THE REFLECTIVE STUDENT LEARNING PORTFOLIO

Department of Administration, Rehabilitation
& Postsecondary Education

SAN DIEGO STATE UNIVERSITY

A Requirement for the:

Masters of Arts in Postsecondary Educational Leadership with a Specialization in Student Affairs

This portfolio process and handbook was originally designed by Marilee Bresciani and Bill Piland in 2005. It was updated with special assistance from Victoria Couch in 2015. This version was last updated November 11, 2017 by Marilee Bresciani Ludvik, Lisa Gates, and Alex Pacifico.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>section</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>PART 1: THE REFLECTIVE STUDENT LEARNING PORTFOLIO</td>
<td>4</td>
</tr>
<tr>
<td>Purpose of the Portfolio</td>
<td>5</td>
</tr>
<tr>
<td>Contents of the Portfolio</td>
<td>5</td>
</tr>
<tr>
<td>Required Artifacts to be Included in the Portfolio</td>
<td>6</td>
</tr>
<tr>
<td>Pre-Assessment of Learning</td>
<td>7</td>
</tr>
<tr>
<td>First Year Learning</td>
<td>8</td>
</tr>
<tr>
<td>Second Year Learning</td>
<td>10</td>
</tr>
<tr>
<td>Summary of Learning/Post-Assessment</td>
<td>12</td>
</tr>
<tr>
<td>Organization of the Portfolio</td>
<td>15</td>
</tr>
<tr>
<td>Disposition of the Portfolio</td>
<td>15</td>
</tr>
<tr>
<td>PART 2: ORAL DEFENSE OF THE PORTFOLIO</td>
<td>16</td>
</tr>
<tr>
<td>Formal Oral Presentation Procedures</td>
<td>16</td>
</tr>
<tr>
<td>The Portfolio Review Committee</td>
<td>17</td>
</tr>
<tr>
<td>Students’ Responsibilities</td>
<td>18</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>18</td>
</tr>
<tr>
<td>APPENDIX A: Reflective Student Learning Portfolio Checklist</td>
<td>19</td>
</tr>
<tr>
<td>APPENDIX B: Professional Development Plan</td>
<td>22</td>
</tr>
<tr>
<td>APPENDIX C: ACPA/NASPA Competency Areas</td>
<td>23</td>
</tr>
<tr>
<td>APPENDIX D: Questions to Consider in Preparation for the Oral</td>
<td>24</td>
</tr>
</tbody>
</table>
THE REFLECTIVE LEARNING PORTFOLIO

INTRODUCTION

This document describes the components of the reflective learning portfolio. The reflective learning portfolio is a degree requirement for all students in the Master of Arts in Postsecondary Educational Leadership with a Specialization in Student Affairs. The portfolio is part of the final appraisal of the candidate's completion of the graduate program, and the formal presentation of the portfolio is used to demonstrate the culminating learning experience in the program.

Students who choose to formally present their reflective learning portfolio will not be required to do a written comprehensive exam or complete a research thesis. Students who elect to do a written comprehensive exam or a research thesis are required to complete a reflective learning portfolio but are not required to complete the formal presentation.

This handbook contains two parts:

Part 1 The reflective learning portfolio: a description of the portfolio and its evaluation

Part 2 Formal oral presentation of the portfolio: Procedures to be used for the formal oral presentation of the portfolio

1 Typically referred to as the "Student Affairs program"
PART 1: THE REFLECTIVE LEARNING PORTFOLIO

Purpose of the Portfolio
This portfolio is designed to serve several purposes. First, it contains a reflective record of students’ personal and professional growth over time. It showcases samples of “best work” at a given point in the student’s academic career; it is a celebration of effort. Second, it serves as a demonstration of attainment of a) course and program student learning and development outcomes, b) individual personal and professional goals, and c) applied learning in the profession. The portfolio is used for program review so that faculty, alumni, and community partners can determine program shortcomings and make recommendations to improve the program. Third, it serves as an advising tool for those who are coaching the student into success. Fourth, it can serve as documented evidence of learning and development and applied learning and development for students to use in their pursuit of a position or for promotion in their current position. Fifth, it can demonstrate students’ ability to critically reflect on their own personal and professional growth as well as reflect on how well they applied themselves and in what type of environment they thrive. Sixth, both written and oral portions of the portfolio serve as the final comprehensive exam for the Master’s degree.

Portfolios are intended to demonstrate a broad repertoire of candidate performance over time. They are intended to paint a rich, developmental view of the professional growth and accomplishments of a candidate. The portfolio process moves the individual to a professional level of personal responsibility. Candidates become adept at examining their own growth and communicating their thinking to others. Portfolios are intended to convey information not only on one's accomplishments, but also on developmental efforts as well as areas in need of continued improvement.

The portfolio is a performance-based or competency-based component of candidate appraisal at the completion of the graduate program. It focuses on the candidate’s performance in the program, as well as the prerequisite knowledge with which the candidate entered. The portfolio provides a way for the candidate to document learning experiences and reflect upon professional growth. Each candidate is required to maintain a portfolio that will serve as a communication and assessment tool in conversations with program faculty and with prospective employers and graduate schools.

The portfolio process, adopted by the ARPE department faculty in 2005, follows a model set forth in Zubizarreta’s (2004) work. According to Zubuizarreta, the learning portfolio—grounded in a process of reflection, evidence, and collaboration—is a rich, flexible document that engages students in continuous, thoughtful analysis of their learning. The portfolio may be paper, electronic, or another creative medium, but at its center, the power of writing and reflection combine in the portfolio with purposeful, selective collection and assessment of learning endeavors, and outcomes to improve learning. More specifically:

The learning portfolio (1) provides direct evidence of the quality of a student's work and a basis for evaluation of work-in-progress, (2) defines assessment as a
process, rather than necessarily as "final," it permits re-evaluation by alternative evaluators, at different times and in different contexts (different from providing final quantitative grades), and (3) empowers the student to self-assess and continuously expand or otherwise improve their work (University of Washington, 2003, ¶ 2).

