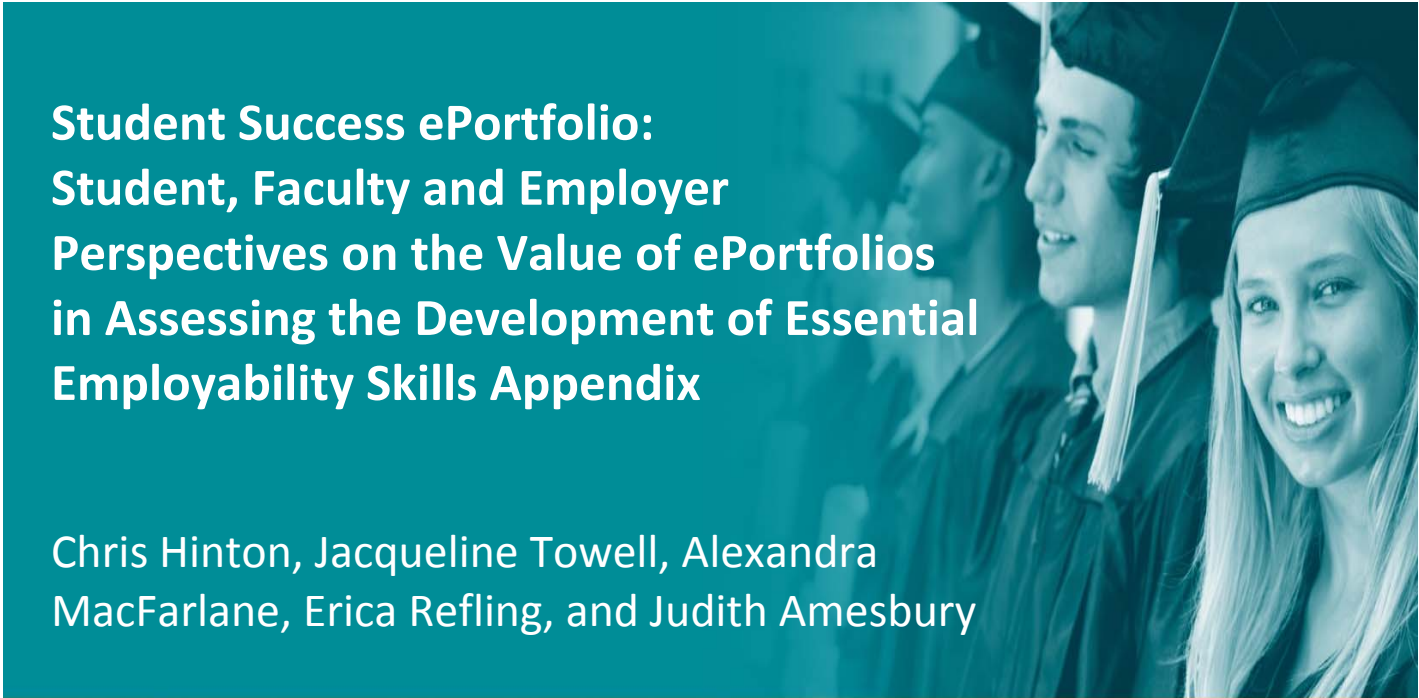




Higher Education
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Student Success ePortfolio: Student, Faculty and Employer Perspectives on the Value of ePortfolios in Assessing the Development of Essential Employability Skills Appendix

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Appendix A: Essential Employability Skills

(Source: <http://www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/essential.html>)

SKILL CATEGORY	LEARNING OUTCOMES The graduate has reliably demonstrated the ability to:
COMMUNICATION	<ol style="list-style-type: none"> 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience. 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
NUMERACY	<ol style="list-style-type: none"> 3. Execute mathematical operations accurately.
CRITICAL THINKING & PROBLEM SOLVING	<ol style="list-style-type: none"> 4. Apply a systematic approach to solve problems. 5. Use a variety of thinking skills to anticipate and solve problems.
INFORMATION MANAGEMENT	<ol style="list-style-type: none"> 6. Locate, select, organize, and document information using appropriate technology and information systems. 7. Analyze, evaluate, and apply relevant information from a variety of sources.
INTERPERSONAL	<ol style="list-style-type: none"> 8. Show respect for the diverse opinions, values, belief systems, and contributions of others. 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
PERSONAL	<ol style="list-style-type: none"> 10. Manage the use of time and other resources to complete projects. 11. Take responsibility for one's own actions, decisions, and choices.

Appendix B: ePortfolio Platform Selection Criteria

Criteria	Review 1:	Review 2:
How easy was it to navigate?		
How easy was it to learn how to use? Roughly how long did it take to learn basic uploading of a document and free text?		
Can you customize with colours, graphics, images, etc.?		
Includes video, audio, text versions of the "How to get started" instructions		
Allows password protection (entire site or sections)		
Can add all types of files (e.g., Word, Excel, PowerPoint, video, audio files)		
Allows addition of Flash		
What is the maximum size of file? Of website?		
Has the capability to copy files from section to section		
Has the capability to link sections within the website		
Has the capability to collaborate/share/add comments		
Drag and drop or other user-friendly options		
No ads		
No upselling		
Has spellcheck		
Allows multiple editors		
Allows user to track visits to the site (a.k.a. analytics)		
Includes instructions and method to quickly backup your work		

Appendix C: Single EES ePortfolio Section Assessment Rubric

Students, peers, and professors can use the following checklist to assess one section of the ePortfolio (i.e., reflection and artifacts for one EES).

#	Steps	Criteria	✓
1.	Identify EES outcome	The reflection identifies the relevant EES outcome.	
2.	Identify artifacts	The reflection provides a clear and concise statement identifying which experiences/assignments/artifacts have been selected to support EES.	
3.	Self-assessment	The reflection includes a clear and concise statement that categorizes how well you achieved EES. For example, is it “emerging,” “competent” or “exemplary”?	
4.	Brief description of the artifacts	Reflection includes a brief description for each of the selected experiences/assignments/artifacts (where, when, why, with whom, and under what circumstances the artifact was produced).	
5.	Relevant artifacts	The reflection is supported by meaningful artifacts which support the essential employability outcome.	
6.	Rationale	The reflection explains why you chose the artifacts, experiences or assignments as evidence of EES.	
7.	Successes	The reflection explains what went well, what you are proud of and why? What factors contributed to this?	
8.	Challenges	The reflection explains what challenges presented themselves during the experiences, assignments and/or selection of artifacts? Why? What factors contributed to this? How did you overcome the challenges?	
9.	New learning	The reflection identifies new learning and insights.	
10.	Impact on future	The reflection identifies the impact of the learning on goals, values and future plans.	
12.	Accurate	Information is error free — no errors in grammar, spelling or punctuation.	
13.	Format	The format, images, multimedia, video, etc., enhances the overall presentation, creates interest and is appropriate for the intended audience.	

Comments:

Appendix D: Student Success ePortfolio Final Assessment Rubric

This checklist is intended to assist in the assessment of a **fully completed** ePortfolio.

Students, peers, industry representatives, and professors can use this to determine if the criterion are met for all the essential employability skills. Use an X to indicate that a criterion has been met. If a criterion not been met, please provide a brief comment.

#	Criteria	Description	Essential Employability Skill Outcomes											Comments
			X Indicates the ePortfolio meets the criterion											
			1	2	3	4	5	6	7	8	9	10	11	
1.	Identify EES outcome	The reflection identifies the relevant essential employability outcome.												
2.	Identify artifacts	The reflection provides a clear and concise statement identifying which artifacts have been selected to support the essential employability skill.												
3.	Self-assessment	The reflection includes a clear and concise statement that categorizes how well you achieved the essential employability skill. For example, is it “emerging,” “competent” or “exemplary”?												
4.	Brief description of the artifacts	Reflection includes a brief description for each of the selected artifacts (where, when, why, with whom, and under what circumstances the artifact was produced).												

#	Criteria	Description	Essential Employability Skill Outcomes											Comments
			X Indicates the ePortfolio meets the criterion											
			1	2	3	4	5	6	7	8	9	10	11	
5.	Relevant artifacts	The reflection is supported by meaningful artifacts which support the essential employability outcome.												
6.	Rationale	The reflection explains why you chose the artifacts as evidence of the essential employability skill.												
7	Successes	The reflection explains what went well, what you are proud of and why? What factors contributed to this?												
8.	Challenges	The reflection explains what challenges presented themselves during the experiences, assignments or selection of artifacts? Why? What factors contributed to this? How did you overcome the challenges?												
9.	New learning	The reflection identifies new learning and insights.												
10.	Impact on future	The reflection identifies the impact of the learning on goals, values, and future plans.												
12.	Accurate	Information is error free — no errors in grammar, spelling or punctuation.												
13.	Format	The format, images, multimedia, video, etc., enhances the overall presentation, creates interest and is appropriate for the intended audience.												

