Electronic Portfolios for Distance Learning: A Case from a Nursing Clinical Course

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Clinical nursing courses can already be challenging, in the traditional context of placements and hours spent in a health care setting. These types of courses are additionally problematic when offered via distance learning, due to geographic separation of students, lack of clinical placement sites in the student's community, and lack of faculty/student personal interaction and connectedness. In this review of an online R.N. to B.S. completion clinical course in community and public health nursing, the self-directed learning (SDL) educational theory framework and a project based eportfolio format was instituted as a way to address these online learning problems. The results of implementing the eportfolio as a pedagogical practice are examined as well as considerations for improvement in the use of this instructional strategy. Additionally, student and faculty issues related to the introduction and use of the eportfolio are discussed.

Distance education courses can be challenging for faculty to implement and for students to successfully master. During the creation of the community and public health nursing clinical course component of an R.N. (Registered Nurse) to B.S. (Bachelors in Nursing) online completion program, it became apparent that the development of this type of clinical distance course would be complex. Problematic factors included the reality that students enrolled were living in a variety of cities and states; therefore, prior arrangement of specific clinical rotation sites would be difficult and impractical. Additionally, the lack of an online clinical performance evaluative tool created concern about how faculty would keep track of the students' clinical progress.

Nursing clinical courses typically involve an on-site rotation, such as at a hospital or community clinic, in which the student is paired with a R.N. preceptor who provides the student direction and supervision for a specific number of clinical hours. Most times faculty solicit and develop the student placement sites and coordinate preceptor pairing. Assigned faculty and the preceptor monitor the student for attainment of course objectives and goals. These clinical rotations also usually involve faculty providing regular meetings with students as a group to debrief and facilitate application of concepts learned to professional practice and engagement in self-reflective practice, which involves reflection upon personal performance, assumptions, and biases that affect patient care.

This particular course was being developed for students who were already registered nurses via completion of an associate degree program of nursing, and had already developed many essential nursing practice skills, but not in the public health nursing arena. This being the case, the community and public health nursing clinical course that was under development focused upon core public health nursing functions and services, which require the nurse to have

expertise in assessment, investigation, education, partnership development, evaluation, and mobilization of community resources (Truglio-Londrigan & Lewenson, 2011). Since the students lived in a variety of locations, clinical experiences could not be guaranteed to be traditional in the sense of pairing the R.N. to B.S. student with a Bachelor's prepared community and public health nurse in their own communities. Some students lived in rural communities that did not have access to available nurse preceptors or conventional community and public health nursing clinical placement sites or services.

Considering these factors, the clinical course was designed as an individualized project, in which the student would assess their community, develop, implement, and evaluate a small-scale project rather than the traditional preceptor based clinical. This creation of a project based instructional experience complemented an increased desire among the discipline of nursing concerning clinical placements and community involvement and supports the growing advocacy for a collaborative partnership model of public health education in which the nursing school, students, and community partners work together to provide for a common goal, such as educational experiences or community service (Umble et al., 2005). The project based design of the course also provided a concrete opportunity for students to apply community and public health nursing concepts in their own communities via social action and problem solving on a grassroots level (Kemp, 2003).

Theoretical Framework

With these needs in mind, faculty chose the Self Directed Learning (SDL) theory as an educational framework for course development. The basic tenets of the SDL theory are centered in learner-directed instruction, facilitation of transformational learning,

and integrating social action as a key part of the learning experience. This framework corresponds with traditional adult learning concepts including providing occasions for the adult learner to direct his or her individual learning, maintaining a focus on problem-solving, preferring learning activities that provide for application of the course concepts, and being motivated internally rather than externally to participate in educational endeavors (Merriam, 2001).

Adult learning concepts and learner-directed instructional pedagogy is a paradigm shift from the traditional teacher directed instructional approach such as lecturing or one on one instruction and supervision from the nurse preceptor. This is an important component to integrate into distance course development, as distance learners often cannot avail themselves to the traditional teacher centered instructional approaches. In SDL the learners themselves direct their instruction and the role of the educator within this construct is to assist learners to plan, carry out, evaluate, and reflect upon their individual learning experiences. Thus, the educator assists the distance learner in transforming course concepts into personally and professionally meaningful experiences through activities selected and through guidance throughout the learning process (O'Shea, 2003).

