Educational Session

2344 - Cultivating Transfer Student Confidence and Success Through e-Portfolios
Transition Programs and Services, Partnerships and Collaboration

This presentation describes how transfer programming, bridging community colleges and the university, incorporates e-Portfolios to help students reframe their experiences and cultivate and articulate appreciation, understanding, and expansion of their cultural capital; develop a sense of community and connection to faculty and staff; and bolster career readiness. This session will guide participants in considering how e-Portfolios might play a role in their support of and programming for transfer students, at two- and/or four-year schools.

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Kirstin Pantazis, Interim Director, Pathways to Arts & Humanities

Virginia Community College System
Cultivating Transfer Student Confidence and Success Through e-Portfolios

National Institute for Study of Transfer Students
2022 Annual Conference

Micol Hutchison, PhD (Director of Transfer, VCCS)
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Overview

e-Portfolios help students

- Reframe their experiences, and cultivate and articulate appreciation, understanding, and expansion of their cultural capital
- Develop a sense of community and connections with one another and with faculty and staff
- Improve career readiness

Today, we’ll explore how e-Portfolios can play a role in supporting and providing programming for transfer students, at two- and/or four-year schools
Pathways Program

- Mellon Foundation grant-funded
- Partnership among two community colleges and university
- Open to all students interested in arts or humanities
- Students ideally begin in first semester
Reflection #1

- **Age 6**: What do you want to be when you grow up? Why?
- **Age 12**: What do you want to be when you grow up? Why?
- **Age 18**: What do you want to be when you grow up? Why?
e-Portfolios

- Can be reflective, public-facing, or creative
- One of AAC&U's High-Impact Practices (HIPs)
- Incorporate additional HIP elements: first-year experiences, common intellectual experiences, and learning communities
e-Portfolios: Reflection
Reflective e-Portfolios

- Fall semester (ideally first semester)
- e-Portfolio guides students to identify, describe and build upon students’ cultural capital
- Two types of guided reflections: all about you and focused on a text
- Students work on e-Ps on their own and in folio cafes
- e-Portfolio reflections and exercises structured so students consider their own perspectives and experiences and hear and incorporate others’
Reflective e-Portfolio

Home  The Black Nod  The Elusive Dream Job  Ignorance Is Not Bliss  Civic Engagement

Activism

Reflective e-Portfolio

Author: Lily Rose Back
Last modified: 11/24/2021 5:13 PM (EST)

Reflective e-Portfolio Example
Lily
Reflective e-Portfolios: Why?

- Guided reflection
- Identify, develop, explore cultural capital
- Confidence & sense of belonging
Reflective e-Portfolio Partnerships

- Students build community, sense of belonging with one another
- Create connections with faculty and staff at 2- and 4-year institutions
  - Faculty (philosophy, English, Mass Comm)
  - Federal work study student
  - Career center/services
  - Advisors and staff
Reflection #2

- How do your goals at age 6, 12, and 18 connect to you now? Any surprises?
- Draw what you thought your path would be and what it turned out to be.
Professional, Public-facing e-Portfolios
Professional, Public-Facing e-Portfolios

- Spring semester (ideally second semester)
- Incorporate elements of the reflective e-Portfolio and illustrate skills, talents, and goals
- Work with peers, peer mentors, staff, and faculty from two- and four-year colleges
- Provide opportunity for students to explore goals, respond to feedback, reflect on career-oriented events and panels
- Polished: resumes, documentation of involvement
Professional, Public-Facing e-Portfolio

Elements:
- Landing ("About Me") page
- Resumé
- Description of significant pursuit
- Three additional elements that reflect interests, passions, potential, and/or accomplishments; these elements, which may be updated versions of elements from an earlier e-Portfolio, might include:
  - Examples of creative content (writing/artwork/music...)
  - A description of your academic and career goals
  - Reflection on changes for you or to society because of COVID-19
  - Reflection on one of the Pathways Program book group books
Benefits

Cultural capital

Career exploration, development and feedback

Advantages of circuitous paths
e-Portfolio Showcase

- Students build confidence and networking skills by sharing their e-Portfolios with two- and four-year college faculty and staff, area employers and professionals in the field, and alumni.

- Partners (one-hour commitment)
  - Board members, community college and university faculty/admin, former panelists, committee’s network, career services and industry partners
  - Bonus: This is a way that everyone who needs to know about pathways learns about pathways
Transfer Student Confidence and Success
Transfer Student Confidence and Success

- The e-Portfolio program contributes to improved transfer, retention and graduation rates, as well as career preparation.
- e-Portfolio programming is no- or low-cost, bringing together faculty and staff from community colleges and four-year schools.
- Can help receiving institutions verify and understand transfer students’ unique and often advantageous experiences.

I was able to get more outside input from people whom I have never met. Learning things about how there’s no need to always be humble when talking about some of our achievements, especially graduating early. Also started looking into Teachers For Tomorrow because of the showcase experience. I was able to present in a professional manner to strangers, I was super nervous but it ended up being a huge confidence boost. This experience definitely helped me understand how to present my self, while also receiving feedback on my presentation and visual that could further improve for the future! It gave me the opportunity to move forward and look at job opportunities that will help me improve my career goals.
Putting e-Portfolios into Practice

- You
  - Anything already in place?
  - Any obvious places to incorporate this?
  - Elements that you might incorporate?
- Questions?
Wrap-Up and Questions

- e-Portfolios:
  - are a High-Impact Practice and incorporate other HIPs
  - can be reflective or public facing
  - help build partnerships between institutions
  - build transfer student confidence and track their success

- Questions?