General Comments:

Name: _____ Date: _____

Appendix E: Focus Group Questions

Student Success ePortfolio: Essential Employability Skills

Phase One: Focus Group Questions

1. Please raise your hand if you have had previous experience with portfolios.
2. Please raise your hand if you have had previous experience with ePortfolios.
3. Would anyone care to share their experience with ePortfolios?
4. Has anyone else had an experience with ePortfolios that was significantly different than the one just described?
5. What is your first impression of the ePortfolio?
6. What progress did you make with the task you were assigned?
7. What difficulties did you experience in attempting to complete the assigned task?
8. What components, sections or parts of the ePortfolio site did you find most helpful?
9. Which components, sections or parts did you find least helpful?
10. What would encourage you to use the ePortfolio?
11. How might the instructions and online orientation for the ePortfolio be improved?

Written Form

12. Please share any other comments you have that may not have been discussed in the group session.

Appendix F: Promotion Initiatives

- E-Blasts: A series of ten different brief announcements (one or two sentences), promoting project registration and ePortfolio resources, was sent to program coordinators who shared the messages with students through DC Connect (Durham College's LMS).
- Customized handouts: Two customized handouts were prepared using information from the user guide provided in the online ePortfolio tool to support ePortfolio related projects in the Fitness and Health Promotion and Practical Nursing programs.
- Customized ePortfolio templates: The standard EES ePortfolio template was customized to more closely meet the needs for two program groups who had student assignments specifically focused on the development of at least part of an ePortfolio.
- Newsletter: A Student Success ePortfolio newsletter was created and sent via email to all students registered in the project in November, December and January. The newsletter contained links to three brief videos exploring the benefits of ePortfolios from a student, faculty and employer perspective.
- Widget: A brief ePortfolio promotion and marketing message was created and posted on the main page of DC Connect, Durham College's LMS. The message contained a link to the research project registration site and to the ePortfolio user guide.

Appendix G: Letter of Invitation and Student Survey Questions

Letter of Invitation

Who can participate in the research?

All students and faculty in the Practical Nursing, Personal Support Worker, Social Service Worker and Fitness and Health Promotion programs; staff from the Centre for Academic and Faculty Enrichment, Student Academic and Learning Services, and Centre for Students with Disabilities; and industry representatives from School of Health and Community Services Program Advisory Committees, associations, and professional group contacts are invited to participate in a research project entitled **Student Success ePortfolio – Essential Employability Skills**. This research is being conducted by members of the Centre for Academic and Faculty Enrichment and the School of Health and Community Service.

What choice do I have?

Participation is entirely voluntary. If you decide to participate, you may withdraw at any time without giving a reason. The researcher(s) may also withdraw a participant if it is considered in the participant's best interest or it is appropriate to do so for another reason. If this happens, the research will explain why and advise you about any follow-up procedures or alternative arrangements as appropriate. Participation in the research study is not a requirement to access the ePortfolio.

What is the purpose of the research?

The purpose of the research is to gather feedback on the effectiveness of the Student Success ePortfolio in helping students demonstrate achievement of the Ministry of Training Colleges and Universities, essential employability skills. Research will also be used to help inform future implementation of the ePortfolio college-wide.

What exactly is the Student Success ePortfolio?

The Student Success ePortfolio (hereafter referred to as the ePortfolio) was designed by Durham College faculty, students, staff and industry experts. It is a free online portfolio and can be used to store and document academic and non-academic (e.g., work, co-curricular) accomplishments.

Essential employability skills include problem solving, communication, information management, interpersonal skills, personal skills and numeracy. Each of these skills are considered essential and critical to future success in the workplace and educational pursuits. Essential employability skills are required learning outcomes for graduates of Ontario certificates, diplomas and advanced diplomas.

What are the risks and benefits of participating?

There are no foreseeable risks to participating in this study. Research results will be kept confidential and anonymous. The potential benefit of participating in this research is that participants will have documented accomplishment of both program skills and essential employability skills which can be used to help meet future employment goals and professional and personal development needs.

Results of the study will also help provide information about the implementation of the ePortfolio as a college wide resource. The results of the ePortfolio research project will help inform further development of quality curriculum resources and student success strategies at Durham College and other postsecondary educational institutions.

What will I be asked to do?

All student and faculty research participants are requested to use the ePortfolio for a period of three to six months, during which participants will periodically receive emails with reminders and suggestions.

At the end of the three to six months, participants are asked to complete a survey and/or participate in a focus group to provide feedback on the ease, accessibility, time, experience and effectiveness of the ePortfolio in documenting achievement of the Ministry of Training Colleges and Universities essential employability skills.

The followup survey is completed electronically and takes approximately 20 minutes to complete. The focus group will last approximately 60 minutes. A \$10 gift certificate is given to all student focus group participants.

Students, up to a maximum of 60, who are in their final year of study or in a one-year program are also eligible to participate in an additional component of the research project, entitled 360-degree feedback. If the maximum number of participants is exceeded, students will be randomly selected and contacted by the principal investigator.

Faculty and industry participants are eligible to participate in the 360-degree feedback portion of the research. Only non-program faculty will be partnered with student participants, to ensure that feedback is separate from program or course assessment.

What will 360-degree feedback participants be asked to do?

All 360-degree feedback participants will use the ePortfolio for a period of three to six months. Following this time, each student will be partnered with an **industry representative, 360-degree feedback student, and non-program faculty** who will each give industry, peer or educator feedback on each student's ePortfolio.

All 360-degree feedback participants will use a standardized checklist and point form feedback form to give feedback. Feedback is given directly to the student and included as aggregate (no identifying information) data only for the research.

Following completion of 360-degree feedback, all participants will be invited to complete a survey. Surveys will be administered electronically and require approximately 20 minutes to complete. Students who complete the survey will be eligible to receive one of four \$50 gift certificates.

How will the students know who they are to give feedback to?

Selection, communication and partnering of the 360-degree feedback participants will be coordinated by the principal investigator who is at arm's length to the student, industry and faculty participants. The names of 360-degree feedback student and faculty participants will not be shared with the research team.

Can I use my ePortfolio for a course assignment?

Yes, participants may use the ePortfolio as part of a course requirement (e.g., portfolio assignment) if permitted by the instructor. However, it is not a requirement of the research project.

How will the research data be stored and protected?

Research data, without identifying information, will be kept in a password protected Durham College computer and will be available only to the research team. The raw data will be kept for a two-year period by the principal investigator. Following that time all data will be destroyed.

What do I need to do to participate?

Consent forms and instructions on how to access the ePortfolio will be sent electronically following this letter of invitation. Please read this letter of invitation and be sure that you understand its contents before you consent to participate. If there is anything you do not understand, or if you have any questions, please contact Jacqueline Towell at jacqueline.towell@durhamcollege.ca or 905-721-2000 ext. 3296.

Has this been approved?

The study has been reviewed and received approval by the Research Ethics Board of Durham College REB # 035-1213. If you have any questions about this process or about your rights as a participant in the study, please contact the Chair of the Research Ethics Board, Professor Ralph Hofmann through Ms. Megan Parker at Durham College at 905-721-2000 ext. 2203.

Thank you for considering this invitation.

Survey Questions

You are invited to participate in a 15-minute survey regarding the Student Success ePortfolio research project.

Please read the Letter of Invitation provided or view it online (<http://innovation.dc-uoit.ca/eportfolio/letter.pdf>) prior selecting the best option below.

By consenting below, you are indicating that you:

- Have read and understood the Letter of Invitation and that any questions you have were answered to your satisfaction
- Understand that if you have any additional questions you can contact Jacqueline Towell at jacqueline.towell@durhamcollege.ca
- Understand that you are free to withdraw at any time from the research, without comment or penalty
- Understand that you can contact the Research Ethics Board of Durham College regarding REB # 053-1213 if you have any questions about this process, or about your rights as a participant in the study, at 905-721-2000 ext. 2203

1. Do you consent to participate?

- ☐ Yes, I consent to participate.
- ☐ No, I do not wish to participate.

2. Which program are you in?

- ☐ Fitness and Health Promotion
- ☐ Personal Support Worker
- ☐ Practical Nurse
- ☐ Social Service Worker

3. What year of the program are you in?

- ☐ 1st year
- ☐ 2nd year

4. What semester are you currently in?

- ☐ Semester 1
- ☐ Semester 2
- ☐ Semester 3
- ☐ Semester 4

5. What is your gender?

☐ Female

☐ Male

Please provide us with your email address if you would like to be entered into a draw for one of three gift certificates for a professional résumé coaching session and résumé review with a Certified Résumé Strategist/Career Consultant

Prizes will be drawn May 31, 2014.

