00</td>
<td>1.50</td>
</tr>
<tr>
<td>Dan Rabinowitz</td>
<td>3.00</td>
<td></td>
<td></td>
<td>2.00</td>
<td>2.00</td>
<td>4.00</td>
<td>4.00</td>
<td>3.00</td>
</tr>
<tr>
<td>AVERAGE FOR GROUP</td>
<td>2.75</td>
<td></td>
<td></td>
<td>2.33</td>
<td>2.33</td>
<td>3.33</td>
<td>3.00</td>
<td>2.75</td>
</tr>
</tbody>
</table>
## Performance-based report Sample: Multiple Semester Program Report

**CS 401 – Fall 2015**

<table>
<thead>
<tr>
<th>Folio Areas Assessed</th>
<th>Authors Evaluated</th>
<th>Results for Group</th>
<th>Graph (Avg. for Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Artifact Q,</td>
<td>6 of 12 (50%)</td>
<td>Avg. = 3.17/4 (79%)</td>
<td>0% 20% 40% 60% 80% 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Median = 3.10</td>
<td></td>
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<td></td>
<td></td>
<td>Std. Dev. = 0.50</td>
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</table>

**CS 401 – Spr 2016**

<table>
<thead>
<tr>
<th>Folio Areas Assessed</th>
<th>Authors Evaluated</th>
<th>Results for Group</th>
<th>Graph (Avg. for Group)</th>
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</thead>
<tbody>
<tr>
<td>Portfolio Artifact Q,</td>
<td>6 of 12 (50%)</td>
<td>Avg. = 3.47/4 (87%)</td>
<td>0% 20% 40% 60% 80% 100%</td>
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<td></td>
<td></td>
<td>Median = 3.60</td>
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<td></td>
<td></td>
<td>Std. Dev. = 0.30</td>
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</table>

**CS 401 – Fall 2016**

<table>
<thead>
<tr>
<th>Folio Areas Assessed</th>
<th>Authors Evaluated</th>
<th>Results for Group</th>
<th>Graph (Avg. for Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Artifact Q,</td>
<td>6 of 12 (50%)</td>
<td>Avg. = 3.23/4 (81%)</td>
<td>0% 20% 40% 60% 80% 100%</td>
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<td>Median = 3.20</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Std. Dev. = 0.48</td>
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</table>

**CS 401 – Spr 2017**

<table>
<thead>
<tr>
<th>Folio Areas Assessed</th>
<th>Authors Evaluated</th>
<th>Results for Group</th>
<th>Graph (Avg. for Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio Artifact Q,</td>
<td>6 of 12 (50%)</td>
<td>Avg. = 3.50/4 (88%)</td>
<td>0% 20% 40% 60% 80% 100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Median = 3.50</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Std. Dev. = 0.37</td>
<td></td>
</tr>
</tbody>
</table>
Fall Semester student experience survey

**Benefit of Learning Portfolios**

- **MY LP in TS will be useful for seeking employment**: 4.7
- **MY LP in TS will be useful for maintaining a personal archive of my work**: 5.1
- **My LP in TS will be useful for graduate school application**: 4.7
- **Interested in using a different tool to build my LP**: 4.1

**Rating**
- Strongly Agree = 7
- Agree = 6
- Somewhat Agree = 5
- Neutral = 4
- Somewhat Disagree = 3
- Disagree = 2
- Strongly Disagree = 1
How to Participate in Learning Portfolios?

Reach out to the Learning Portfolios Service Team
LearningPortfolio@nyu.edu

Learning Portfolios survey

Requirements gathering

Iterative Learning Portfolio build

Training and support
Learning Portfolios Survey

• What would you like to accomplish by using Taskstream?
  • To help students market their skills for future employers, graduate programs?
  • To assess the mastery of learning objectives at the course or program level? Will it replace existing practices that your department already has in place?
  • To complement your accreditation efforts?

• Does your program have articulated student learning outcomes?
  • Are the learning outcomes mapped to particular courses and / or assignments?

• Are you currently using rubrics to assess student work?
### Learning Portfolio Deployment Timeline

<table>
<thead>
<tr>
<th></th>
<th>Ed.D Theatre</th>
<th>Tandon</th>
<th>ALI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start to Deploy Duration</td>
<td>11 weeks</td>
<td>11 weeks</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

**Key Considerations:**
- Availability of faculty and / or program administrators
- Availability of Instructional Designers and / or departmental staff
For Further Interest

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Diana Karafin
Diana.Karafin@nyu.edu

Yulee Jun
Yulee.Jun@nyu.edu

Visit the NYU Learning Portfolios Website
www.nyu.edu/it/learningportfolio