Furthermore, the portfolio process allows the student to highlight their developmental learning abilities by: (1) demonstrating their mastery of the program learning outcomes or major points of the program, (2) providing evidence of how the work on an assignment evolved, (3) choosing which artifacts (e.g., assignments, projects, work samples, reflection of internship experiences, etc.) best represent their learning in and outside the classroom, (4) choosing artifacts that show improvement in their competencies and abilities throughout their enrollment in the program, (5) linking theories with applied learning experiences, (6) self-analyzing and reflecting on their own learning, (7) using a wide range of digital and multimedia technologies to demonstrate technical competency, design, and presentation skills, (8) being more proactive in planning and pursuing their educational and post-graduate opportunities, and (9) demonstrating their competencies and capabilities as they pursue career choices (University of Washington, 2003, ¶ 3).

Originally, the sole purpose of the reflective learning portfolio for this program was to demonstrate the educational journey of the student. While this reason still holds true for the portfolio process, changes to federal policy and the zeitgeist of higher education have resulted in the portfolio’s movement towards demonstration of the “value-added” by the educational degree at San Diego State University.

Contents of the Portfolio
Apart from the pre-assessment and post-assessment materials, the portfolio will consist of the following items for each course: (1) an artifact of learning for the course (at least one work product that best illustrates student learning), and (2) a reflection paper on the chosen artifact. In addition, the portfolio serves as a place to document out-of-class applied learning and development as well. As such, for each term the student is enrolled, there will be: (3) an artifact of learning for an out-of-course experience (a work product that best illustrates applied learning), and (2) a reflection paper on the chosen artifact.

Since the portfolio reflects learning and performance, the portfolio contents will be individualized to reflect the student’s personalized learning experience. Yet, since a sampling of portfolios will be used to evaluate program effectiveness, guiding questions have been prescribed to ensure appropriate learning artifacts are included, and therefore evaluated, to inform program improvements.

Instructional seminars will be offered throughout the program to assist students with compiling the reflective learning portfolio. In some cases, these informational sessions may also be presented in group advising meetings. If you would like personalized feedback on your portfolio, contact your faculty advisor directly with this request.
As mentioned, the portfolio may contain written products, photographs, videotapes, audiotapes, posters, and notes from a meeting. It can include URLs to videos, websites, and all sorts of media that are relevant to document. Generally, portfolios include both work in-progress and best efforts. The portfolio must include a wide range of selected work artifacts over time that document the actual achievement of learning outcomes. The artifacts selected by the student are to be examples of "best" efforts. Here are some examples of what might be included as artifacts:

- Reports
- Products undertaken as part of course work, including internships and independent research
- Artifacts from graduate assistantships
- Action research undertaken
- Documentation of presentations made
- Documentation of implementation of skills into work situations
- Products produced
- Published articles
- Computer software created
- Letters of commendation
- Pictures/art work
- Resume documenting committee assignments or new professional experience
- Personal reflection logs and journals
- Testimonials or evidence of your effectiveness from your constituents
- Outcomes-based assessment reports from your projects
- Examples of professional growth endeavors (conference, workshop, or seminar participation)
- Self-assessment tests or exercises
- Conference proposals and presentations
- Performance evaluations
- Videos
- Audio Recordings
- Journals
- Reflections of Critiqued or graded work
- Personnel evaluations
- Photographs
- Art work
- Other forms of expression

**Required Artifacts to be Included in the Portfolio**

Although students’ experiences in the program differ greatly, faculty may require some consistency in artifact selection so that portfolios can be used to evaluate student learning in the program. Candidates need to present their portfolios in a logical manner so that the learning can be easily interpreted, not only by program faculty, alumni, and community partners, but also by the potential employer and/or graduate school admission committee members.
The following are required sections for the portfolio. Each section lists required documents or artifacts of learning. Checklists for each section can be found on the program website.

**Pre-Assessment of Learning**
The purpose of this section is to demonstrate what you knew prior to enrolling in this degree program. You will illustrate your perception of the profession and your preparedness for the profession.

This section includes the following materials:

1. A copy of your program admission application materials, not including recommendations (if you do not have a copy of these materials, they can be obtained from your Webportal).

2. A copy of your academic transcript prior to entering the program.

3. A copy of your resume prior to entering the program.

4. The completed pre-assessment evaluation (See Appendix A). This document can also be found on the program website at: http://interwork.sdsu.edu/main/ma_student_affairs/rlp

5. A 2-3 page reflection paper that addresses the following questions: How does my previous academic and professional training prepare me to meet the expected learning outcomes of this program? [Be sure to align your narrative directly with the Program Learning Outcomes, which can be found at http://interwork.sdsu.edu/main/ma_student_affairs/assessment] What do I need to focus on in this program to ensure I can master these program learning outcomes?

6. Your informal academic program plan - This document outlines when you plan to take each program course. While it is not your official academic plan, this document should outline the courses you plan to take to complete your degree and should be organized by which semester you plan to take them. A typical academic plan can be found on the program website at: http://interwork.sdsu.edu/main/postsecondary_leadership/requirements for PSE students or http://interwork.sdsu.edu/main/ma_student_affairs/current for Student Affairs students.

Important to note: The pre-assessment portion of the portfolio should be completed and submitted to your faculty advisor for use in advising; NOT for your faculty advisor to edit, so please be sure to use the SDSU Writing Center to get assistance on writing clear and grammatically correct portfolio reflections. The deadline for this submission to your faculty advisor is October 15th. Electronic submissions or paper submissions of the pre-

---

2 All reflection papers must be formatted in accordance to current APA guidelines and include a title page.
assessment materials are welcomed. If you do not submit this portion to your faculty and make an appointment with your faculty advisor to discuss, you will not get any feedback from your faculty advisor.