1. How would you rate yourself in each of the following skill areas?

	not sure	needs significant improvement	needs some improvement	satisfactory	excellent
Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem Solving and Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Skills (Teamwork and Respect)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Skills (Time Management & Personal Responsibility)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comment					

2. The following are considered possible benefits of ePortfolios (electronic portfolios). Please rate the extent to which you agree with the following statements about ePortfolios.

	do not agree	somewhat agree	neutral	agree	strongly
Helps to organize one's work and achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Keeps a permanent record of one's achievements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	do not agree	somewhat agree	neutral	agree	strongly
Can also be used for assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can be used as part of a job interview preparation, application or interview.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps students to evaluate learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____					

3. The following are considered possible barriers or challenges for students creating an ePortfolio. Please rate the extent to which you agree with the following statements.

	do not agree	somewhat agree	neutral	agree	strongly agree
Requires lots of time to create an ePortfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requires lots of training and support to learn how to create ePortfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not given marks/grades for having done the ePortfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not sure that employers will look at ePortfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not sure what to put into an ePortfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____					

4. Please rate your level of familiarity with the following items PRIOR to September 2013.

	not at all	somewhat	neutral	familiar	very familiar	N/A
Paper or binder type portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ePortfolios (electronic portfolios)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Essential Employability Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Have you read or used any of the Student Success ePortfolio information or resources?

☐ Yes

☐ No

6. The following are possible ways you may have learned about the Student Success ePortfolio research and ePortfolios. Please rate your experience with each of these items (check all that apply)

	did not use or see this	not helpful at all	somewhat helpful	helpful	very helpful
In class orientation to research pilot project by member of research team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student success user guide on DC Connect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Success ePortfolio template (sample template) on DC Connect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course specific ePortfolio template (template provided by course professor) on DC Connect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Success ePortfolio newsletter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	did not use or see this	not helpful at all	somewhat helpful	helpful	very helpful
Class instruction from professor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-class training session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
comments					

7. Approximately how long did it take you to orient to the ePortfolio tool on DC Connect?

- ☐ Not applicable
- ☐ Less than 30 min
- ☐ 30 min - 1 hour
- ☐ 1–2 hours
- ☐ 2–3 hours
- ☐ 3–4 hours
- ☐ More than 4 hours

8. Which sections or features did you use in the ePortfolio tool on DC Connect. Check all that apply.

- ☐ Add or create artifacts
- ☐ Add or create reflections
- ☐ Completed part of an ePortfolio presentation
- ☐ Completed multiple sections of an ePortfolio presentation
- ☐ Finalized an ePortfolio presentation
- ☐ Completed self-assessment rubric
- ☐ Shared an ePortfolio Presentation with peer
- ☐ Shared an ePortfolio Presentation with professor
- ☐ Shared an ePortfolio Presentation with a potential employer
- ☐ Other (please specify)

9. Between September 2013 and May 2013, have you participated in any ePortfolio assignments or evaluations using the ePortfolio tool in DC Connect?

- ☐ Yes, I had ePortfolio assignment.
- ☐ Yes, I had an optional ePortfolio assignment.
- ☐ No, I did not have an ePortfolio assignment.

10. Please rate the extent to which you agree to the following statements about the Student Success ePortfolio Project.

	not sure	do not	somewhat agree	neutral	agree	strongly
Helps students to learn more about the essential employability skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps students to artifacts and items that be used to create an ePortfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps students to reflect their ongoing of the essential employability skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helps students to achievement of the essential employability skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I plan to continue to use Student Success and resources for my own personal or professional development purposes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student success ePortfolio should be encouraged for Durham College students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The student success ePortfolio should be mandatory for Durham College students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Do you have any suggestions for changes or improvements to the Student Success ePortfolio and resources on DC Connect?

12. Do you have any suggestions on how to implement the Student Success ePortfolio for all students at Durham College?

13. Do you have any words of advice for future students or faculty related to ePortfolios

Appendix H: Faculty Survey Questions

You are invited to participate in a 15-minute survey regarding the Student Success ePortfolio Project.

Please read the Letter of Invitation provided or view it online (<http://innovation.dc-uoit.ca/eportfolio/letter.pdf>) prior selecting the best option below.

By consenting below, you are indicating that you:

- Have read and understood the Letter of Invitation have any questions answered to your satisfaction
- Understand that if you have any additional questions you can contact Jacqueline Towell at jacqueline.towell@durhamcollege.ca
- Understand that you are free to withdraw at any time from the research, without comment or penalty
- Understand that you can contact the Research Ethics Board of Durham College regarding REB # 053-1213 if you have any questions about this process or about your rights as a participant in the study, at (905) 721-2000 x 2203

1. Do you consent to participate?

Yes, I consent to participate

No, I do not wish to participate

*2. Which program or department are you from?

- ☐ Fitness and Health Promotion
- ☐ Personal Support Worker
- ☐ Practical Nurse
- ☐ Social Service Worker
- ☐ Centre for Academic and Faculty Enrichment
- ☐ Centre for Students with Disabilities
- ☐ Career Services

***3. Please rate your level of familiarity with the following items PRIOR to September 2013 (i.e. prior to ePortfolio research project).**

	not at all familiar	somewhat familiar	neutral	familiar	very familiar	N/A
Paper or binder type Portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ePortfolios (electronic portfolios)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essential Employability Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***4. Please rate your CURRENT level of familiarity with the following items?**

	not at all familiar	somewhat familiar	neutral	familiar	very familiar	N/A
Paper or binder type Portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ePortfolios (electronic portfolios)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Essential Employability Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***5. An ePortfolio or electronic portfolio is a digital collection of files often used as part of job application, professional development/planning, or assessment of learning outcomes. EPortfolios are can include text, electronic files, images, multimedia, blog entries, reflective or narrative summaries, resumes, and professional development goals. EPortfolios can be edited and added to over time and can be customized to be used for multiple purposes.**

The following are considered possible benefits of ePortfolios. Please rate the extent to which you agree with the following statements about ePortfolios.

	unsure	do not agree	somewhat agree	neutral	agree	strongly agree
Helps to organize one's work and achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeps a permanent record of one's achievements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can also be used for assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Can be used as part of a job interview preparation, application or interview.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps students to evaluate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

***6. The following are considered possible barriers or challenges for students creating an ePortfolio. Please rate the extent to which you agree with the following statements.**

	unsure	do not agree	somewhat agree	neutral	agree	strongly agree
Requires lots of time to create an ePortfolio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requires lots of training and support to learn how to create ePortfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not given marks/grades for having done the ePortfolio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not sure that employers will look at ePortfolio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not sure what to put into an ePortfolio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

***7. Have you read or used any of the Student Success ePortfolio information or resources (i.e., ePortfolio research project resources)?**

☐ ☐ Yes

☐ ☐ No

***8. The following are possible ways you may have learned about the Student Success ePortfolio research and ePortfolios. Please rate your experience with each of these items (check all that apply)**

	did not use or see this	not helpful at all	somewhat helpful	helpful	very helpful
In class orientation to Research Pilot Project by member of Research Team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success User Guide on DC Connect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success ePortfolio Template (sample template) on DC Connect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course Specific ePortfolio Template (template provided by course professor) on DC Connect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success ePortfolio Newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class Instruction from Professor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class training session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments

***9. Approximately how long did it take you to orient to the ePortfolio tool on DC Connect?**

- ☐ not applicable
- ☐ less than 30 min
- ☐ 30 min - 1 hour
- ☐ 1- 2 hours
- ☐ 2- 3 hours
- ☐ 3 - 4 hours
- ☐ more than 4 hours

★10. Which sections or features did you use in the ePortfolio tool on DC Connect. Check all that apply.

- ☐ Add or create artifacts
- ☐ Add or create reflections
- ☐ Completed part of an ePortfolio presentation
- ☐ Completed multiple sections of an ePortfolio presentation
- ☐ Finalized an ePortfolio Presentation
- ☐ Completed Self-Assessment Rubric
- ☐ Shared an ePortfolio Presentation with peer
- ☐ Shared an ePortfolio Presentation with professor
- ☐ Shared an ePortfolio Presentation with a potential Employer

Other (please specify)

11. Do you think the ePortfolio tool and features meet accessibility (e.g., color contrast, compatibility with assistive technologies, alternate text, navigation) needs of students at Durham College?