The tenets of SDL theory, the role of the educator, and adult learning theoretical constructs, including problem based approaches to instruction, internal motivation, and self-directed learning abilities were considered by lead faculty to fit well with an independent and individualized project based approach to the clinical course being developed. Review of the SDL theory also indicated that some students might experience discomfort with directing their own learning (O'Shea, 2003). Since this was a potential issue with the course, an instructional design that allowed provision of a learning environment permitting student choice, work revision, and reflection on the process was required, as these instructional features offer the distance student a framework to implement learner-directed instruction (Idros, Mohamed, Esa, Samsudin, & Daud, 2010).

Specifically, in the course plan student choice was offered in student self selection of topic and theoretical basis of the project. Continuous ability to revise work was integrated into the assignments given, as the development of the project was seen as a "work in progress" until project implementation. Additionally, use of self- reflective activities, such as self-evaluation at midterm and development of an individual learning contract, was thought to be essential for integration of the concepts being introduced and development of personal meaning. In this way it was believed that the student could work toward development and implementation of the most effective project possible whilst developing professional nursing practice skills related to course concepts and engaging in problem based learning and social action in their own communities.

Furthermore, an instructional design that provided collaborative knowledge development and a personal connection to the learning activity was sought, as these components enhance the SDL process through construction of meaning and transformation of concepts into professional practice (Garrison, 1997; Huba & Freed, 2000). Utilizing the SDL educational framework faculty reviewed possible instructional strategies and chose to implement a project based electronic portfolio (eportfolio) format that provided a structure for students to demonstrate achievement of course outcomes, facilitate engagement in transformation of course concepts into personal meaning and professional practice, and provide a platform that allowed for self-directed learning and project individualization.

ePortfolios as a technology are used in a variety of settings and disciplines, such as medical education, nursing, social work, and the arts (Lorenzo & Ittleson, 2005; Reese & Levy, 2009). These often are based on the traditional portfolio concept of a collection of artifacts that document student learning and experiences. The eportfolio also integrates current technology such as videos, podcasts, hyperlinks, and slide shows in a Web-based format. The eportfolio has been shown to be a unique way for students to collect and reflect upon their work, construct meaning, and link theory to practice (Coffey, 2005; Skiba, 2005). Additionally, the Web based version of the eportfolio allows invited classmates to view the website, or the public in general to have access to the information posted (Driessen, Muijtjens, van Tartwijk, & van der Vleuten, 2007). This availability of clinical classmate access to the eportfolio information is fundamental for a collaborative learning experience and building of the online course community. Moreover, through development of the eportfolio, via selection of artifacts and reflection upon the project experience, development of personal and professional meaning and knowledge can occur (Tegelaar, Dolmans, Wofhagen, & van der Vleuten, 2005).

Use of the eportfolio also provided faculty a formative and summative tool for online clinical course evaluation. Part of the eportfolio design was the ability for peers and faculty to post comments on each page of the eportfolio. In this way, faculty as well as classmates could view the project as it developed and provide feedback and guidance as needed for successful project implementation. As a formative evaluation tool, the eportfolio can enhance student learning through providing a format for the student to describe their learning experiences via posting documents, videos,

slideshows, and links to important materials used for project development. It also can provide evidence about what the student has accomplished, and it offers a venue for reflection of difficulties and positive achievements through the use of project updates and discussion of work posted (Gardner, 2006).

As a summative evaluation tool the eportfolio can encapsulate what the student has learned by means of their project development and implementation. It also can provide a summary of achievements at specific points in time and can be used to evaluate student performance and attainment of course objectives (Coleman, Rogers, & King, 2002). Advantages to utilizing the eportfolio format include enhancement of SDL via the ability for students to self select artifacts and participate in reflection and collaboration with peers, ease of documentation of project development and implementation through use of the eportfolio no matter where the student is geographically located, and the ability to use a variety of media to communicate competency attainment (Ahn, 2004).

