**SAHE**

**E-Portfolio**

**Content Template Outline**

**Cohort Ten**

**2017-2018**

**Introduction**

The purpose of the E-portfolio is to allow you to use a self-narrative approach supported by artifacts (social media, text, audio, and video), to describe your pathway toward becoming a reflective practitioner in Student Affairs in Higher Education. Reflective practitioners make use of research to inform their leadership and management approaches in collaborating with undergraduates and faculty to co-create learning environments, foster the development of new programs, and manage services that culminate in impacting undergraduates‘success as measured by their retention and graduation from the institution. Also, graduate student’s E-portfolios can serve as an assessment window to examine teaching and learning within the SAHE program.

Astin’s (1985) IEO model provides us a window to structure the content of your E-Portfolio. Our E-Portfolios will display a common structure to ensure consistency in SAHE’s efforts to foster student and program level assessments. In addition, our E-Portfolios will embrace students’ unique pathways to laying the foundation for agency in one’s career. Baxter Magolda’s (2004) Self-Authorship model provides us a conceptual framework to develop deeper meaning and connections from your post-admission learning environments along with your future efforts to establish agency in your career and life plans. Subsequently, the outline serves two purposes of providing a content framework for students to develop their E-Portfolios and to foster student’s describing their unique pathways to becoming a reflective practitioner.

**Portfolio Outline**

1. **Pre-Program Artifacts**
	1. Professional statement submitted with program application
	2. Undergraduate engagement experiences
	3. Reflective paragraph on my career station
2. **Program Artifacts (Choose A or B depending upon Student Track)**
	1. Full-time work experience concurrent with program
		1. Job description/Resume
		2. What is your perception of your alignment of day-to-day experiences in Student Affairs about what you are learning about Student Affairs in the classroom?
		3. Artifacts of exemplary new projects and opportunities that you have completed since beginning the program
			* Program proposal
			* Powerful emails, letters, and cards from other colleagues and supervisors about your watershed work
			* External stakeholders’ viewpoints (letters, emails, and cards) about how your role, directly or indirectly, impacted them
			* Learning partners
		4. Include powerful growth enhancing feedback from supervisor(s) (emails, letters, and cards) about your contribution to small group or unit projects
		5. Watershed supervisory and supervisee artifacts (emails, cards, or letters) about your role in the department.
		6. Transitional reflective paragraph
	2. GA/full-time student/part-time professional
		1. GA job description/resume
		2. Artifacts of exemplary GA performance
			* Program proposal
			* Powerful emails, letters, and cards from other colleagues and supervisors about your watershed work
			* External stakeholders’ viewpoints (letters, emails, and cards) about how your role, directly or indirectly, impacted them.
			* Learning Partners
		3. Transitional reflective paragraph
3. **Classroom Experiences**
	1. Individual watershed papers in your understanding and achievement in the program.
		* SAE 721 Introduction to Student Affairs
		* SAE 723 Student Development
		* SAE 726 History’s final or research paper
		* SAE 727 Inclusive Campus Environment
		* SAE 728 Individual and Group Counseling Skills
		* SAE 729 Foundations of Research
		* SAE 732 Leadership’s University project
		* SAE 735 Finance/Governance
		* SAE 738 Law/Ethics
		* SAE 747 Supervised Practice
		* SAE 749 Student Outcomes
		* SAE 766 Research Methods/Data Analysis
		* SAE 767 Assessment/Evaluation
		* SAE 755 Special Projects Individual and Group Helping Skills\*\*
	2. Small group watershed videos, projects, papers, or Prezi, PowerPoint, or keynote presentations.
		* SAE 732 Leadership
		* SAE 735 Finance/Governance
		* SAE 726 History
	3. Learning Partners
		* + What are your thoughts about faculty member (s) feedback on the small

 group project

* + - * Reflections about what you have learned about yourself about working in small groups
			* Peer group member’s observations about how your work in groups
1. **Supervised Practice**

 A. Practicums

1. Practicum job description
	* Exemplary practicum artifacts
	* Feedback from supervisor
2. Practicum(2) job description
	* Exemplary practicum artifacts
	* Feedback from supervisor
3. Re-reading your practicum journals will help you summarized your experiences
4. **Professional Organization Involvement**
	* 1. Peer presentation
* Program evaluations
	1. Program presentation
* Presentation evaluation
	1. Serving on Advisory Board
* Thank you letters about your high-quality service.
	1. Leadership role
* Thank you letters about your high-quality service
	1. Program symposiums
* Baxter-Magolda presentation (reflections about this)
	1. Publications in peer reviewed journals
	2. Networking experiences

**VI. Reflection Essay- Culmination**

* 1. Unpack and connect with what you have learned about your pathway by putting together your experiences in the above learning environments. You should unpack how you are learning window (full-time work/part-time student/practicums/reflective model or GA/full-time student/part-time professional/practicum) combine with the other learning environments to help you establish agency in your career.
	2. ACPA/ NASPA competencies provide framework to document evidence of professional growth and development.
	3. Make use of Astin’s IEO model or Baxter-Magolda’s Self-Authorship model to, in the words of Luker (2008), “bump up” your synthesis about your experiences.
1. Potential E-Portfolio Platforms conducive for completing your E-Portfolio
	1. Google Sites
	2. PortfolioGen
	3. Weebly
	4. Word Press

**VIII. Summary - Future Direction**

1. Who are you?
* Project your career plan for the next five years
* Outline desirable characteristics of your career life Learning Partners
* Family and life partners
1. Acquiring a Doctoral Education: Ph.D, Ed.D or JD