In addition, if you are experiencing challenges with understanding what it means to write reflectively, please make an appointment with your faculty advisor after you have drafted a reflection paper. You may also find this reference of value - https://student.unsw.edu.au/reflective-writing

**First Year Learning**
The purpose of this section is to demonstrate what you learned during the first year of the program. It is due to your faculty advisor after completing two semesters of study (Fall & Spring) or three semesters of study (Fall, Spring, & Summer). This section must include the following materials:

1. **An Artifact of Learning for Each Completed Course:** For each class completed during your first year, students must select at least one artifact that best represents the learning outcomes for the course as the learning relates to the program learning outcomes. Be mindful that course instructors may advise the use of a particular artifact or they may not. In addition to the chosen artifact of learning, you must write a 2-3 page reflection paper for each artifact that addresses the following 3 points:

   o Describe the learning and development represented in the artifact and its relevance to the program learning outcomes (List every PLO you feel the course meets and then choose approximately 2 PLOs to discuss in detail. Refer to the PLOs in parentheses).
   Ex. "ARP 621 helped me develop my ability to connect student development theories to real-world situations, understand the structural inequalities in our education system, and improve my writing skills (PLO 2, PLO 3, PLO 8, PLO 9, PLO 10). Specifically, in my student interview paper for ARP 621, I discussed how research on first-generation college students informs my interpretation of student development theories (PLO 9). For example..."

   o Describe the learning and development represented in the artifact and its relevance to your personal and professional goals (link to 1-2 personal goals and 1-2 professional goals. List the goals out completely in your reflection).
   Ex., "One of my professional goals, ‘Learn how to apply higher education theory/pedagogy to real world situations,’ connects to my artifact because my paper was about applying student development theories to my discussions with an undergraduate student. For example..."
   Ex., "One of my personal goals was to ‘feel more comfortable in group work settings.’ This artifact demonstrates my growth in this area because...

[8]
o Describe how your engagement in your own learning and development could have been enhanced either by you or by the course design and explain what you will be doing the same and/or differently as a result.

**Include 1-3 references to class readings or other relevant sources to make your reflection more impactful and compelling**

2. *An Artifact of Out-of-Class Learning*: Since the program requires the integration of classroom learning with learning that takes place in the field, you are required to include at least one artifact of learning from outside of class for each semester enrolled in the program where you APPLIED what you are learning from the semester’s courses (excluding summer terms, unless you are enrolled in a summer class). An artifact might be a report written for work or a project that was enhanced through application of learning from the program. Students employed in full-time jobs or graduate assistanstships are encouraged to consider an artifact from their work place, though this is not a requirement. In addition to the artifact of learning, students must draft a 2-3 page reflection paper that addresses the following three points/question:

  o Describe the learning and development represented in the artifact and its relevance to the program learning outcomes (List every PLO you feel the artifact meets and then choose approximately 2 PLOs to discuss in detail).

  o Describe the learning and development represented in the artifact and its relevance to your personal and professional goals (link to 1-2 personal goals and 1-2 professional goals. List the goals out completely in your reflection).

  o How did you grow as a professional from this experience? What will you do the same and/or differently as result of this experience?

3. *A Summary of Learning in the First Year*: Students must write a 2-4 page reflection paper to summarize learning from the first year in the program. In doing so, reflect on two key items:

  o *Achievement of Program Learning Outcomes*: Consider the extent to which you have achieved the program learning outcomes, and the coursework and professional development experiences that have enabled you to achieve them. In addition, consider the program learning outcomes you have NOT yet achieved. Finally, reflect upon what experiences, actions, and opportunities you can pursue in the second year of the program to meet any unmet outcomes. If necessary, revise your academic plan and/or your professional goals. Be sure to address the following questions in your reflection paper:
    - Which of the program learning outcomes have I achieved and by what means (e.g., courses, assignments, workshops, seminars, etc.) did I achieve them?
    - Which of the program learning outcomes have I not yet achieved?
What learning and/or professional development opportunities do I need to pursue in the next year to ensure I achieve all the program learning outcomes? (e.g., how do I plan to meet the unmet learning outcomes?)

- Achievement of Personal and Professional Goals: Consider the extent to which you have achieved the personal and professional goals you articulated in the pre-assessment section of the portfolio. In doing so, reflect upon the coursework and professional development experiences that have facilitated your achievement of these goals. Be sure to address the following questions in your reflection paper:
  - How (if at all) have my personal or professional goals changed because of what I am learning in this program?
  - Am I on target to achieve my personal and professional goals based on my learning in this program thus far?
  - What learning and/or professional development opportunities do I need to pursue in the next year to ensure I achieve my personal and professional goals? (e.g., how do I plan to meet the unmet goals?)

4. A Revised Academic Plan: If your academic plans have changed, submit a revised plan.

5. Revised Personal and Professional Goals: Submit a revised set of personal and/or professional goals if they have changed from what you initially articulated in the pre-assessment section of the portfolio.

6. An Updated Resume: Submit an updated resume that includes new professional experiences and skills obtained during your first year in the program.

The first-year portion of the portfolio is due to your faculty advisor at the beginning of the fall semester of your second year in the program; approximately September 15th.

The purpose of sharing this first year of your portfolio with your advisor is for use in advising; NOT for your faculty advisor to edit, so please be sure to use the SDSU Writing Center to get assistance on writing clear and grammatically correct portfolio work. If you do not submit this portion to your faculty and make an appointment with your faculty advisor to discuss, you will not get any feedback from your faculty advisor on your portfolio.

Second Year Learning
The purpose of this section is to demonstrate what you learned during the second year of the program. It is due upon completion of four semesters of study (or five if you were enrolled in the summer term). This section must include the following materials:

7. An Artifact of Learning for Each Completed Course: For each class completed during your first year, students must select at least one artifact that best represents
the learning outcomes for the course as the learning relates to the program learning outcomes. Be mindful that course instructors may advise the use of a particular artifact or they may not. In addition to the chosen artifact of learning, you must write a 2-to-3 page reflection paper for each artifact that addresses the following 3 points:

- Describe the learning and development represented in the artifact and its relevance to the program learning outcomes (List every PLO you feel the course meets and then choose approximately 2 PLOs to discuss in detail. Refer to the PLOs in parentheses).
  Ex. “ARP 621 help me develop my ability to connect student development theories to real-world situations, understand the structural inequalities in our education system, and improve my writing skills (PLO 2, PLO 3, PLO 8, PLO 9, PLO 10). Specifically, in my student interview paper for ARP 621, I discussed how research on first-generation college students informs my interpretation of student development theories (PLO 9). For example . . .”