Course Technology and Instructional Design

A framework was needed to implement the teaching and evaluative practice utilizing the eportfolio. Faculty performed a thorough review of the relevant online resources during the fall of 2008; the course was implemented with the inclusion of eportfolios during the spring of 2009. Considering the aspects of cost and ease of student access and site features, the PBWorks® website was chosen. The PBWorks® site offers free websites for educators to use with up to 2 GB of memory at no cost. The site allows each student to have an individual website and includes a comment tool other students can use to discuss assignments and project formation. Faculty were concerned about confidentiality of the eportfolios, but this was addressed by PBWorks®, through the ability to keep the site private, except to those invited to view the website. The PBWorks® features and products can be viewed at http://pbworks.com/.

Lead course faculty created individual student sites as the administrator. The student was also made an administrator of the site, so they had control over all aspects of the eportfolio development. Each member of the clinical course was added to the site as a reader; that is a person who can view the content of the eportfolio and make comments but cannot make changes to the eportfolio itself. In this way, SDL theory was supported as the students had autonomy on the content of their eportfolio and were also able to view peers eportfolios and give formative feedback and engage in discussion of the course content and knowledge development, allowing for revision and self-reflection.

Once the site was developed, faculty constructed a basic framework for the students that identified what should be included in the eportfolio. In the eportfolio,

folders were made for each bi-weekly period of the course and each folder had one or more pages that specified the assignments required (see Appendix A). The course assignments, lectures, and reading materials were kept on Blackboard, the university's course management platform. Students were instructed to consider the course site as a "textbook." On Blackboard each bi-weekly period had a power point about topics being reviewed, a lecturette, and links to articles and websites that had helpful information for the completion of that week's assignments. Additionally, there was an assignment tab for each bi-weekly period that had specific assignments listed as well as access to document format templates that could be used by the student to assist in assignment completion.

The eportfolio was explained as the student's "notebook" of their project. When students were in the implementation and evaluation stage of their project they provided an update and reflected upon any necessary changes in the project design or implementation. The students posted their final project presentation on their eportfolio and identified three areas of behavior or knowledge they would be taking into their professional practice after course completion. All updates and reflections as well as bi-weekly work were to be viewed by classmates. The eportfolio design allowed for a comment tool and classmates were required to make comments on at least four of their peers' eportfolios each bi-weekly period. This commenting/discussion strategy was employed for the purpose of facilitating discussion and reflection, providing online course community development and social knowledge construction (see Appendix B). By having guidelines on the content and purpose of the eportfolio, SDL was supported and student motivation to take ownership of the finished product was enhanced (Driessen, van Tartwijk, Overeem, Vermunt, & van der Vleuten, 2005). Other than these few requirements the students were informed that they could add whatever content to the eportfolio they felt assisted in communicating their project, including pictures, hyperlinks, and other tools.

Challenges and Revisions

As a new approach to instruction and course delivery the clinical project based eportfolio and course had several faculty and students concerned about how the course would progress. Through one on one and group discussion with other online faculty and student representatives there appeared to be three main concerns: (1) the students and adjunct faculty having to master a new website, (2) how faculty would monitor the students' progress, and (3) how the students would initiate their projects. Initially, the lead faculty did not feel these would be significant issues as the PBWorks®

website offered online tutorials and felt viewing posted work would be sufficient to monitor the students' progress. Additionally, it was believed that since the clinical course was designed to be project based in the student's own community, identification and initiation of projects would be streamlined due to the student having personal knowledge of the community.

Unfortunately, all three of these issues were in reality significant matters that affected student progression in the course. Several students were unable to master the PBWorks® site without considerable faculty technical support. Students would post assignments and faculty would review them, but at midterm when concrete feedback was given it became apparent that some students were not adequately preparing their projects for implementation. Furthermore, most students struggled with the SDL style of self-selection of projects and venues of delivery. Based on this feedback and lead faculty reviews of the course, several changes were implemented for the following semester, including video tutorials, a project sample site, and guidelines for adjunct faculty feedback and mentoring.

