

## **Embedding ePortfolio in Holistic Advising to Capture and Celebrate the CMC Experience**

**Purpose:** The purpose of integrating ePortfolio in Holistic Advising is to offer an opportunity for students to introduce themselves to their advisor, by completing their “about me” section in the ePortfolio. Students can upload pictures, artwork and text to demonstrate who they are and all they have accomplished prior to coming to CMC. There is also a space for students to share their goals for the future and outline their plans for meeting those goals while at CMC. Upon the conclusion of each semester students have the opportunity to showcase their learning while practicing reflective skills connecting assignments to institutional learning outcomes of Knowledge, Involvement and Application.

At Colorado Mountain College, we take great care to ensure students are prepared for the world in which they’ll work, play, live, and lead. Our programs include deeply connected in-person experiences, a healthy mix of remote and on-line learning, and experiential opportunities such as internships, study abroad, and student research. Today’s world requires all of us to be valued contributors, both in-person and in remote settings.

With this in mind, and in consideration of our role as a Dual Mission, Hispanic Serving Institution, CMC’s Institutional Student Learning Outcomes (ISLOs) of Knowledge, Involvement, and Application were developed in 2022-23 by an interdisciplinary taskforce of faculty and staff with extensive research and input from employers, alumni, external experts, and students, faculty, and staff across the college.

Upon graduation from any educational program at CMC, we expect students to be able to develop and demonstrate mastery of Knowledge, Involvement, and Application through their learning experiences in and outside of the classroom. The experience *here* prepares students with the essential skills, confidence, and capabilities to thrive *out there*.

**Skills:** This assignment will help you practice the following skills that are essential to success in school and professional life:

- Reflection of student learning and future application shared through portfolio thinking
- Connecting content in class to job market skills

**Learning:** This assignment will also help you to become familiar with the following important institutional outcomes:

### **KNOWLEDGE:**

**Students will demonstrate various intellectual and practical skills for personal, creative, and professional pursuits by learning about human cultures and the world around us.** *Learning experiences are focused on engagement with big questions, both contemporary and enduring, and practiced extensively across the curriculum and co-curriculum, in the context of progressively more challenging problems, projects, and standards for performance.*

## **Knowledge Competencies**

### **Inquiry and Analysis**

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

### **Critical and Creative Thinking**

**Critical thinking** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. **Creative thinking** is both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

### **Communication - Written and Oral**

**Oral communication** is a prepared, purposeful presentation designed to intentionally listen to others, acknowledge incoming communication, increase a listener's knowledge, to foster understanding, and/or to promote change in the listeners' attitudes, values, beliefs, or behaviors. **Written communication** is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

### **Quantitative Literacy**

A competency and comfort in working with numerical data. Individuals with strong Quantitative Literacy skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

### **Information Literacy**

The set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning.

### **Teamwork/Collaboration**

Teamwork is behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions).

## **Problem Solving**

The process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.

## **INVOLVEMENT:**

**Students will develop the knowledge and skills to serve and contribute to the integral social, economic, and environmental well-being of local and global communities in order to enact the college's commitment to diversity and inclusion.**

*Learning experiences will be anchored in active involvement with diverse communities and real-world challenges.*

## **Involvement Competencies**

### **Civic Knowledge and Engagement—Local and Global**

"Working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (Ed. Ehrlich, 2000). In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

### **Global Learning**

Global learning is a critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability. Through global learning, students should 1) become informed, open-minded, and responsible people who are attentive to diversity across the spectrum of differences, 2) seek to understand how their actions affect both local and global communities, and 3) address the world's most pressing and enduring issues collaboratively and equitably.

### **Intercultural Knowledge and Competence**

"A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J. M., 2008).

### **Ethical Reasoning and Action**

Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

## **APPLICATION:**

**Students will pose challenging questions, address complex issues, and develop cooperative and creative responses through integrated, multidisciplinary, and innovative experiences.**

*Learning experiences will be focused on the application of knowledge, skills, and responsibilities to new settings and complex problems.*

## **Application Competencies**

### **Synthesis and Advanced Accomplishment Across General and Specialized Studies**

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond campus.

### **Foundations and Skills for Lifelong Learning**

"All purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence." An endeavor of higher education is to prepare students to be this type of learner by developing specific dispositions and skills described in this rubric while in school. (The European Commission, 2000)

**Task:** To complete this assignment in your first semester:

- 1) Log into Digication <https://coloradomtn.digication.com/app/>
- 2) Click on the Create Your ePortfolio assignment on the left side of your screen
- 3) Personalize the "About Me" section
  - a. Add pictures, artwork and text to demonstrate who you are and all you have accomplished prior to coming to CMC
- 4) Add goals to your goals tab
- 5) Include any courses you want to take your first semester under the Courses Tab
- 6) Add any co-curriculars you are involved in or hope to become involved in under the Co-curricular tab
- 7) List any achievements you come to CMC with under the achievements tab
- 8) Upload your resume if you have one under the resume tab
- 9) Update your contact information under the contact tab

Upon completion of your first semester and before registering for your second semester

- 1) Log back in to Digication <https://coloradomtn.digication.com/app/>

- 2) Update your about me, goals, courses, co-curriculars, achievements, resume and contact if needed.
- 3) Upload a piece of work from your courses in your first semester that connects to the institutional student learning outcome of Knowledge that demonstrate the competencies of: Critical and Creative Thinking, Information Literacy, Inquiry and Analysis, Oral Communication, Problem Solving, Quantitative Literacy, Teamwork and Collaboration and/or Written Communication- and explain HOW and WHY it demonstrates the knowledge you gained in your first semester and articulate which competency it demonstrates.

Upon completion of your second semester and before registering for your third semester

- 1) Log back in to Digication <https://coloradomtn.digication.com/app/>
- 2) Update your about me, goals, courses, co-curriculars, achievements, resume and contact if needed.
- 3) Upload an additional piece of work that demonstrates a different competency within the outcome of Knowledge explain HOW and WHY it demonstrates the knowledge you gained.
- 4) Upload a piece of work from your courses in your second semester that connects to the institutional student learning outcome of Involvement, including Civic Engagement, Ethical Reasoning, Global Learning and/or Intercultural Knowledge and Competence- and explain HOW and WHY it demonstrates the Involvement you experienced and demonstrated in your second semester.

Upon completion of your third semester and before registering for your fourth semester

- 1) Log back in to Digication <https://coloradomtn.digication.com/app/>
- 2) Update your about me, goals, courses, co-curriculars, achievements, resume and contact if needed.
- 3) Upload additional pieces of work that demonstrate competencies within Knowledge and Involvement
- 4) Upload a piece of work from your courses in your second semester that connects to the institutional student learning outcome of Application (Foundations and Skills for Lifelong Learning and Integrative Learning)- and explain HOW and WHY it demonstrates the Application of your learning as you move into your workforce readiness stage of your studies.

*Source:* Winkelmes et al, “A Teaching Intervention that Increases Underserved College Students’ Success.” Peer Review 18,1/2 (Winter/Spring 2016)

[AAC&U Value Rubrics](#)

ACRL Framework