- Describe the learning and development represented in the artifact and its relevance to your personal and professional goals (link to 1-2 personal goals and 1-2 professional goals. List the goals out completely in your reflection).
  Ex., “One of my professional goals, ‘Learn how to apply higher education theory/pedagogy to real world situations,’ connects to my artifact because my paper was about applying student development theories to my discussions with an undergraduate student. For example . . .”
  Ex., “One of my personal goals was to ‘feel more comfortable in group and work settings.’ This artifact demonstrates my growth in this area because . . .”

- Describe how your engagement in your own learning and development could have been enhanced either by you or by the course design and explain what you will be doing the same and/or differently as a result.

**Include 1-3 references to class readings or other relevant sources to make your reflection more impactful and compelling**

8. An Artifact of Out-of-Class Learning: Since the program requires the integration of classroom learning with learning that takes place in the field, you are required to include at least one artifact of learning from outside of class for each semester enrolled in the program where you APPLIED what you are learning from the semester’s courses (excluding summer terms, unless you are enrolled in a summer class). An artifact might be a report written for work or a project that was enhanced through application of learning from the program. Students employed in full-time jobs or graduate assistantships are encouraged to consider an artifact from their work place, though this is not a requirement. In addition to the artifact of learning, students must draft a 2-to-3 page reflection paper that addresses the following three points/questions:
Describe the learning and development represented in the artifact and its relevance to the program learning outcomes (List every PLO you feel the artifact meets and then choose approximately 2 PLOs to discuss in detail).

Describe the learning and development represented in the artifact and its relevance to your personal and professional goals (link to 1-2 personal goals and 1-2 professional goals. List the goals out completely in your reflection).

How did you grow as a professional from this experience? What will you do the same and/or differently as result of this experience?

9. **A Summary of Learning in the Second Year**: NOTE: The “Summary of Learning in the Second Year” section is only required for students who are continuing to a third year in the program. Students who are completing the program in two years should not complete this section, and can disregard items highlighted in yellow below. If you are graduating in two years, please continue to number 10 below. Students must write a 2-to-4 page reflection paper to summarize learning from the first year in the program. In doing so, reflect on two key items:

   - **Achievement of Program Learning Outcomes**: Consider the extent to which you have achieved the program learning outcomes, and the coursework and professional development experiences that have enabled you to achieve them. In addition, consider the program learning outcomes you have NOT yet achieved. Finally, reflect upon what experiences, actions, and opportunities you can pursue in the second year of the program to meet any unmet outcomes. If necessary, revise your academic plan and/or your professional goals. Be sure to address the following questions in your reflection paper:
     - Which of the program learning outcomes have I achieved and by what means (e.g., courses, assignments, workshops, seminars, etc.) did I achieve them?
     - Which of the program learning outcomes have I not yet achieved?
     - What learning and/or professional development opportunities do I need to pursue in the next year to ensure I achieve all of the program learning outcomes? (e.g., how do I plan to meet the unmet learning outcomes?)

   - **Achievement of Personal and Professional Goals**: Consider the extent to which you have achieved the personal and professional goals you articulated in the pre-assessment section of the portfolio. In doing so, reflect upon the coursework and professional development experiences that have facilitated your achievement of these goals. Be sure to address the following questions in your reflection paper:
     - How (if at all) have my personal or professional goals changed because of what I am learning in this program?
- Am I on target to achieve my personal and professional goals based on my learning in this program thus far?
- What learning and/or professional development opportunities do I need to pursue in the next year to ensure I achieve my personal and professional goals? (e.g., how do I plan to meet the unmet goals?)

10. A Revised Academic Plan: If your academic plans have changed, submit a revised plan.

11. Revised Personal and Professional Goals: Submit a revised set of personal and/or professional goals if they have changed from what you initially articulated in the pre-assessment section of the portfolio.

12. An Updated Resume: Submit an updated resume that includes new professional experiences and skills obtained during your second year in the program.

The second-year portion of the portfolio is due at the beginning of the fall semester of your third year, if you are continuing onto a third year. A deadline for completion and submission to your advisor will be set by your faculty advisor.

The purpose of sharing this second year of your portfolio with your advisor is for use in advising; NOT for your faculty advisor to edit, so please be sure to use the SDSU Writing Center to get assistance on writing clear and grammatically correct portfolio work. If you do not submit this portion to your faculty and make an appointment with your faculty advisor to discuss, you will not get any feedback from your faculty advisor on your portfolio.

Summary of Learning/Post-Assessment
The purpose of this section is to summarize your entire learning experience in the program. It is due at the end of your second year if you are not continuing for a third year or at the end of your third year. This section consists of an 8-to-10 page reflection paper that addresses: 1) your post-graduation plans, 2) your readiness to pursue your post-graduation plans, and 3) your mastery of each of the program learning outcomes. The content of this paper is detailed below:

A. Post-Graduation Plans: Describe your post-graduation plans. These plans may include a) new employment opportunities you have been offered or plan to pursue or promotions you have been offered or you plan to pursue, b) enrollment in a doctoral or other degree program, or c) pursuit of professional certifications. Please be sure to include the following in your description:
   o The location, position title, and your role in that position (for new employment opportunities).
   o A description of how well you believe that the position or participation in graduate school (if pursuing another degree program or certification program) will advance your student learning and development.
o Describe how you will contribute to the profession of postsecondary education or student affairs in your planned role.

o If you are continuing in your current position, please detail the new challenges or responsibilities you have been afforded because of receiving the degree or describe how you will do your job differently as a result of obtaining the degree.

B. Readiness to Pursue Post-Graduation Plans: Discuss how your learning and professional development in the program have prepared you to pursue and meet your post-graduation plans. Please consider the following questions in your discussion:

- How well and by what means (e.g., courses, assignments, workshops, seminars, etc.) did the program prepare me to pursue my post-graduate plans?
- How well do your post-graduate plans align with your personal and professional goals?
- What additional competencies and/or transferable skills do my post-graduate plans require that I was not able to develop during my enrollment in the program?
- How could the program have been more effective in helping me develop these skills?