A series of video tutorials on the use of the PBWorks® site were developed utilizing Wink® software that is available for no cost (http://www.debugmode.com/wink/). Faculty went through each of the PBWorks® site tools and buttons and made tutorials of the author accessing the different features of the website in relation to course requirements. Feedback from adjunct faculty facilitating the course and several students indicated these were helpful tutorials. Yet, over the following semester there were again a number of students who required significant faculty support in the mastery of the PBWorks® site. This indicated that, although the tutorials did go over specific applications of the site to the course project, many students were either unwilling or unable to view the tutorials, or if they did view them, they were unable to connect the tutorial content to active use of the website.

Many of the students also struggled with the assignments involved in assessing their communities, engaging community partners, and devising and implementing a small scale project. When the students were made aware of this requirement several students indicated they were either uncomfortable approaching people in the community or felt it was the role of the faculty member to solicit sites/placements for their projects. This issue was addressed by the development of a sample project PBWorks® site that had links to several examples of projects past students had implemented. Student permission was granted to include their content on this site and can be viewed at http://sample417projects.pbworks.com/w/page/13443166/FrontPage.

Student feedback indicated that this site was helpful and gave ideas on project development and implementation. The varied use of technology in project delivery was evident through the sample site and became a source of discussion among faculty and students about potential projects.

Furthermore, a set of guidelines was designed to assist students with community partner engagement and project initiation. The guidelines included discussion and examples of a variety of topics related to each phase of project identification and community partner engagement (see Appendix C). Adjunct faculty and students found these guidelines to be helpful as they provided a template on how to approach community partners and gave adjunct faculty a framework to address student questions about the process.

Lastly, when the course was designed the eportfolio was structured to facilitate project development and monitoring of student progress throughout the semester by the use of bi-weekly folders and assignment pages as well as assignment due dates. Yet, some adjunct faculty were uncomfortable with the eportfolio and project format of the course design, as it was new and non-traditional. When the course was implemented, the lead full-time faculty provided ongoing support via email or phone to adjunct faculty but this was found to be ineffective in ensuring that students were getting formative feedback regularly and that they were successfully participating in the course. Some adjunct faculty had difficulty themselves using the website and could not assist their students. Other adjunct faculty were unsure what to look for in the developing project and what sort of feedback to give formatively. As for summative evaluation, the concept of an eportfolio was difficult for some adjunct faculty, and even with the provision of a rubric concerning the eportfolio content; grading was shown to be cumbersome (see Appendix D). Confirming what Nairn et al. (2006) and Schaffer, Nelson, and Litt (2005) found, it was apparent through course implementation that for the eportfolio to be an effective evaluation tool, all faculty must review them consistently, provide timely formative feedback related to project development, and have a clear understanding of the final outcome expectations.

Because of these and other issues the online program developed formal adjunct faculty mentoring checklists that ensured the mentor full-time faculty was assisting in the identification of non-participating or failing students as well as providing continual support related to adjunct faculty facilitation of the course. This formal mentoring checklist has been helpful in the consistency of training of adjunct faculty and identification of potential student issues. The checklist consists of areas that include but are not limited to, orientation on course objectives and outcomes,

accessing the website and Blackboard, and review of the course vision (see Appendix E).

Discussion

Despite initial difficulties encountered, the lead course faculty member considers eportfolio use an appropriate teaching strategy in this type of clinical offering and continues to utilize this instructional strategy. Use of eportfolios provides for a rich learning experience that supports SDL and adult learning theory. The distance student via eportfolio can engage in autonomous and creative construction of his or her eportfolio while participating in the revision and reflection in the learning process. Although some students are hesitant at first to use the eportfolio, in the end several students have commented that they like the ability to individualize their eportfolio, to share it with others that they deem important, and to view the progress of their individual project as well as that of their classmates.

The eportfolio also is invaluable to clinical distance education faculty as it provides an organizing structure for formative evaluation of the project's process, development, and applicability to nursing concepts and course objectives. By having a medium in which the faculty can view assignments as they are completed, feedback can be given in real time as to the project appropriateness and development. Classmates also provide a type of formative evaluation in the discussion and reflection of the students posting of work on the eportfolio via comment tool use. This engages the class in social construction of knowledge through the pursuit of understanding others' projects, the communities and perspectives involved, and enhance the development of the online learning community.

