Overview of the Year:

• Collaborated with Career Services to design Rutgers ePortfolio through Sakai; Beta-tested in summer 2008 and piloted with 250 FIGs students in fall 2008
• Redesigned entire portfolio, created templates, and beta-tested with 23 students in summer 2009
• Introduced portfolio to 2180 users in FIGs and Aresty Research Program
• Developed ePortfolio website
• Currently planning ePortfolio contest
Initial goals of this year:

• Implement an ePortfolio for undergraduate students on the Rutgers New Brunswick campus including students enrolled in honors programs, the Aresty Undergraduate Research program, EOF, and FIG’s.

• Provide students with a way of integrating all of their learning experiences, including coursework, jobs, internships, organizational memberships, develop a deeper appreciation of academic and scholarly work through a process of reflection on and synthesis of their own learning experiences, and increased engagement with faculty with expertise to guide them in the development of their intellectual skills.

• Provide the institution (faculty, staff, and advisors) with better insight into students’ perspectives on learning through a process of inquiry, reflection and development, a cutting edge tool for showcasing student achievements, integrating curricular and co-curricular aspects of their experience, and a way to assess whether students’ learning experiences match the intention of the learning outcomes.
Challenges and changes along the way:
• Time
• Peer Instructors not required to develop their own ePortfolio
• Limitations of the platform (Sakai)
• Too few trainers to instruct students and faculty on portfolio use

Stakeholders and Faculty Engagement
• “Pilot an ePortfolio system that allows students to collect their undergraduate output (papers, videos, documents, etc.) on a single online location to share with potential employers and graduate and professional schools” (President Richard L. McCormick, Strategic Goals for Rutgers University and 2009–2010 Areas of Emphasis and Effort)
• 118 faculty and administrative staff utilizing or reviewing the portfolio for program use
Highlights of Achievement (from our students)

• As far as the E-portfolio goes, I did like being able to formally analyze the work that I've done. As you said, it gave me a chance to reflect on my project and realize just how valuable it is.

• I think the ePortfolio was put in place for personal growth and reflection, while as the same time helping to establish a foundation for resumes and applying to jobs. With that said, viewing the ePortfolio objectively, I do like the idea behind the ePortfolio. I often find myself going through my classes, doing what I have to do to achieve a certain grade, and then moving on to the next semester. I feel accomplished and satisfied achieving good grades, but I think the ePortfolio has made me realize there's more to the learning experience, and college for that matter, than good grades. The reflections in the ePortfolio taught me something. Not specifically in regard to the reflection topics provided in the matrix, but about reflecting in general. Having to sit down and reflect about how I've grown as a person in recent years through my classes and life experiences has helped me formulate a better understanding of myself and where I would like to go with my life. As college students, I now understand how critical reflection is to our maturation into adulthood.
Benchmarks & Progress
• All students in FIGs and Aresty programs created portfolios – 1900 students!
• Feedback was collected from PIs about their use and the use of their FIGs students.

Statistics or plans for implementation/pilot
• 24% of first-year students are creating an ePortfolio
• 8% of the undergraduate student population is using ePortfolio in the pilot phase

Lessons learned/Recommendations
• There are many philosophies to developing ePortfolios. You can’t make everyone happy.
• Students wait for the last minute to complete their work; no matter how much testing is completed, students will find more error codes; the error codes are discovered at the 11th hour of the assignment deadline and must be corrected ASAP!
**What’s next?/Plans for next year?**

- Include Advising, Career Services, CESEP, EOF, and honors in ePortfolio use
- Introduce ePortfolio at Orientation
- Create manual and tutorial videos for faculty and administrative staff
- Develop a training system for students on ePortfolio use
- Increase faculty involvement
- Create an ePortfolio gallery
- Develop FAQ’s
- Continue to de-bug
- Finalize ePortfolio website -
  [http://undergraduate.rutgers.edu/rutgers_eportfolio/](http://undergraduate.rutgers.edu/rutgers_eportfolio/)
1. Introduction

Wizard of Cara Macaluso

Introduction

Introduction Page

The “Introduction” is the first page of your ePortfolio. It provides an opportunity for you to briefly introduce yourself and include images, quotations, poems, videos, and other information that speak to who you are. You may want to include a recent photo.