- ☐ Yes
- ☐ No

If not, please comment on specific accessibility issues you or students have encountered and how they may be addressed.

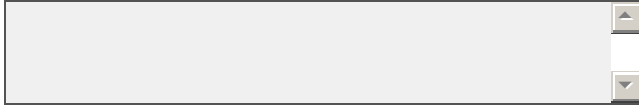
***12. Please identify how you have promoted or engaged with the student success ePortfolio research project with students since September 2013.**

	yes	no
I have encouraged ePortfolios with students.	<input type="radio"/>	<input type="radio"/>
I have discussed the benefits of ePortfolios with students.	<input type="radio"/>	<input type="radio"/>
I have provided samples of ePortfolios to students.	<input type="radio"/>	<input type="radio"/>
I have provided students with training and support on ePortfolios.	<input type="radio"/>	<input type="radio"/>
I have created a course assignment which incorporates some aspect of the ePortfolio research pilot project.	<input type="radio"/>	<input type="radio"/>
I have provided feedback on student's ePortfolios	<input type="radio"/>	<input type="radio"/>
I have evaluated student's ePortfolios.	<input type="radio"/>	<input type="radio"/>

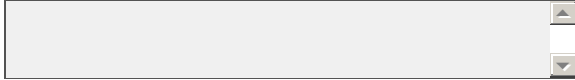
Other (please specify)

13. Do you have any suggestions for changes or improvements to the Student Success ePortfolio and resources on DC Connect?

14. Do you have any suggestions on how to promote or implement the Student Success ePortfolio to ALL students at Durham College?



15. Do you have any words of advice for future students, staff, or faculty related to ePortfolios?



Appendix I: ePortfolio Student Focus Group Questions

1. How did you participate in this research? Did you complete an ePortfolio? Section of an ePortfolio? How do you intend to use your ePortfolio?
2. Has your understanding of essential employability skills changed as a result of participation in this research? If so, in what way?
3. To what extent, if any, is the ePortfolio effective for assessing achievement of essential employability skills?
4. What was the most beneficial part of the ePortfolio? Which specific tools or resources did you find most helpful?
5. What was the most difficult part of the ePortfolio? Which specific tools or resources were the least helpful?
6. Do you think peer, faculty, or industry feedback can serve as a way to improve personal growth and development? Why? Why not?
7. Did the ePortfolio work complement your other course work? If so, how? If not, why not?
8. In an effort to help meet Universal Design for Learning needs, and accessibility needs, some of the information was presented in multiple formats (e.g., audio, text, and visual formats). How well did this meet *your* learning needs?
9. Should the ePortfolio be implemented college-wide? If so, what are your recommendations about the best way to do this? Should this be mandatory or optional?
10. Do you have any final recommendations for students or faculty who plan to use the ePortfolio tool?
11. Do you have any final comments?

April 22, 2014

Appendix J: ePortfolio Faculty/Staff Focus Group Questions

1. What is your personal and professional experience with portfolios? With ePortfolios?
2. How did you participate in this research? Did you complete an ePortfolio using the Student Success ePortfolio resources? Section of an ePortfolio? If yes, how do you intend to use your ePortfolio?
3. Has your understanding of essential employability skills changed as a result of participation in this research? If so, in what way?
4. To what extent, if any, is the ePortfolio effective for assessing achievement of essential employability skills?
5. What was the most beneficial part of the ePortfolio? Which specific tools or resources did you find most helpful?
6. What was the most difficult part of the ePortfolio? Which specific tools or resources were the least helpful?
7. Do you think peer, faculty or industry feedback can serve as a way to improve personal growth and development? Why? Why not?
8. Did the ePortfolio assignment/work complement your course? If so, how? If not, why not?
9. In an effort to help meet Universal Design for Learning needs, and accessibility needs, some of the information was presented in multiple formats (e.g., audio, colour contrast, compatibility with assistive devices, alternative text, navigations and visual formats). How well did this meet your learning needs and the needs of your users?
10. Should the ePortfolio be implemented college-wide? If so, what are your recommendations about the best way to do this? Should this be mandatory or optional?
11. Do you have any final recommendations for students or faculty who plan to use the ePortfolio tool?
12. Do you have any final comments?

April 30, 2014

Appendix K: ePortfolio and Employers Project Survey Tool

Company Information

1. What industry does your organization belong to?

- ☐ Business, building and other support services
- ☐ Health care and social assistance
- ☐ Educational services
- ☐ Construction
- ☐ Manufacturing
- ☐ Agriculture
- ☐ Transportation and warehousing
- ☐ Finance, insurance, real estate and leasing
- ☐ Professional, scientific and technical services
- ☐ Accommodation and food services
- ☐ Utilities
- ☐ Information, culture and recreation
- ☐ Trade
- ☐ Forestry, fishing, mining, quarrying, oil and gas
- ☐ Public administration
- ☐ Other. Please specify: _____

2. Where is your organization located? Please select all that apply.

- ☐ Durham Region
- ☐ Toronto
- ☐ York Region
- ☐ Peel Region
- ☐ Halton Region
- ☐ Niagara Region
- ☐ Other. Please specify: _____

3. How large is your organization?

- ☐ 1–25 employees
- ☐ 26–50 employees
- ☐ 51–100 employees
- ☐ 101–250 employees
- ☐ 251–500 employees
- ☐ 501–750 employees
- ☐ 751–1000 employees
- ☐ 1001–2000 employees
- ☐ 2001–4999 employees
- ☐ 5000+ employees

4. **Are you involved in reviewing job applications and/or making hiring decisions (e.g., during recruitment, screening, interviewing and hiring processes) within your organization?**
- ☐ Yes (if selected, continue to question 5)
 - ☐ No (If selected redirected participant to “User” question 18)
5. **What types of education background do you require from job applicants? Select all that apply.**
- ☐ No educational requirements
 - ☐ High school diploma or equivalent (e.g., G.E.D.)
 - ☐ Some college/university (e.g., field placement experience)
 - ☐ Certificate
 - ☐ Diploma
 - ☐ Undergraduate degree
 - ☐ Graduate degree
 - ☐ Other. Please specify: _____

Comments: _____

6. **On average, how many new or recent college graduates do you hire on an annual basis?**

Please specify: _____

User/Non-User Identification Questions

1. **An ePortfolio (electronic portfolio) is a digital collection of files often used for professional development, assessment of skills or as part of a job application. It can include text, electronic files, images, multimedia, blog entries, reflective or narrative summaries, learning goals, résumés and professional development goals.**

Given this information, what portfolio resources do you use during the recruitment, screening, interview and hiring process?

- ☐ ePortfolios (electronic portfolios) (go to “User” questions)
- ☐ Paper or non-electronic portfolios (e.g., binder, art portfolio) (go to Modified “User” Questions)
- ☐ All of the above (go to “User” questions)
- ☐ None of the above (go to “Non-User” questions)

User Questions

1. **How often do you review ePortfolios as part of your recruitment, screening, interview and/or hiring process?**
- ☐ Never (If “never”, skip to “non-user” questions)
 - ☐ Rarely
 - ☐ Sometimes
 - ☐ Frequently
 - ☐ All of the time

2. Why do you review ePortfolios as part of your hiring process?

3. How often do you request ePortfolios from your job applicants?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently
- ☐ All of the time

4. How often do job applicants, including student field placement candidates, present or submit ePortfolios without being requested to do so?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently
- ☐ All of the time

5. Within the past year, approximately how many ePortfolios have you reviewed from job applicants?

6. On average, how would you rate the overall quality of ePortfolios you have reviewed?

- ☐ Very poor
- ☐ Poor
- ☐ Acceptable
- ☐ Good
- ☐ Very good

Comments: _____

7. During which phase of the hiring process do you review an applicant's ePortfolio? Select all that apply.

- ☐ During the recruitment phase
- ☐ During the screening phase
- ☐ During the interview phase
- ☐ During the post-interview, selection phase
- ☐ Other. Please specify: _____

8. How much time do you spend reviewing a job candidate's ePortfolio?

- ☐ About 10–15 seconds
- ☐ About 30 seconds
- ☐ About 1 minute
- ☐ A few minutes
- ☐ 5 minutes
- ☐ 5+ minutes
- ☐ Other. Please specify: _____

9. At what stage in a person's career would you like to see an ePortfolio? Select all that apply.

- ☐ Entry-level (1–3 years of experience)
- ☐ Mid-level (3–10 years of experience)
- ☐ Senior (10+ years of experience)

10. At what stage in a person's career is it most useful to see an ePortfolio? Select one.

- ☐ Entry-level (1–3 years of experience)
- ☐ Mid-level (3–10 years of experience)
- ☐ Senior (10+ years of experience)

11. In your opinion, which ePortfolio components are important for a job applicant to include?

Please select all that apply.