In this course example, students were given an assignment framework consisting of the student first ideally mastering the eportfolio site and posting an introduction. Other assignments included a community assessment, project proposal, annotated bibliography, project model, and theoretical framework. These assignments were uploaded on the eportfolio as they were completed. Some students used a document format, other students utilized pictures or PowerPoint, and some typed the information directly onto the assignment page. Additionally the students began uploading video clips and adding hyperlinks to their eportfolios during project development in an effort to communicate their project and individualize their work. Once the project was completed the students often would post pictures of themselves implementing their projects as well as upload any PowerPoint slides or other handouts they had used in their project.

Ultimately, at the end of the course most students had utilized a variety of media and technologies to communicate their projects to their faculty and peers through the eportfolio. This is an important course outcome in nursing education, since the discipline of nursing has become more technologically based, the need for nursing students to become comfortable and adept at managing information and data electronically and to communicate information to others is essential (Blais, Hayes, Kozier, & Erb, 2002). The use of the eportfolio in this clinical course has the potential to support the development of these foundational 21st century nursing skills as well as meeting the learning needs of distance students and supporting identified educational theoretical frameworks.

Some online students continue to express difficulty in using the PBWorks® site, even with the addition of video tutorials and faculty support. It is uncertain the cause of this continued difficulty, but feedback from students and faculty experience indicate the difficulties arise in the student not having necessary software installed on their computers, lack of high speed internet which causes difficulty downloading and uploading large files, and a general lack of familiarity utilizing computer applications and the internet for educational and data management purposes. Additionally, some students were shown to be hesitant to ask for assistance until they were extremely frustrated with their inability to master the eportfolio and at that point are disenchanted with the use of the technology.

Currently, the program is offering an online education preparedness course with the goal of preparing potential online students to use current educational technology such as blogs, wikis, discussion boards, and the Internet. Furthermore, in the first two weeks of the course an assignment has been developed in which the student is required to access several of the most used features of the eportfolio website. The platform being utilized is also being changed to the use of the Google Sites™ application linked to the university's email system. The thought being, the student may have an easier time accessing the eportfolio and feel that it is more connected with the course site since they can use their student emails and passwords to access the technology. These instructional additions are currently under evaluation for efficacy and promotion of online student success with promising results at this time.

Oftentimes educators may not be comfortable with or knowledgeable about the educational technology available. Thus, it is essential that if this type of teaching, learning, and evaluative tool is to be implemented in an online course that a framework for formative and summative evaluation and project facilitation also be developed that communicates course outcomes and vision in a manner that students and adjunct faculty can understand and implement easily. This communication of a clear vision of the benefits of using eportfolio is

paramount if faculty buy-in is to be gained. In nursing the use of eportfolio and distance education clinical courses are relatively new instructional strategies and many faculty are hesitant to embrace a technology they are unfamiliar with. Therefore, the assignment of adjunct faculty, or faculty new to distance learning, to a faculty mentor to who is comfortable and knowledgeable about the technology and its educational use is imperative if eportfolio is to be used effectively and in a way that promotes student knowledge construction and personal reflection. It has been found in this particular course example that adjunct faculty often need an additional semester, or a full year, of formal mentoring to become comfortable with the course format and technology being utilized.

Overall, use of the eportfolio has many advantages to distance education implementation, as well supporting adult learning and SDL theory. But, from this course example it was found that to be effectively implemented the faculty and student learning curve related to its use formally needs to be addressed and integrated in the course design from the initial development.

Specific items found to be vital to address before implementing eportfolio use include the following:

- Do not assume that use of eportfolio will be instinctive for students or faculty.
- Provide a clear vision of how the use of eportfolio is of benefit to the students and the faculty to obtain buy-in.
- Provide a list of the needed technological requirements for successful use of the eportfolio to students and faculty with examples of what may go wrong (e.g., lack of high speed internet, downloading timeframes, and typical software used).
- Develop and institute a formal mentoring system for adjunct faculty who may be unfamiliar with the technology or course design and provide institutional support to lead faculty if the mentoring time period needs extended.
- Ensure there is an easily accessible system that students and adjunct faculty can contact if assistance is needed with the technology, such as a help desk or an available faculty member that can troubleshoot problems as needed.
- Take the time to develop rubrics for evaluation of the eportfolio prior to implementation and include specific definitions related to the content of the rubric (e.g., providing examples of a self-reflective posting or how the use of captions with artifacts are of benefit).
- Instructions on how to use the eportfolio and the goal of using the technology ideally should be provided via multiple instructional venues