C. Mastery of Program Learning Outcomes: Discuss your achievement of each of the program’s learning outcomes if you did not already discuss this in Section B above. Please be sure to address the following questions in your paper:

- How well and by what means (e.g., courses, assignments, workshops, seminars, etc.) did the program prepare me to meet the program’s learning outcomes (be sure to address each program learning outcome) and my personal and professional goals?
- How could the program have been more effective in helping me meet the program’s learning outcomes and my personal and professional goals?

D. Legacy Statement: Imagine now that you have completed your career and that you have just won a life-time achievement award for your service and accomplishments to the profession. As such, imagine that you are being interviewed for a news release. Here are the 3 interview prompts for which you will write your responses. 1) Describe your legacy; explain what it is that you accomplished and/or how you served the profession that led to your earning this Life-Time Achievement Award. 2) What do you think is important for you to convey to the next generation? Share your lessons learned or your sage advice. For example, share at least 3 lessons that you have learned and now want to convey for how the next generation might live a healthy and happy life of service and accomplishment. 3) What is one wish, desire, or question that you want the public or profession to pay attention to so that your work is continued and/or built upon in the next generation?
E. Transcript: Include an unofficial copy of your SDSU graduate academic transcript.

F. Final Resume: Include a final copy of your resume that includes all your professional development and relevant work experiences while enrolled in the program.

G. Final Academic Plan: Include a copy of your final course sequence (i.e., the course sequence you actually followed in the program).

H. Professional Development Plan: Upload the professional development plan you created in ARP 623 to your portfolio (no need to write an accompanying reflection, unless you chose this assignment as your course artifact). The members of your portfolio review board will ask several questions related to your professional development plan during the Q&A of your portfolio defense. If you did not enroll in ARP 623, see Appendix C to complete this assignment independently.

The summary of learning portion, along with the entire portfolio is due to your faculty advisor and the rest of your portfolio review committee two weeks prior to your scheduled portfolio defense. Electronic submission of the portfolio is preferred and highly encouraged. The Program Coordinator will provide review committee members’ contact information, as necessary. You may bring updated drafts of artifacts to the portfolio presentation. All reflections should be in final draft form.

Organization of the Final Portfolio Submission
Be sure the portfolio is organized into the following sections:
- Title of the portfolio
- Your name and current contact information
- Table of contents to lead the reader through the portfolio
- Pre-Assessment of Learning
- First year artifacts and reflections, organized by semester
- First Year Learning Summary
- Second year artifacts and reflections, organized by semester
- Second Year Learning Summary (If applicable)
- Summary of Learning/Post-Assessment
- Additional items (if necessary)

Organize your portfolio in chronological order with tabs or an electronic menu separating each course. If using paper format, page protectors for each page are not necessary and are discouraged. Date all artifacts and reflections of learning. Use the learning portfolio checklist (Appendix B) to ensure you have included all required materials in your portfolio.
Disposition of the Portfolio
You are responsible for creating, keeping, and clearly documenting a collection of your work. You are also responsible for seeking writing assistance from the SDSU Writing Center or other resources that have proven successful for you. One week following the successful defense of the portfolio, a copy of your entire portfolio is due to the Program Coordinator. If you submitted your portfolio electronically, all materials posted to the website must be saved to a flash drive or CD and submitted to the Program Coordinator by the Friday after the portfolio presentation week. Records of student portfolios will be retained by ARPE.

Below is a set of faculty expectations:

- Your portfolio will be clearly organized:
  - Make it easy for the faculty to review your portfolio.
  - Include: a table of contents, divider tab or electronic menu, separation sheets for each sub-section, clear headings.
- Your reflections will be focused on learning and development and will demonstrate clear connections to the program learning outcomes and your personal and professional goals.
- You will provide depth and detail in your reflections and offer illustrative examples to support the claims you make. “In this class I learned x, y, z. For example . . . .”
- Your writing will reflect that of a graduate student and professional educator or administrator.
- Every document in the portfolio will be free of technical and grammatical errors.
- APA formatting will be used appropriately throughout the portfolio (with the exception of the application materials in the pre-assessment section).
- All the reflections will be completed by the portfolio presentation date, with the exception of artifacts/reflections from your final semester. Please note that you are still expected to complete your Spring out-of-class artifact/reflection, and post-assessment by the presentation date.
- If the portfolio is presented/submitted with any course artifacts/reflections from classes you are currently enrolled in, they will be added to your portfolio no later than the Friday following the presentation week.
- Once your portfolio is finalized, including course reflections from the courses you are currently enrolled in, download all your items to a USB drive and submit this to the Program Coordinator by the Friday following the presentation week.

NOTE: Unfocused reflections will likely result in negative appraisals of your work, raise questions about what you learned, and make for a much more difficult oral portfolio presentation.

PART 2: THE ORAL PRESENTATION OF THE PORTFOLIO (COMPREHENSIVE EXAMINATION)

Formal Oral Presentation Procedures
Students making a formal portfolio presentation must submit their portfolios to their assigned review committee at least 2 weeks prior to the date of their scheduled presentation. This will allow the committee adequate time to read the portfolio prior to the presentation. Electronic portfolios can be emailed directly to each member of the review committee. Students must provide clear instructions for accessing the portfolio (link, login, password, etc.). If the portfolio is in hard copy format (a binder), students are responsible for delivering the binder to each of their committee members.

Students will be provided the opportunity to invite a mentor to serve on their portfolio review committee. The Program Coordinator will contact candidates at the end of Fall Semester to inform them of the process for inviting a mentor to serve as a reviewer. The mentor must have a master’s degree or higher in Postsecondary education (or a related field), and must be someone who has supervised or evaluated the student’s work in an assistantship, internship, or full/part-time position held during the graduate program. Students who do not invite a mentor to serve on the review committee will be assigned an external reviewer.

Students who will present their portfolios will be assigned a formal presentation date and time. The dates, times, and location of the presentations will be pre-established by the Program Coordinator. The Program Coordinator will contact candidates to inform them of their presentation time.

An LCD projector and screen will be provided for the portfolio presentation. Some classrooms are equipped with computers, but others require students to bring their own laptops. If the students require any additional multi-media support, they need to contact the ARPE Department Coordinator, two weeks prior to their portfolio presentation to request equipment.