- ☐ A short biography
- ☐ Résumé
- ☐ Reference letters
- ☐ Certificates/diplomas/degrees
- ☐ Written reports/papers/projects
- ☐ Presentation slides
- ☐ Presentation videos
- ☐ Self-reflection/self-assessment
- ☐ Peer feedback
- ☐ Instructor feedback
- ☐ School transcripts
- ☐ Description of past work
- ☐ Artwork
- ☐ Other. Please specify: _____

Regarding your choices above, why are these ePortfolio components important for a job applicant to include?

12. In your opinion, which generic skills do you assess when reviewing an applicant's ePortfolio?
Please select all that apply.

- ☐ **Written communication skills** (articulate thoughts and ideas clearly and effectively in written form)
- ☐ **Oral communication skills** (articulate thoughts and ideas clearly and effectively in oral form)
- ☐ **Critical thinking/problem solving skills** (exercise sound reasoning to analyze issues, make decisions, and overcome problems)
- ☐ **Reading skills** (understand materials written in sentences or paragraphs)
- ☐ **Teamwork/collaboration skills** (able to effectively work with other people who have various backgrounds and viewpoints)
- ☐ **Leadership skills** (able to effectively manage and motivate others to achieve common goals)
- ☐ **Numeracy skills** (able to use, apply, interpret and communicate mathematical information and ideas)
- ☐ **Computer skills** (able to use computers and other technology)
- ☐ **Organization skills**
- ☐ **Time management skills** (able to manage workload and priorities)
- ☐ **Ability to work independently**
- ☐ **Visual skills** (eye for design)
- ☐ **Professional responsibility/work ethic**
- ☐ **Creativity/innovation** (demonstrate originality and inventiveness)
- ☐ **Other** (please specify) _____

Regarding your choices above, please describe how a job candidate could effectively demonstrate these skills using an ePortfolio?

13. Please rate the following statements on the grid below:

	1-Disagree	2-Somewhat disagree	3-Neither agree nor disagree	4-Somewhat agree	5-Agree
Using ePortfolios as a hiring tool is valued at my organization.					
ePortfolios are accessible and easy to use as a hiring tool.					
Using ePortfolios as a hiring tool is effective in helping me find the best candidate with the knowledge, skills, and attitudes necessary for the job.					

14. I am willing to provide my contact information for the following reason(s):

- ☐ To participate in a followup interview/focus group to further discuss my perspective on ePortfolio use
- ☐ To be entered into a draw for an iPad or a \$600 donation to a charity of my choice (in lieu of the prize)
- ☐ All of the above
- ☐ I do not wish to provide my contact information

Thank you for participating in this survey!

We encourage you to keep in touch with Durham College Career Development, and if you would like access to findings from this study, please email us at ePortfolio@durhamcollege.ca.

Non-User Questions

- 1. Why do you not currently use ePortfolios as part of your hiring process? Select all reasons that apply.**
 - ☐ I am unfamiliar with ePortfolios.
 - ☐ It is too time-consuming.
 - ☐ I do not think they're helpful.
 - ☐ No applicants have provided one.
 - ☐ Other. Please specify: _____

- 2. In the future, would you consider using ePortfolios to aid in the hiring process at your organization?**
 - ☐ Yes
 - ☐ No
 - If yes, why? _____
 - If no, why not? _____

- 3. At what stage during the hiring process, if at all, do you think it would be helpful to review an applicant's ePortfolio? Select all that apply.**
 - ☐ During the recruitment phase
 - ☐ During the screening phase
 - ☐ During the interview phase
 - ☐ During the post-interview, selection phase
 - ☐ Other. Please specify: _____
 - ☐ I do not think it is helpful to review ePortfolios.

- 4. At what stage in a person's career, if at all, do you think it would be helpful to use an ePortfolio? Select all that apply.**
 - 1) Entry-level (1–3 years of experience)
 - 2) Mid-level (3–10 years of experience)
 - 3) Senior (10+ years of experience)
 - 4) I do not think that it is helpful to use an ePortfolio.

- 5. Which ePortfolio components, if any, would you like to see from a job applicant? Select all that apply.**
 - ☐ A short biography
 - ☐ Résumé/cover letter
 - ☐ Reference letters
 - ☐ Certificates/diplomas/degrees
 - ☐ Written reports/papers/projects
 - ☐ Presentation slides
 - ☐ Presentation videos
 - ☐ Self-reflection/self-assessment
 - ☐ Peer feedback

- ☐ Instructor feedback
- ☐ School transcripts
- ☐ Description of past work
- ☐ Artwork
- ☐ Other. Please specify: _____
- ☐ None of the above

Regarding your choices above, why would you like to see these components included in a job applicant's ePortfolio? If you selected, "None of the above," why?

6. In your opinion, which generic skills could you assess by reviewing an applicant's ePortfolio? Please select all that apply.

- ☐ **Written communication skills** (articulate thoughts and ideas clearly and effectively in written form)
- ☐ **Oral communication skills** (articulate thoughts and ideas clearly and effectively in oral form)
- ☐ **Critical thinking/Problem solving skills** (exercise sound reasoning to analyze issues, make decisions and overcome problems)
- ☐ **Reading skills** (understand materials written in sentences or paragraphs)
- ☐ **Teamwork/Collaboration skills** (able to effectively work with other people who have various backgrounds and viewpoints)
- ☐ **Leadership skills** (able to effectively manage and motivate others to achieve common goals)
- ☐ **Numeracy skills** (able to use, apply, interpret and communicate mathematical information and ideas)
- ☐ **Computer skills** (able to use computers and other technology)
- ☐ **Organization skills**
- ☐ **Time management skills** (able to manage workload and priorities)
- ☐ **Ability to work independently**
- ☐ **Visual skills** (eye for design)
- ☐ **Professional responsibility/Work ethic**
- ☐ **Creativity/Innovation** (demonstrate originality and inventiveness)
- ☐ **Other** (please specify) _____
- ☐ **None of the above**

Regarding your choices above, please describe how a job candidate could effectively demonstrate, if at all, these skills using an ePortfolio? If you selected “None of the above,” why?

7. Please rate the following statements on the grid below.

	1-Disagree	2-Somewhat disagree	3-Neither agree nor disagree	4-Somewhat agree	5-Agree
Using ePortfolios as a hiring tool could be of value to my organization.					
EPortfolios seem like a hiring tool that would be accessible and easy to use.					
Using ePortfolios as a hiring tool could be effective in helping me find the best candidate with the knowledge, skills and attitudes necessary for the job.					
If provided with the relevant training and support, I would use ePortfolios as a hiring tool in the future.					

8. I am willing to provide my contact information for the following reason(s):

- ☐ To participate in a followup interview/focus group to further discuss my perspective on ePortfolio use
- ☐ To be entered into a draw for an iPad or a \$600 donation to a charity of my choice (in lieu of the prize)
- ☐ All of the above
- ☐ I do not wish to provide my contact information

Thank you for participating in this survey!

We encourage you to keep in touch with Durham College Career Development, and if you would like access to findings from this study, please email us at ePortfolio@durhamcollege.ca.

Modified User Questions

- 1. How often do you review non-electronic or paper portfolios as part of your recruitment, screening, interview and/or hiring process?**

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently
- ☐ All of the time

- 2. Why do you review non-electronic portfolios as part of your hiring process?**

- 3. Do you prefer to review non-electronic portfolios over ePortfolios? Please explain.**

- 4. How often do you request non-electronic portfolios from your job applicants?**

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently
- ☐ All of the time

- 5. How often do job applicants, including student field placement candidates, present or submit non-electronic portfolios without being requested to do so?**

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Frequently
- ☐ All of the time

- 6. Within the past year, approximately how many non-electronic portfolios have you reviewed from job applicants?**

7. On average, how would you rate the overall quality of the non-electronic portfolios you have reviewed?

- ☐ Very poor
- ☐ Poor
- ☐ Acceptable
- ☐ Good
- ☐ Very good

Comments: _____

8. During which phase of the hiring process do you review an applicant's non-electronic portfolio? Select all that apply.

- ☐ During the recruitment phase
- ☐ During the screening phase
- ☐ During the interview phase
- ☐ During the post-interview, selection phase
- ☐ Other. Please specify: _____

9. How much time do you spend reviewing a job candidate's non-electronic portfolio?

- ☐ About 10–15 seconds
- ☐ About 30 seconds
- ☐ About 1 minute
- ☐ A few minutes
- ☐ 5 minutes
- ☐ 5+ minutes
- ☐ Other. Please specify: _____

10. At what stage in a person's career would you like to see a portfolio (ePortfolio or non-electronic)? Select all that apply.