for the benefit of all participants. For example, some participants may learn via written instructions, others with video tutorials, and others with the use of screen shots.
- Be prepared for resistance and discomfort with the use of eportfolio and the self-directed style of learning. Look ahead for potential areas of difficulty where traditional instructional strategies will not be used and provide specific instruction and support to students for their successful participation in the course (e.g., the introduction of the community partner engagement guidelines and the sample projects site).
- Do not give up on the use of the eportfolio as an instructional strategy; its many benefits outweigh potential difficulties in use, and with proper preparation can be an invaluable teaching and reflective tool. The eportfolio is low in cost to use, provides a framework for course evaluation, and allows for student creativity and personal connection to course outcomes. In addition, the skills students learn in mastering eportfolio use may translate well into the technological skills needed for professional success.

Conclusion

The opportunity for online education provides challenges to traditional curriculum design, especially in the area of clinical nursing courses. Using Internet based tools to facilitate communication and instruction only solves the most basic issues related to online learning. Preparation and foresight into potential difficulties and benefits of using available technologies are essential for ease of course implementation and student success. Establishing student responsibilities within the subject matter, while balancing their individual capabilities is required for student achievement. Other important online nursing curriculum and course development issues include linking theory to practice, facilitation of formative and summative evaluation, grading, and development of self-reflective practice. Moreover, as adjunct faculty are facilitating online nursing course offerings, a structured mentoring program is essential for course success related to use and implementation of educational technologies in online learning.

Plans for further research at this time in this course example will focus on the use of the Google Sites™ as an eportfolio platform related to ease of use and access for students and adjunct faculty. Students will also be surveyed at the end of the course to determine if they believe that the use of the eportfolio has supported the adult learning theory and

educational benefits identified in this article. Current course improvements include the introduction and use of a theoretically more student friendly eportfolio web platform and the development of evaluation rubrics for each formative phase of the project development and the assignments given. Ideally, the development and implementation of specific evaluative rubrics will assist the students and adjunct faculty in understanding the vision of the course as well as how the eportfolio can enhance their project development and technological skills. Furthermore, the online educational preparedness course will continue to be offered to students who are considering enrolling in this R.N. to B.S. completion program.

It is considered that the use of eportfolio has great potential and application in the field of nursing education. Not only is the eportfolio an instructional strategy based in adult educational learning theory, but it is also a technological venue that can be used for data storage, professional documentation, and to hone skills of communication through technology. The potential value and possibilities of the eportfolio as an ongoing platform for academic and professional achievement are great.

There are many areas of further research needed regarding the use of eportfolio in nursing education. Clinical distance course use of the eportfolio requires additional research at different nursing schools and with alternate student populations in order to evaluate the efficacy of the eportfolio as a method for documentation of clinical course outcomes, student reflection, and as a means to connect clinical concepts and knowledge to practice. Additional areas of research focus include the use of the eportfolio as a tool and instructional strategy to enhance technological skills and communication abilities needed by nurses in the 21st century and identification of the human factor considerations in eportfolio use such as training needed, accessibility, and user experience and interface.

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Appendix A
Sample ePortfolio Bi-Weekly Assignment Folders and Pages