You can develop more than one “Introduction” page. You may want to develop individual “Introduction” pages for the various uses of your ePortfolio such as submitting class assignments, applying for internships, research opportunities, graduate or professional school, and employment, or sharing with family and friends.

Each “Introduction” page should be saved using a different “Display Name” on the next screen. Although you will have the opportunity to select the appropriate “Introduction,” the terms used for “Display Name” will not appear on your published portfolio.

Your content

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Introduction

My name is [redacted]. I am a rising Rutgers College senior majoring in Mathematics with a concentration in Education, one of my biggest passions in life. Whether it's training friends on tennis serves or tutoring fellow peers in calculus, I am always driven to share my knowledge with others to new ideas and experiences.

I am currently employed as an undergraduate intern in Rutgers University's Office of Academic Engagement and Program Management, coordinating and development of Rutgers' learning communities in terms of academic enrichment, peer-to-peer interactions, and leadership development.

During the upcoming 2009-2010, I will take on a wonderful opportunity of independently facilitating two weekly Rutgers courses as a Mathematics Mentor in the Rutgers Mathematics Department with instructional responsibilities in a pre-calculus recitation session. In addition, I will be working closely with the students as their First-Year Interest Groups (FIGS) Peer Instructor trained to help them explore the educational, intellectual, and social aspects of being a Rutgers undergraduate student.

With recent admission into the Rutgers Graduate School of Education's five-year teacher certification program, I will obtain a B.A. in Mathematics and a New Jersey K-12 Mathematics teaching certification. This academic accomplishment will bring me one step closer to my career goal of becoming a mathematics instructor.
Wizard of Cara Macaluso

About Me

About Me Page
The "About Me" page allows for more comprehensive information about you, your goals, educational path and philosophy, interests, accomplishments, and purpose for creating the portfolio. Again, you should include images, quotations, poems, videos, and other information that speaks to who you are.

Answers to the questions below could be incorporated into your “About Me” page.

- Who were you when you started college? Who are you now? Who do you want to be in the future?
- What is important and meaningful to you? What do you stand up for? What are you passionate about?
- What qualities and skills do you possess? What experiences have you had that make you unique? How have you grown and developed from these experiences?
- What do you want to do after college? Why are you the best candidate for a job, graduate school, or other opportunity?

You can develop more than one "About Me" page. You may want to develop individual "About Me" pages for the various uses of your ePortfolio such as submitting class assignments, applying for internships, research opportunities, graduate or professional school, and employment, or sharing with family and friends.

Each "About Me" page should be saved using a different "Display Name" on the next screen. Although you will have the opportunity to select the appropriate "About Me," the terms used for "Display Name" will not appear on your published portfolio.
About Me

Here is a list of activities I do outside of research, other interests that I, or other information about me.

1. Engineers Without Borders (EWB): I’m the student lead for the International Guatemala water supply and distribution project for this organization. It is a student-run, humanitarian, non-profit organization that strives to improve the lives of people one village at a time through engineering solutions for real-world problems. This summer I traveled to Guatemala and it literally changed my life forever. I learned so much about the world, about other cultures and how different people’s situations are, about how to deal with international issues (such as the language barrier, etc), and I learned a lot about myself. I developed skills as a communicator, as a thinker, and as an engineer. My team and I traveled with a professional engineer from a civil engineering firm, and she was fantastic in helping us understand the water systems and guide us through analyzing their water problems. I could talk about EWB for pages. I love EWB so much.

2. I have an artistic side that I have, in the past, developed in various ways. I first started with dancing to Indian classical and Bollywood style music, then started singing lessons for Indian classical. When I moved to America, I started taking piano lessons, played the clarinet for the school band, sang as a soprano in the school choir, and discovered my passion for creative writing, especially poetry. I continued to take choir and piano lessons in college, but have been slightly out of touch with the arts.

3. I love meeting new people, learning interesting things about them. I love being motivated by others’ stories and experiences. I watch TED.com as often as Biomedical engineering classes permit me the time. Novels are also a top priority for my vacation days.