- 5) Entry-level (1–3 years of experience)
- 6) Mid-level (3–10 years of experience)
- 7) Senior (10+ years of experience)

11. At what stage in a person's career is it most useful to see a portfolio (ePortfolio or non-electronic)?

- 8) Entry-level (1–3 years of experience)
- 9) Mid-level (3–10 years of experience)
- 10) Senior (10+ years of experience)

12. In your opinion, which ePortfolio components, if any, would you like to see from a job applicant? Select all that apply.

- ☐ A short biography
- ☐ Résumé
- ☐ Reference letters
- ☐ Certificates/diplomas/degrees

- ☐ Written reports/papers/projects
- ☐ Presentation slides
- ☐ Presentation videos
- ☐ Self-reflection/self-assessment
- ☐ Peer feedback
- ☐ Instructor feedback
- ☐ School transcripts
- ☐ Description of past work
- ☐ Artwork
- ☐ Other. Please specify: _____
- ☐ None of the above

Regarding your choices above, why would you like to see these components included in a job applicant's ePortfolio? If you selected, "None of the above," why?

13. In your opinion, which generic skills could you assess by reviewing an applicant's portfolio (i.e., ePortfolio or non-electronic)? Please select all that apply.

- ☐ **Written communication skills** (articulate thoughts and ideas clearly and effectively in written form)
- ☐ **Oral communication skills** (articulate thoughts and ideas clearly and effectively in oral form)
- ☐ **Critical thinking/Problem solving skills** (exercise sound reasoning to analyze issues, make decisions and overcome problems)
- ☐ **Reading skills** (understand materials written in sentences or paragraphs)
- ☐ **Teamwork/Collaboration skills** (able to effectively work with other people who have various backgrounds and viewpoints)
- ☐ **Leadership skills** (able to effectively manage and motivate others to achieve common goals)
- ☐ **Numeracy skills** (able to use, apply, interpret and communicate mathematical information and ideas)
- ☐ **Computer skills** (able to use computers and other technology)
- ☐ **Organization skills**
- ☐ **Time management skills** (able to manage workload and priorities)
- ☐ **Ability to work independently**
- ☐ **Visual skills** (eye for design)
- ☐ **Professional responsibility/Work ethic**
- ☐ **Creativity/Innovation** (demonstrate originality and inventiveness)
- ☐ **Other** (please specify) _____

Regarding your choices above, please describe how a job candidate could effectively demonstrate these skills using a portfolio?

14. Please rate the following statements on the grid below:

	1-Disagree	2-Somewhat disagree	3-Neither agree nor disagree	4-Somewhat agree	5-Agree
Using <i>non-electronic portfolios</i> as a hiring tool is valued at my organization.					
Using <i>non-electronic portfolios</i> as a hiring tool is effective in helping me find the best candidate with the knowledge, skills and attitudes necessary for the job.					
I prefer non-electronic portfolios to ePortfolios.					
EPortfolios seems like they are more accessible and easier to use than non-electronic portfolios.					
If provided with the relevant training and support, I would use ePortfolios as a hiring tool in the future.					

15. Can we contact you for participation in a followup interview/focus group to further discuss your perspective on ePortfolio use?

- ☐ Yes (if selected, direct employer to separate survey requesting contact info)
☐ No

16. Would you like to be entered into a draw for an iPad or a \$600 donation to a charity of your choice (in lieu of the prize)?

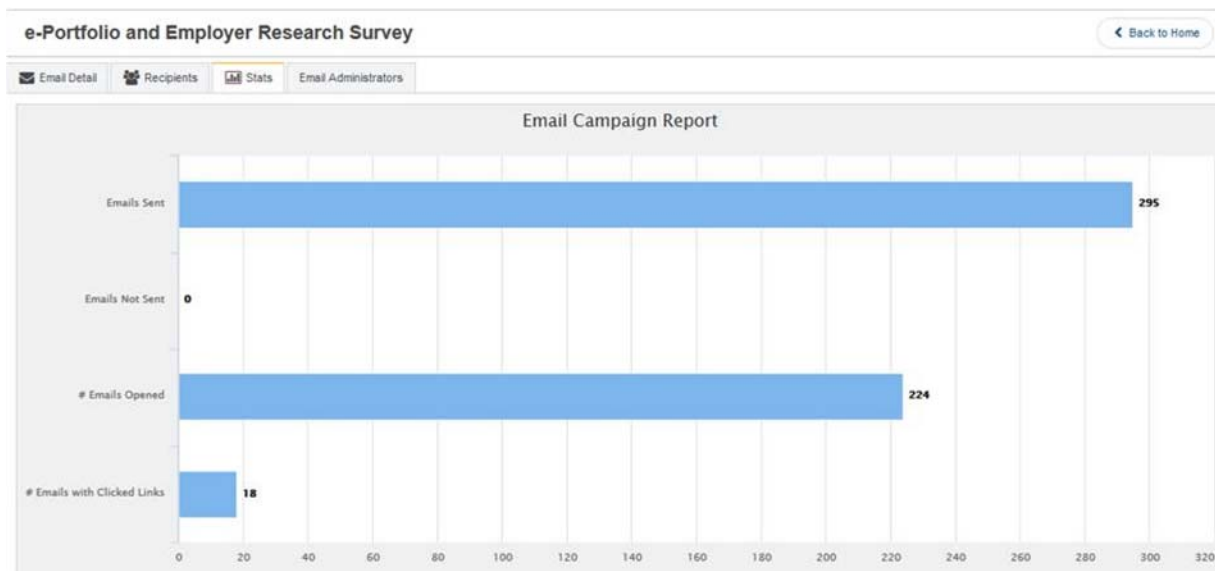
- ☐ Yes (if selected, direct employer to separate survey requesting contact info)
☐ No

Thank you for participating in this survey!

We encourage you to keep in touch with Durham College Career Development, and if you would like access to findings from this study, please email us at ePortfolio@durhamcollege.ca.

Appendix L: Sample Email Campaign Report, Data Collection Activities and Summary Statistics

Sample Email Campaign Report



Email Campaign Data Collection Activities — Initial 300 Employers

Date	Data Collection Activities
March 1, 2016	Report for Campaign #1 to research team
March 7, 2016	Report for Campaign #2 to research team
March 10, 2016	Report for Campaign #3 to research team
March 14, 2016	Report for Campaign #4 to research team

Email Campaign Data Collection Activities — Final 3885 Employers

Date	Email Campaigns: Hired Career Services Portal
March 3, 2016	Report for Campaign #1 to research team
March 7, 2016	Report for Campaign #2 to research team
March 10, 2016	Report for Campaign #3 to research team
March 14, 2016	Report for Campaign #4 to research team

E-mail Campaign Statistics

Campaign	Total E-mails Sent	Total Bounce-backs	Total Employers Removed	Total E-mails Opened	Total E-mails with Clicked Links
Invitation	4395	684	6	1867	207
Followup #1	4372	669	1	1391	168
Followup #2	4344	704	0	1341	132
Followup #3	4299	764	7	1088	129

Sample Size, Total Responses and Survey Response Rate

Sample Size	3528
Survey Responses	409
Response Rate	11.6%

Appendix M: Data Analysis Plan and Coding Scheme

1a. Why not use portfolios?

Survey question: In the future, would you consider using ePortfolios to aid in the hiring process at your organization? If no, why not?

Codes	Definitions
Don't know what they are	Employers will not consider using ePortfolios because they don't know what they are
Don't like them	Employers will not consider using ePortfolios because they don't like them
Not necessary	Employers will not consider using ePortfolios because they are not necessary. They are not necessary because of the field/position they are trying to fill or because they can assess what they are looking for in other ways.
Too much work	Employers will not consider using ePortfolios because they are too much work

1b. Why use portfolios?

Survey question: Why do you review ePortfolios or non-electronic portfolios as part of your hiring process? In the future, would you consider using ePortfolios to aid in the hiring process at your organization? If yes, why?