Figure A1
Bi-Weekly ePortfolio Folders

Figure A2
Sample Assignment Pages Located in Bi-Weekly Folders
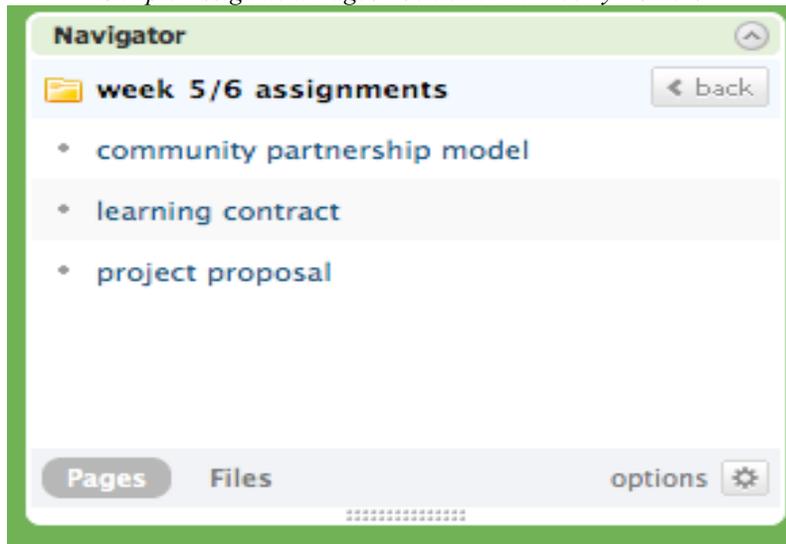
Appendix B

Sample Screen Shots of ePortfolios

Figure B1
Sample ePortfolio, Front Page of a Hand-washing Project in Nicaragua

Figure B2
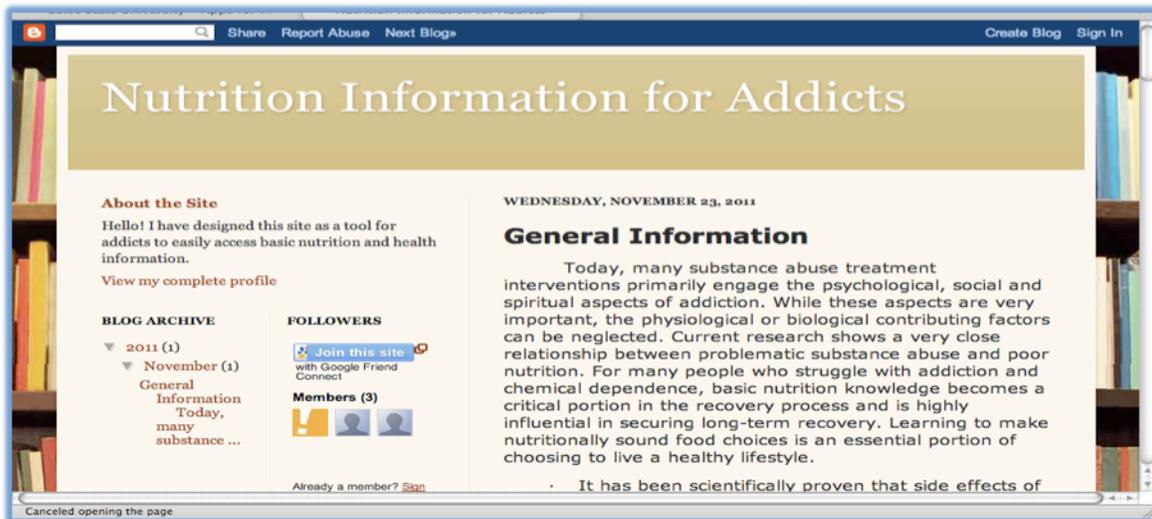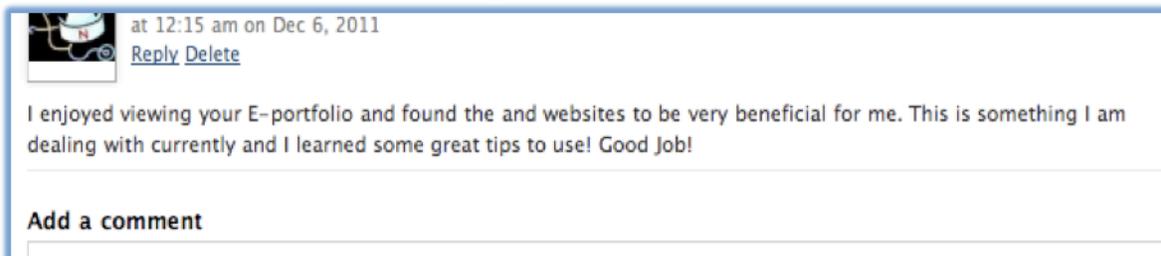*Sample Final Project Blog Linked to an ePortfolio*