4. I am aspiring to become a doctor. Often people wonder why I would want to put myself through becoming an engineer and a doctor and how that even makes sense. I talked about this idea with my father in the senior year when I was trying to decide what career path to take. We discussed that both engineers and doctors are helpful and needed in society. Engineers for their cool calculations of solutions and doctors for their cool diagnostics of problems and analysis of solutions. Both of these appealed to me. I wanted to develop both my logical
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Accomplishments

- Campus and Community Involvement
- Coursework
- Research
- Work Experience

Disclaimer

Comments on this Portfolio
Currently there are no comments about this portfolio.
Add new comment about this portfolio:
Add Comment (required fields are noted with an *)
* Title:

* Comment:

Make this comment visible to:
- Only Me
- The Owner and I
Accomplishments > Campus and Community Involvement

Career Path

My campus and community involvement at Rutgers have enabled me to enhance my professional goals and skill development in multiple ways. For example, my participation in the Institute for Women's Leadership (IWL); Leadership Scholars Program (LSP) from 2006 to 2008 has enabled me to build and increase the oratorical and interpersonal skills necessary to succeed in the professional arena.

As participants in the Leadership Scholars Program, young women are required to attend quarterly public-speaking workshops facilitated by professionals. At such workshops scholars are trained to give formal, prescribed oratories as well as impromptu speeches in front of an audience of their peers. Participating in these exercises enabled me to practice speaking in front of and interacting with an audience. The instant feedback from peers about areas of improvement necessary to make me an effective and sincere speaker were beneficial in ensuring my speaking made impact. Further critique from trained exercise facilitators also helped me develop my personal professional style of addressing small intimate audiences as well as larger ones. My participation in the Institute for women's Leadership; Leadership Scholars Program enabled me to network and develop professional relationships that have helped me obtain internships; participate in speaking engagements, and practice the personal and professional skills necessary to be a viable entity in professional setting.

Additionally, my participation in the IWL High School Leadership Program helped me to interact with adolescent women of color from an urban environment. As both a mentor and then Mentoring Chairperson of the Program I was able to witness and learn about first-hand the issues, concerns, and opportunities presented to this demographic. Interacting with such dynamic young women enabled me to recognize and work to resolve the disparities faced by this under-represented group, as I hope to do via a career in public interest law.

Supporting Materials

- IWL_HSLP_MADspoil.docx
4. Leadership

Leadership Experience

Instructions

Use this page to document your leadership experiences both within and outside the University. This might include leadership positions in campus organizations/programs, internship experiences, membership in campus or volunteer organizations, classroom experiences/presentations, etc.

Please fill out a separate form (i.e. click "Add Leadership Experience") for each experience.

Examples

Resident Assistant

Residence Life

2008-2009

Serve as a role model and resource to 50 residents in a co-educational residence hall. Develop one-on-one relationships to assess residents’ needs. Offered programs to assist residents in their efforts for personal and educational growth and to increase community connectedness and involvement. Serve on duty rotation and uphold the policies and procedures of the University and department.
Leadership

Courses

2006  Rutgers College Emerging Leaders Institute
  I worked collectively with a group of select first-year students to discuss and develop methods that were used to bring voice and visibility to the homeless population of New Brunswick.

2006 - 2009  Rutgers Institute for Women's Leadership
  As a participant in the Rutgers Institute for Women's Leadership: Leadership Studies, I delved into the myriad yet centrally focused mechanisms and ideologies by which women can become leaders. The discourse learned in this course is made into praxis via the internship requirement of the program. The culmination of our discourse and praxis is exemplified in our role as each scholar is required to plan, create, implement, and report about for success.

Experience

2005 - 2006  Rutgers University Emerging Leaders Institute
  Marketing Co-Chair
  In conjunction with a fellow team member, as Marketing Co-Chair I created and managed social media and email campaigns to raise awareness and generate interest in a group project dedicated to the eradication of local homelessness.
  I helped create posters, placed advertisements in university media, and created an event, inviting the university and New Brunswick community to participate and donate funds.