The portfolio oral presentation period will be scheduled for 60 minutes. The candidate is to prepare and deliver a succinct 20-minute presentation of the portfolio. Afterwards, the review committee will have approximately 30 minutes to question the candidate on the contents and substance of the portfolio. Upon completion of the question and answer period, the candidate will be excused for approximately 5 minutes to allow the portfolio committee to decide the outcome of the student’s portfolio presentation. Appendix D includes questions for students to consider as they prepare for their portfolio presentation. However, students are welcomed to organize their portfolio in whatever format is most convenient for them.

Upon completion of the committee deliberation, the candidate will be invited back into the room to learn the outcome of his/her portfolio defense. If additional work is required before passing the examination, it will be specified to the candidate along with a timeline for completion.

**The Portfolio Review Committee**
The portfolio review committee will consist of:
1-2 faculty members who have taught the student in the program (e.g., instructors that the student had while taking courses in this program)

1-2 external community partners, alumni, or mentors who hold leadership positions in postsecondary education or student affairs who have worked with the student while in the program.

The rubric used to evaluate the portfolio can be found in Appendix E.

**Students' Responsibilities**

Students are responsible for the following:

- Inviting a mentor to serve on the review committee
- Ensuring that all committee members have electronic access to or copies of the entire portfolio at least 2 weeks prior to the formal presentation date
- Securing a means to videotape the formal presentation of the portfolio, if they desire the presentation to be recorded
- Inviting any guests to the formal presentation

Each part of the portfolio will be evaluated using the criteria outlined in the Reflective Student Learning Portfolio Rubric, located on the program website.

Students may suggest a refined criterion for the evaluation of the portfolio, however, those criterion have to be agreed upon by all committee members involved in the evaluation and they must be agreed upon 2 weeks prior to the formal presentation of the portfolio, and communicated to the Program Coordinator. In addition, the student must provide a justification for the criterion refinement to the portfolio committee and the committee must show signature of their approval.

A summary of the ratings and the videotaped formal presentation, if available, will be placed in each student’s file in the ARPE Department.

**References**


APPENDIX A

Pre-Assessment Evaluation

Your Name: ____________________________  Date: ______________

1. What does it mean to you to be a postsecondary educator or student affairs professional?

2. What do you expect postsecondary educators or student affairs professionals to know and be able to do?

3. What do you hope to learn from engaging in the PSE-SA program?

4. What are four personal goals you have for yourself while in the PSE-SA program?

5. What are four professional goals you hope to achieve upon your completion of the PSE-SA program?

6. What steps do you feel you need to take to accomplish both your personal and professional goals?

7. How can you best facilitate in your learning in the PSE-SA program?

8. How can the faculty help facilitate your learning in the PSE-SA program?

9. If you really believed that you could do or be anything you wanted to do or be and there was nothing standing in your way, what would you be doing and who would you be?

Please complete and email a copy of this evaluation to your faculty advisor by Friday, September 5th. Be sure to save a copy for yourself, as you will need to include it in the pre-assessment section of your student learning portfolio.
APPENDIX B

Reflective Student Learning Portfolio Checklist

Pre-Assessment

___ Program Admission Application Materials (minus letters of recommendation)
___ Academic Transcript
___ Resume
___ Pre-Assessment Evaluation
___ Pre-Assessment Reflection Paper
___ Academic Plan

Course Artifacts and Reflections

Course Courses

___ ARP 610: Educational Leadership Artifact
___ ARP 610: Educational Leadership Reflection
___ ARP 760: Internship in Postsecondary Education Artifact
___ ARP 760: Internship in Postsecondary Education Reflection
___ ED 690: Methods of Inquiry Artifact
___ ED 690: Methods of Inquiry Reflection
___ ED 795A: Research Seminar Artifact
___ ED 795A: Research Seminar Reflection
___ ED 795B: Research Seminar Artifact
___ ED 795B: Research Seminar Reflection

Student Affairs Courses

___ ARP 620: History of Student Affairs Artifact
___ ARP 620: History of Student Affairs Reflection
___ ARP 621: Theoretical Foundations Artifact
___ ARP 621: Theoretical Foundations Reflection
___ ARP 622: Communication and Group Process Artifact

3 Indicate “N/A” for courses not taken.
ARP 622: Communication and Group Process Reflection
ARP 623: Critical Leadership Issues in Student Affairs Artifact
ARP 623: Critical Leadership Issues in Student Affairs Reflection
ARP 747: Educational Leadership in a Diverse Society Artifact
ARP 747: Educational Leadership in a Diverse Society Reflection
PSE Courses

__ ARP 611: Program Evaluation Artifact
__ ARP 611: Program Evaluation Reflection
__ ARP 631: Teaching in Postsecondary Education Artifact
__ ARP 631: Teaching in Postsecondary Education Reflection
__ ARP 730: Adult Learning Artifact
__ ARP 730: Adult Learning Reflection

Electives

__ Course: ___________ Artifact
__ Course: ___________ Reflection
__ Course: ___________ Artifact
__ Course: ___________ Reflection

Summary of First Year Learning

__ Summary of First Year Learning Reflection
__ Fall Out-of-Class Artifact
__ Fall Out-of-Class Reflection
__ Spring Out-of-Class Artifact
__ Spring Out-of-Class Reflection
__ Summer Out-of-Class Artifact (if applicable)
__ Summer Out-of-Class Reflection (if applicable)
__ Revised Academic Plan (if applicable)
__ Revised Personal and/or Professional Goals (if applicable)
__ Updated Resume

Summary of Second Year Learning

__ Summary of Second Year Learning Reflection (if applicable)*
__ Fall Out-of-Class Artifact
__ Fall Out-of-Class Reflection
__ Spring Out-of-Class Artifact
__ Spring Out-of-Class Reflection
__ Summer Out-of-Class Artifact (if applicable)

* Required only for students who are continuing to a third year in the program.
___ Summer Out-of-Class Reflection (if applicable)
___ Revised Academic Plan (if applicable)
___ Revised Personal and/or Professional Goals (if applicable)
___ Updated Resume (if applicable)

**Summary of Third Year learning (if applicable)**

___ Fall Out-of-Class Artifact
___ Fall Out-of-Class Reflection
___ Spring Out-of-Class Artifact
___ Spring Out-of-Class Reflection
___ Summer Out-of-Class Artifact (if applicable)
___ Summer Out-of-Class Reflection (if applicable)
___ Revised Academic Plan (if applicable)
___ Revised Personal and/or Professional Goals (if applicable)
___ Updated Resume (if applicable)

**Post-Assessment**

___ Summary of Learning/Post-Assessment
___ Final Academic Transcript
___ Final Resume
___ Final Academic Plan
___ Professional Development Plan
APPENDIX C

Assignment: Professional Development Plan

Regardless of how you assess your own skills and experiences, it will be critical throughout your career to engage in continuous opportunities for learning and development as a student affairs professional. This assignment will provide an opportunity for you to reflect on your future career goals, and to assess your strengths and areas for growth using ACPA & NASPA’s Professional Competency Areas for Student Affairs Practitioners as a frame of reference.