Figure B3
Sample Student Comment

Appendix C
Community Partner Engagement Guidelines

Preparation for Community Partner Meeting	Connecting with the Community Partner	Meeting with the Community Partner
• Sketch out your project ideas and goals • Assess which community agencies may be interested in assisting with your project or have a vested interest in the project's topic	• Identify the person in charge of the agency or area you are interested in collaborating • Contact via phone or email • Follow up with a message or email if needed • Identify who you are, where you go to school, why you are doing your project, and give the community partner ideas about how you can assist their organization	• Have a timeline for project development, implementation, and evaluation available • Be professional (on time, dress appropriately, have your syllabus and faculty contact information available • Consider questions that the agency may ask you and bring prepared answers • Maintain confidentiality

Appendix D
Sample ePortfolio Rubric

Criteria	25 to 23 Points	22 to 20 points	19 to 17 points	Less than 17 points
Content Choice and Captions	All required content is included. Additional content is directly related to the purpose of the portfolio and demonstrates the meeting of course objectives. All content included is clear, organized, accurate, and effectively communicates the project. Each artifact in the portfolio is accompanied by a caption that explains the purpose of its inclusion.	All required content is included. Additional content is directly related to the purpose of the portfolio and demonstrates the meeting of course objectives. Content included is generally clear, organized, accurate, but may not effectively communicate the project. Most of the artifacts in the portfolio are accompanied by a caption that explains the purpose of its inclusion	All required content is included. Additional content may not be directly related to the purpose of the portfolio or directly related to demonstrating the meeting of course objectives. Several occurrences of the content being unorganized, inaccurate or ineffectively communicating the project are present. Several artifacts in the portfolio lack a caption that explains the purpose of its inclusion	Some required content is not included. Additional content is random and cannot be directly related to the purpose of the portfolio or demonstrating the meeting of course objectives. The portfolio is unorganized, unclear, and does not communicate effectively the project. Most of the content in the portfolio lacks a caption that explains the purpose of its inclusion
Use of Multimedia	All multimedia (graphics, links, pictures, etc.) used enhance the portfolio and are appropriate for their purpose.	Most of the multimedia (graphics, links, pictures, etc.) used enhance the portfolio and are appropriate for their purpose.	Few of the multimedia (graphics, links, pictures, etc.) used enhances the portfolio. Few are appropriate for their purpose.	The multimedia (graphics, links, pictures, etc.) used is inappropriate or distracting from the content.
Creativity	The portfolio shows creativity and original ideas throughout.	Most of the portfolio shows creativity and original ideas.	Some of the portfolio shows creativity and original ideas.	Original ideas are not evident. The portfolio does not show creativity.
Writing and Mechanics	Up to three errors in spelling or grammar present.	Four to six errors in spelling or grammar present.	More than six errors in spelling or grammar present.	Spelling and/or grammar errors are distracting to the reader or detract from the content.
Layout and Text	The portfolio is easy to read, with appropriate font size, italics, etc. Background and colors used enhance readability.	The portfolio is easy to read with appropriate font size, italics, etc. used for the most part. A few minor adjustments in layout and/or text would enhance the presentation.	The portfolio is often difficult to read. Several adjustments in layout, text, or color would enhance the readability and presentation of the portfolio.	The portfolio is difficult to read. Layout, text, and/or color and inappropriate for presentation and readability.
Total Points Possible=125				

Appendix E
Mentoring Checklist for Adjunct Faculty

Mentor faculty to review the following topics with assigned mentee:

Please check the following items as met or not met

	Met	Not Met	Comment
✓ Welcome and initial contact ✓ Support plan and strategies for the semester between mentee and mentor ✓ Course Orientation: oriented to the objectives, competencies and outcomes ✓ Class roster and drop/add deadlines/rules ✓ Course content/module schedule and rationale ✓ Teaching strategies and tips ✓ Issues with students and tips or strategies ✓ Issues with technology (both faculty and students) and helpful strategies ✓ Evaluation strategy and expectations ✓ Progress of students 3 weeks into term ✓ Progress of students at mid-term and formative evaluations ✓ End of course student summative evaluations			