2007 - 2008  IWL High School Leadership Program
  Mentoring Chairperson
  As Mentoring Chairperson I acted as the liaison between mentors and mentees in the IWL High School Leadership Program. I worked with both parties to ensure that mentoring relations were conflict-free. In my capacity I also planned and implemented bonding activities for members of the group.
Instructions

If you have a resume created in another program, you may upload that file instead of using the resume builder.

Your name must be included for the resume builder to work correctly. Otherwise, the following sections are suggested, but you can omit any that are not relevant to your academic or career pursuits. Only sections that you complete will be displayed in the final resume layout.

The following two fields appear in most of the forms. They will help you manage multiple copies of your resume:

Display name: This name will appear in menus where you choose which information to use. Please use display names you will recognize such as "Home address" and "Campus Residence address." The display name will only appear in the menus, not in your web portfolio.

Order: If you fill out several different copies of a form, this controls the order in which they will appear in your web portfolio. The order should be a number from 1 - 50. You can skip numbers, but if you don't supply an order, your forms may appear in random order.

If you would like your resume critiqued, please contact Career Services at 732.445.6127 or 732.932.7997.

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Resume

Cara Marie Macaluso
115 College Ave, Bishop House
New Brunswick NJ 08901
732-932-7442
caramac@achc.rutgers.edu

OBJECTIVE
Implement an ePortfolio that provides students with a way of integrating learning experiences to develop a deeper appreciation of scholarly work and provides the institution with better insight into students perspectives on learning through a process of inquiry, reflection and development, and a way to assess whether students learning experiences match the intention of the learning outcomes.

EDUCATION
Graduate School of Education, Rutgers University, New Brunswick, NJ
Ed.D. 2012
Major: Social and Philosophical Foundations of Education

Graduate School of Education, New Brunswick, NJ
Ed.M. May 2002
Major: Adult and Continuing Education

Rutgers College, Rutgers University, New Brunswick, NJ
B.A May 1999
Major: American Studies, Women’s Studies
Minor: History
Download Resume

- Resume for e-portfolio.docx

Resume

How to print this resume

Disclaimer
Assessment and ePortfolio: the Aresty Story

- Aresty RA program in a nutshell
  - Academic year project defined by faculty members
  - 200+ students, all disciplines
  - 100+ faculty, all disciplines
  - 5+ hours/week of research, 2 meetings/month
  - “research products”: literature review, abstract, poster/presentation

- Assessment
  - journal entries
  - faculty observations
  - pre/post self-assessments
  - scores from poster presentations

- SHOW ME THE LEARNING …
Approaches to (e)Portfolio Assessment

- Authentic Assessment
- Standards-based Assessment
- Competency-based Assessment
- Flexible Assessment

Undergraduate Education
Aresty Pilot, 2009-2010

AAC&U VALUE Rubrics (what are our learning goals? Standards?)

Assignment design (how can we assess progress in multiple ways?)

Sampling from the large group for response

Assignment and portfolio assessment responsibility/capability for faculty mentors

Evaluate assessment process

Undergraduate Education
Did It Work?

- ePort as an experiment …
- Next steps …
Why I Still Believe ... (or, You Too Can Drink the Kool-Aid)

ePortfolio for assessment and pedagogy:

- Identifying yourself as a learner -- an ePortfolio outcome and necessary to life-long learning
- Owning your own learning -- when the learner has access to her or his own ePortfolio that they keep for life
- Being aware of your learning -- when the learner reflects on his or her own learning
- Identifying the meaning of different learning experiences -- when viewed in the context of work over time, a new learning experience takes on new meanings
- Reflecting on the social meaning of the work -- in the context of one's own learning and in the context of the knowledge community the learner is in at the moment
- Learning in the real world -- ePortfolio is mobile and allows all learning experiences to be recorded in one way or another
- Building your digital identity -- over time, tailoring your ePortfolio for different audiences and for yourself
- Learning in a social context -- sharing with groups, doing collaborative projects, choosing who can comment on your work
- Reflecting on who you are -- over time, seeing changes in yourself, learning lessons from your own experience