Codes	Definitions
Assist hiring process	Review portfolios to assist with the hiring/screening/decision-making process. This includes who to interview and who to hire.
Better overall picture and more information	Portfolios provide a bigger picture and more/useful information about the applicants. Provides insight and acts as a summary of the applicant.
Depends on the job	It depends on the position or job whether or not employers want to review a portfolio
Other	
Education information	Portfolios outline education including credentials, qualifications and training
Experience information	To learn about applicants' work or school experiences and accomplishments. Includes the background of the individual, work history, experiences in school (e.g., co-curricular)
Skills and abilities	To gain a better understanding of applicants' skills, knowledge, abilities and quality of work. To see evidence of what an applicant can accomplish or do (their past work) or their skills (e.g., creativity, ability to work in a team, communication)
Ease and simplicity	Employers indicate that they will review an ePortfolio or non-electronic portfolio because it is easy, fast and simple. Some employers reported it was easier to use ePortfolios while others

Codes	Definitions
	said it was easier to review non-electronic portfolios. Includes, easier to file, easier to take notes, easier access, easier to manage, easier to share, easy to understand, convenient etc.
Not familiar with portfolios	Would need to know more about portfolios before they could answer if they would use them. Have never seen one.
Will review if provided	Will review a portfolio if it is provided

2. How to demonstrate skills

Survey question: Regarding your choices above (e.g., written communication skills, reading skills, visual skills, computer skills etc.), please describe how a job candidate could effectively demonstrate these skills using a Portfolio.

Codes	Definitions
Biography	Described including an autobiography or the story of the applicant in the portfolio. Often referred to as biography.
Education, certificates, transcripts	Referred to including formal documents that describe applicants' education. Including certificates and transcripts
Examples of past or current work	Suggested including samples of past or current work from school or work. This includes artwork, writing samples, publications, and recordings etc.
Feedback from past employers, instructors, peers	Indicated that feedback from past employers, instructors and peers would help demonstrate skills. This could include testimonials, peer reviews, references and general feedback from others.
Other interesting comments	
Résumé and cover letter	Referred to résumés and cover letters as a method for applicants to demonstrate their skills
Not necessary or desirable or can't be done	Expressed the belief that job applicants don't need to, can't, or it is not helpful to demonstrate skills in a portfolio
Quality of writing	Described using the quality of writing to determine students' skills. Often describing writing structure, spelling, grammar and organization of written materials.
The portfolio itself - process of creating, quality, organization	Described the creation and the existence of a portfolio itself as a good way to assess applicants' skills. The organization, quality, creativity, design of the portfolio.
Video	Referred to applicants using videos to demonstrate skills
Self-assessment and reflection	Explicitly stated that applicants should including self-assessment or reflections. Applicant's descriptions of their skills in a résumé or cover letter are not included in this code.
Situations and Scenario	Suggested applicants should include situations, scenarios, and vignettes to demonstrate skills.

3. Why important components

Survey question: Regarding your choices above (e.g., résumé, instructor feedback, artwork, transcripts, reference letters...), why are these portfolio components important for a job applicant to include?

Codes	Definitions
Assist hiring process	Including these portfolio components will assist with the hiring process. These components are important to the screening process. They will save time and make selecting an applicant during any phase of the hiring process easier (e.g., Who to interview, who to hire...).
Better overall picture and greater insight	Portfolio components provide a better picture of the applicants. Provides insight and acts as a summary of the applicant.
Depends on the job	The portfolio components that employers want to see depends on the position they are trying to fill.
Just essential information	Refers to just needing essential information, not the big list provided. Does not want too much information and often suggest they only want to see a résumé and cover letter
Other	
Education information	Wants to see components that verify the applicants' education. Includes qualifications, certificates, diplomas...
Experience information	Portfolio components that demonstrate work or school experiences. Includes the background of the individual, work history, experiences in school (e.g., Co-curricular)
Skills and abilities	Portfolio components that demonstrate or describe applicants' skills and abilities. Components that provide evidence of what an applicant can accomplish or do (their past work) or their skills (e.g., creativity, ability to work in a team, communication)
Personality and Character	It is important to provide information about an applicants' character or personality. Information that describes who they are and their character traits (e.g., Ethics, natural abilities, personality type, passion and commitment...)
Fit	Important to include components that help employers judge organizational or cultural fit.

Appendix N: Profile of Student Survey Respondents

Table 9: Profile of Survey Respondents (n=224)

		Fitness and Health Promotion	Practical Nursing	Social Service Worker	Missing	Total
Year of Study	1st year	38	0	33	2	73
	2nd year	43	80	24	0	147
	Missing	0	2	1	1	4
Semester	1	0	0	1	0	1
	2	37	0	33	2	72
	3	1	0	0	0	1
	4	40	79	24	1	144
	Missing	3	3	0	0	6
Gender	Female	36	73	51	2	162
	Male	45	7	6	1	59
	Missing	0	2	1	0	3
Total		81	82	58	3	224

Appendix O: Self-Assessed Essential Employability Skills by Program of Study

Table 10: Self-Assessed Essential Employability Skills by Program of Study (mean frequency /4)* (n=217)

	Fitness and Health Promotion	Practical Nursing	Social Service Worker	Total
Communication	3.39	3.27	3.28	3.32
Problem Solving and Critical Thinking	3.28	2.98	3.23	3.15
Numeracy	2.83	3.10	2.47	2.84
Information Management	3.24	3.22	3.11	3.20
Interpersonal Skills (Teamwork and Respect)	3.69	3.54	3.43	3.57
Personal Skills (Time Management & Personal Responsibility)	3.29	3.31	3.45	3.34

*Scale used: 4=excellent, 3=satisfactory, 2=needs some improvement, 1=needs significant improvement

Note: data shown are for both years of study; however statistical analysis was performed on second year only.

Appendix P: Students' Perceived Benefits and Barriers of ePortfolios

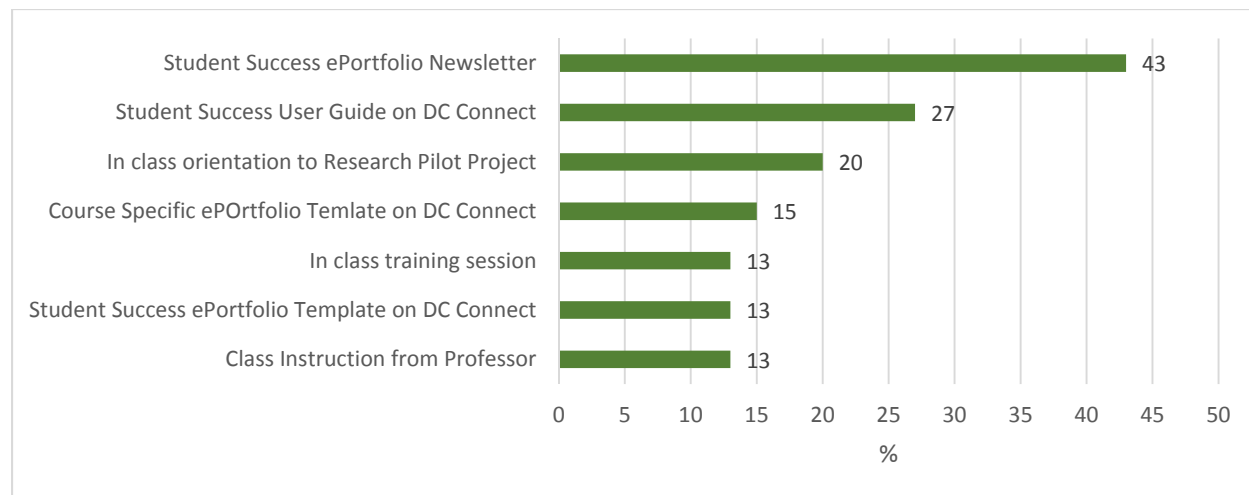
Table 11: ePortfolios: Perceived Benefits and Barriers (n=217)

	Fitness and Health Promotion	Practical Nurse	Social Service Worker	Total
Helps to organize one's work and achievements	3.90	3.84	3.77	3.85
Keeps a permanent record of one's achievements	3.95	3.90	3.88	3.91
Can also be used for assignments	3.80	4.06	3.61	3.84
Can be used as part of a job interview preparation, application or interview	4.06	4.01	3.88	4.00
Helps students to evaluate learning	3.80	3.46	3.60	3.63

Please rate the extent to which you agree with the following statements about ePortfolios (mean frequency score /5).