Review and reflect on your Professional Competency Assessment and reflecting on the following questions as a guide to develop a 3-5 page professional development plan that includes both short- and long-term goals, as well as strategies for achieving them.

This plan should include specific strategies, experiences, and people with whom you want to connect, as well as areas you want to research that will scaffold your growth. You’re encouraged to include a visual representation of your professional development plan (i.e., a career flowchart) in addition to a written plan. Think about what you need to be your best self and most successful in your job, what aspects of your job do you currently or do you think you will enjoy most.

Questions to consider:

- How do you want to live your life?
- What experiences do you hope to create for yourself and others?
- What are your career goals for 1, 3, 5, and 10 years from now? What is your ultimate career goal? (or… put another way, to whose job on campus do you aspire, and why?)
- What experiences and skills sets (volunteer and job related) do you currently have on your resume? Are there specific skills or competencies that you want to acquire or strengthen?
- What areas of student affairs and/or higher education do you want to learn more about? (or… put another way, what topics and/or areas do you want to learn more about through reading and research, coursework, conferences, etc.?)
- What types of committee, presentation, teaching, volunteer, or job experiences would you like to pursue, and why? How will you go about thinking outside of the “conference box”?
- Are there specific individuals and/or organizations that you want to connect with? Why? How do you envision this connection happening?
- What kinds of educational credentials (formal and informal) do you have? Will your current education level get you to your career goal or ideal job? If not, what types of educational credentials might you want to pursue in the future?
- What are some strategies that you can use to engage in continued self-reflection?

ACPA/NASPA Competency Areas

[24]
<table>
<thead>
<tr>
<th>Professional Competency Areas: Self-Assessment</th>
<th>Basic</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising &amp; Helping: EAs is needed to provide counseling and advising support; direction, feedback, empathy, referral, and guidance to individuals and groups.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment, Evaluation, &amp; Research: EAs is needed to use, design, conduct, and critique qualitative and quantitative analyses, manage organizations, and shape the political and ethical climate surrounding EAs on campus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equity, Diversity, &amp; Inclusion: EAs is needed to create learning environments that are enriched with diverse views, and create an institutional ethic that accepts and celebrates differences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Professional Practice: EAs is needed to understand and apply ethical standards to one's work, and integrate ethics into all aspects of self and practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History, Philosophy, &amp; Values: EAs which connect the history, philosophy, and values of the profession to one's current professional practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human &amp; Organizational Resources: EAs is used in the selection, supervision, motivation and formal evaluation of staff; conflict resolution; management of the politics of organizational decision-making; and the application of strategic and technical knowledge associated with human resources, facilities, management, technology, crisis management, and risk management.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law, Policy, &amp; Governance: EAs relating to policy development processes used in various settings, the application of legal concepts, and the understanding of governance structures and their effect on one's professional practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership: EAs is required of a leader, whether a managerial leader or member of the staff, to both in individual capacity and within a process of how individuals work together to achieve, plan, effect change in organizations, and respond to internal and external circumstances and issues.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Foundation: EAs to maintain wellness, be self-directed and self-efficacious, maintain resilience and integrity, work, be comfortable with ambiguity and be aware of one's own areas of strength and growth; have a passion for work and remain content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Learning &amp; Development: knowledge of the concepts and principles of student development and learning theory; the ability to apply theory to improve and inform student affairs practice, as well as understanding matching and matching theory and practice.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

APPENDIX D

[25]
Questions to Consider in Preparation for the Oral Presentation

1. What program learning outcomes were fulfilled during my time in this program? What did I learn (in terms of new skills and knowledge) from this experience?
2. What did I learn about myself during my time in this program?
3. What aspect(s) of my performance during this program am I most proud of?
4. How could my performance have been improved?
5. What significant challenges did I encounter? How did I approach/respond to these challenges?
6. What are my post-graduate plans? How prepared am I to pursue them? In what ways did the program help to prepare me to pursue these plans?
7. Where do I hope to be in my career 5 years from now? 10 years from now? What competencies and experiences do I need to develop between now and then to position myself to achieve my long-term goals?
8. If I had to complete the program all over again, what would I do differently?
9. What recommendations do I have for the program that could help to enhance the learning and development of future students?
APPENDIX E
Reflective Student Learning Portfolio Rubric
Updated: Spring 2016

Student: ___________________________ Date: ______
Reviewer: __________________________

Please indicate the extent that the student has demonstrated each program outcome based on the overall contents of their portfolio by circling the cell that best represents what is evident in the learning.

<table>
<thead>
<tr>
<th>I. Program Learning Outcomes</th>
<th>Advanced 3</th>
<th>Proficient 2</th>
<th>Emerging 1</th>
<th>Not Met 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Explain how the theoretical foundation of student success can be implemented and evaluated in daily practice</td>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
</tr>
<tr>
<td>2: Apply self-awareness and self-regulation practices towards one’s own leadership strengths and identify areas of continued development</td>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
</tr>
<tr>
<td>3: Identify varying leadership styles that are prevalent and explain strategies to work with those styles</td>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
</tr>
<tr>
<td>4: Identify ethical leadership and social justice issues in postsecondary education and propose solutions and strategies to</td>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
</tr>
<tr>
<td>5: Engage in meaningful outcomes-based assessment of collaboratively designed student learning and development programs and initiatives</td>
<td>6: Apply research to practice in order to advance access, equity, and student success</td>
<td>7: Communicate ideas and concepts effectively</td>
<td>8: Work collaboratively with diverse group members in diverse settings</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>All relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td></td>
</tr>
<tr>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>Most of the relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td></td>
</tr>
<tr>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>A few relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td></td>
</tr>
<tr>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td>No relevant artifacts clearly identify and describe achievement of this outcome.</td>
<td></td>
</tr>
</tbody>
</table>

### II. Reflection Criteria

<table>
<thead>
<tr>
<th>Alignment</th>
<th>Advanced 3</th>
<th>Proficient 2</th>
<th>Emerging 1</th>
<th>Not Met 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>All reflections clearly identify and describe achievement of student’s goals and relevant program student learning outcomes.</td>
<td>Most of the reflections identify and describe student’s goals and relevant program student learning outcomes.</td>
<td>A few reflections identify and describe student’s goals and relevant program student learning outcomes.</td>
<td>No reflections identify and describe student’s goals and relevant program student learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Quality of Reflection</td>
<td>Outcomes (or lack thereof).</td>
<td>All artifact reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td>Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
<td>A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives.</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>End-of-Learning Alignment</td>
<td>End of learning reflections describe student’s achievement of program learning outcomes, professional goals, and personal goals. Illustrative examples are used throughout to support claims of outcome achievement.</td>
<td>End of learning reflections clearly describe student’s achievement of program learning outcomes, professional goals, and personal goals. Some examples are used to support claims of outcome achievement.</td>
<td>End of learning reflections describe student’s achievement of program learning outcomes, professional goals, and personal goals. Examples are not used consistently to support claims of outcome achievement.</td>
<td>End of learning reflections describe student’s achievement of program learning outcomes, professional goals, and personal goals. Examples are not used consistently to support claims of outcome achievement.</td>
</tr>
<tr>
<td>End-of-Learning Quality</td>
<td>End-of-learning reflections illustrate the ability to effectively critique work and provide suggestions for growth and improvement.</td>
<td>Most end-of-learning reflections illustrate the ability to effectively critique work and provide suggestions for growth and improvement.</td>
<td>Some end-of-learning reflections illustrate the ability to effectively critique work and provide suggestions for growth and improvement.</td>
<td>End-of-learning reflections do not illustrate the ability to effectively critique work and provide suggestions for growth and improvement.</td>
</tr>
<tr>
<td>Post-Graduation</td>
<td>Student is able to make clear connections between learning and personal and professional growth.</td>
<td>Student is able to make some connections between learning and personal and professional growth.</td>
<td>Connections between learning and personal and professional growth in the End-of-Learning Reflections.</td>
<td>Connections between learning and personal and professional growth in the End-of-Learning Reflections.</td>
</tr>
</tbody>
</table>

[29]
<table>
<thead>
<tr>
<th>III. Portfolio Delivery</th>
<th>Advanced 3</th>
<th>Proficient 2</th>
<th>Emerging 1</th>
<th>Not Met 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization / Ease of Navigation of Written Portfolio</td>
<td>Portfolio is organized in accordance to instructions and is easy to navigate.</td>
<td>Portfolio is mostly organized in accordance to instructions, except for a few parts. Portfolio is mostly easy to navigate.</td>
<td>Portfolio is not organized in accordance to instructions, except for a few sections. Portfolio is difficult to navigate, but possible.</td>
<td>Portfolio is not organized in accordance to instructions. Portfolio is impossible to navigate.</td>
</tr>
<tr>
<td>Writing Mechanics</td>
<td>The text has no errors in grammar, capitalization, punctuation, and spelling. APA formatting guidelines are consistently applied.</td>
<td>The text has a few errors in grammar, capitalization, punctuation, and spelling that require minor editing and revision. There are some minor errors in APA formatting.</td>
<td>The text has several noticeable errors in grammar, capitalization, punctuation, spelling, and/or APA formatting. Major editing and revision are needed.</td>
<td>Major editing and revision are needed. Noticeable errors in grammar, capitalization, punctuation, spelling, and/or APA formatting are found throughout the portfolio.</td>
</tr>
<tr>
<td>Oral Presentation Delivery Mechanics</td>
<td>Presentation was very organized, engaging, and delivered professionally. PowerPoint or</td>
<td>Presentation mostly was organized, engaging, and professional. PowerPoint or</td>
<td>Presentation was effective but could be improved with respect to organization,</td>
<td>Presentation was ineffective overall. Significant improvement in organization,</td>
</tr>
</tbody>
</table>

Self-Evaluation: Student portrays an excellent self-evaluation of personal strengths and weaknesses. Student portrays somewhat superficial consideration of personal strengths and weaknesses. Student portrays lack of interest in personal strengths and weaknesses.

Comments:

Professional growth in the program to their immediate post-graduation plans.

Professional growth in the program to their immediate post-graduation plans are marginally connected.

Program and student’s immediate post-graduation plans are unclear are not connected.
<table>
<thead>
<tr>
<th>Oral Presentation Delivery Style</th>
<th>Student consistently appeared extremely poised and confident during the presentation.</th>
<th>At times during the presentation, student appeared to lack poise and confidence.</th>
<th>Student clearly lacked poise and confidence during the presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responses to Committee's Questions</td>
<td>Student’s responses to questions were very thoughtful and meaningful. Student answered the committee members’ questions confidently, accurately, and with poise and humility, yet with empowerment.</td>
<td>Student’s responses to some of the questions lacked depth. Student showed very little ability to answer the committee members’ questions confidently, accurately, and with poise and humility, yet with empowerment.</td>
<td>Student showed no ability to answer the committee members’ questions confidently, meaningfully, accurately, and with poise and humility, yet with empowerment.</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IV. Outcome and Feedback</th>
<th>Pass</th>
<th>Pass With Revisions</th>
<th>No Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome of Portfolio Defense</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

[31]
V. Final Questions for Reviewer. Please select one option for each of the questions below:

1) Overall, this student’s portfolio does ____ / does not ____ represent the type of learning we expect from one of our students.

2) If I had a position available at my institution that met this student’s interests and qualifications, I would ____ / would not ____ hire him/her.