Appendix Q: Students' Awareness and Use of ePortfolio Resources and Supports

Figure 13: Awareness and Use of ePortfolio Resources and Supports (% not used or seen) (n=217)



Appendix R: Faculty Survey Results

Table 12: Faculty/Staff: Previous Familiarity with Portfolios and Essential Employability Skills for ePortfolio (n=7)

	Previous familiarity (before project)			Current familiarity		
	Paper or binder type portfolios	ePortfolios (electronic portfolios)	Essential employability skills	Paper or binder type portfolios	ePortfolios (electronic portfolios)	Essential employability skills
Not at all familiar	0	2	0	0	0	0
Somewhat familiar	1	0	0	0	0	0
Neutral	0	1	1	0	0	0
Familiar	1	2	2	2	4	1
Very familiar	5	2	4	5	3	6
Grand Total	7	7	7	7	7	7

Table 13: Faculty/Staff Awareness and Use of ePortfolio Resources and Supports

Question: The following are possible ways you may have learned about the Student Success ePortfolio research and ePortfolios. Please rate your experience with each of these items (check all that apply). (n=7)

	did not use or see this	not helpful at all	somewhat helpful	helpful	very helpful	Grand Total
In-class orientation to research pilot project by member of research team	2	0	1	4	0	7
Student Success user guide on DC Connect	3	0	1	2	1	7
Student Success ePortfolio template (sample template) on DC Connect	1	0	0	5	1	7
Course specific ePortfolio Template (template provided by course professor) on DC Connect	3	0	0	3	1	7
Student Success ePortfolio newsletter	3	0	2	2	0	7
Class instruction from professor	3	0	1	3	0	7
In class training session	2	0	0	3	2	7

Table 14: Faculty/Staff Agreement with Perceived Benefits of ePortfolios (n=7)

	Helps to organize one's work and achievements	Keeps a permanent record of one's achievements	Can also be used for assignments	Can be used as part of a job interview preparation, application or interview	Helps students to evaluate learning
Do not agree	0	1	0	0	0
Neutral	0	1	0	0	1
Agree	5	1	3	2	4
Strongly agree	2	4	4	5	2
Grand Total	7	7	7	7	7

Table 15: Faculty/Staff Agreement with Perceived Challenges or Barriers of ePortfolios (n=7)

	Requires lots of time to create an ePortfolio	Requires lots of training and support to learn how to create ePortfolio	Not given marks/grades for having done the ePortfolio.	Not sure that employers will look at ePortfolio	Not sure what to put into an ePortfolio
Do not agree	1	0	0	1	2
Somewhat agree	1	1	1	0	2
Neutral	2	1	1	2	1
Agree	2	5	2	1	2
Strongly agree	1	0	1	2	0
Unsure	0	0	2	0	0
Grand Total	7	7	7	6	7

Table 16: Sections or Features Used in the ePortfolio Tool on DC Connect (LMS) by Faculty and Staff

Question: Which sections or features did you use in the ePortfolio tool on DC Connect? Check all that apply. (n=7)

Add or create artifacts	5
Add or create reflections	3
Completed part of an ePortfolio presentation	2
Completed multiple sections of an ePortfolio presentation	2
Finalized an ePortfolio Presentation	0
Completed self-assessment Rubric	0
Shared an ePortfolio presentation with peer	2
Shared an ePortfolio presentation with professor	1
Shared an ePortfolio presentation with a potential employer	0
Total	7

Table 17: Faculty/Staff Agreement with Various Aspects of ePortfolios.

Question: Please rate the extent to which you agree to the following statements about the Student Success ePortfolio. (n=7)

	Do not agree	Somewhat agree/neutral	Agree/strongly agree	Unsure
Helps students to learn more about the essential employability skills	0	0	5	1
Helps students to reflect on their ongoing development of the essential employability skills	0	1	4	1
Helps students to self-assess achievement of the essential employability skills	0	1	4	1
Helps students to organize artifacts and items that can be used to create an ePortfolio	0	0	5	1
I plan to continue to use the Student Success ePortfolio and resources for my own personal or professional development purposes.	2	1	3	0
The Student Success ePortfolio should be encouraged for Durham College students.	0	0	5	1
The Student Success ePortfolio should be mandatory for Durham College students.	1	2	2	1

Appendix S: Student Focus Group Summary

1. How did you participate in research?

Both participants participated.

Participant A – wasn't a huge project, only a portion of the ePortfolio

Participant B – same

A -communication and personal skills, recently

B – Interpersonal and communication

A-Intends to use it, computer savvy, had fun using it and playing with it, wants to see if she can make backgrounds, useful for the future, useful tool for network building. 360 research group (has interest)

A-Probably won't use it, not technology able

2. Has your understanding of essential employability skills changed as a result of participation in this research?

B-“our teacher made us aware especially for placement, and we had to do it last year for hardcopy portfolio, not new. Makes you look back, but I could have done the same thing on paper”.

A-agrees 100%, went into placement not being self-sufficient or taking initiative, “I didn't realise that my own time management skills counted as essential employability skills. Made me think of what I learned over the last two years. I am using these skills at home and my other job transferable.”

3. Is the portfolio effective in assessing achievement of essential employability skills?

A-“definitely it was able to help me self-reflect/analyze. Can look at it and print it off easily displayed.”

B-“Made me look back to see what I did right and what I needed to look back on, but I could have done that with a hard copy one. Increased my comfort level, and having to do it online, I know how to do both even though it was painful”

4. What is the most beneficial part of the ePortfolio?

A-“we had someone come in and they had two or three one hour lectures about how to use it etc. on DC connect, there were three or four different tabs on how to use things, useful to get started. I had to go back and forth but it (tabs) was still helpful. A slideshow was posted on DC connect for viewing. The video was a safety net so you can look back on it”

B-“didn't get to the tutorial class but I viewed it on DC connect. I like how you can upload different things, artifacts, reflections/pictures. You can demonstrate your skills that would be a benefit over the paper portfolio”

5. What was the most difficult part of the ePortfolio?

A-*"There were certain times I was uploading things or trying to visualize my presentation, I couldn't click and drag MY concept to get it to flow the way I wanted it, would be nice to lay it out left to right instead of down the side, limited edit availability."*

B-*"Couldn't make it original, too many template format, but I didn't really care. It helps create personality"*

6. Do you think feedback can serve as a way to improve personal growth etc?

B-*"I definitely think feedback is a good way to improve, you learn from your mistakes, how can you correct your errors if you don't know about it." Not comfortable with technology*

A-*"I am interested in the 360. It gives you another perspective or another idea of why to do something differently, constructive criticism." Comfortable with that kind of feedback 100%*

7. Did the portfolio work complement your other course work?

A-*"kind of felt like an add on, most of what we did was hard copies. We had it offered in the first semester but mostly we did hard copy. Part of our field placement, pass or fail mark overall. No specifics. Being able to see what it would look like finished was helpful"*

B-*"I was at Fleming for 3 years and we had to do portfolios every year but it was hard copies. This was new and different so it was not comfortable. It was offered in first semester, not mandatory"*

8. In an effort to meet universal design for learning needs and accessibility needs some of the information was presented in multiple formats (e.g. audio, text, and visual formats). How well did this meet your learning needs??

A-*"The information tab was helpful, but I don't remember audio. Are there any sessions for people who are technology challenged for assistance to prevent issues? Helpline? We have a Facebook group that was helpful for us to go to for questions. A class group, we used the FB group as a help resource."*

B-*"I don't have a disability. I am a visual learner so I don't like to do a lot of reading. I didn't know what an artifact was. Maybe use "add file". It needed more universal language. Pictures for visuals...make it easier to figure out, icons...etc. I didn't know how to get the text from the links. I wasn't thinking about the components, I couldn't add my links the way I wanted to. How to videos would have helped i.e., how to add artifacts with a step-by-step video"*

9. Should the ePortfolio be implemented college wide?

A-*"I like the chat group idea, peer help network, have that as a tab. Make it mandatory right off the bat. Imaging the possibilities by the end of the second semester. Do it along the way as part of homework and able to walk away with it at the end. Use it primarily in the second year"*

B-*"It should be implemented college wide. The world of technology is increasing, you want students to keep up so they do not lose life opportunities. Make it optional until the grade schools catch up so it flows smoothly. NOW, students can be introduced to it as an option and make it mandatory in the next few years while marketing it to students"*

10. Final recommendations

A-*"if there are challenges start earlier. I thought it was a really good tool. I realise it was useful at the beginning of second semester, field placement time. START EARLY", agrees with practice project, or to lead up to the essential employability skills. Maybe have a big project at the end but gradually build up to the big project.*

B-*"Only started to use it yesterday, thought about it but didn't use it. START EARLY and provide deadlines on each area. Maybe a practice project. Now that I know my struggles, in hindsight would have gone to the tutorials".*

11. Final comments

A-*"It's a good idea, technology is changes and you had to visit employers to make changes to hardcopies. Is it going to be available to more people? Do not know how to print it off, couldn't find a button. Did not read instructions, figured it out via trial and error"*

B-*"Once you have the artifacts etc., it's just a matter of plugging it in, I didn't read instructions either."*

Additional Questions asked.

How much time did it take overall?

A-*"10–15 mins per section. And one hour each time to finesse it, maybe overall 10 hours and would need % more to perfect it"*

B-*"I took about two hours to work on it and maybe would be two more to add artifacts etc., 4 total"*

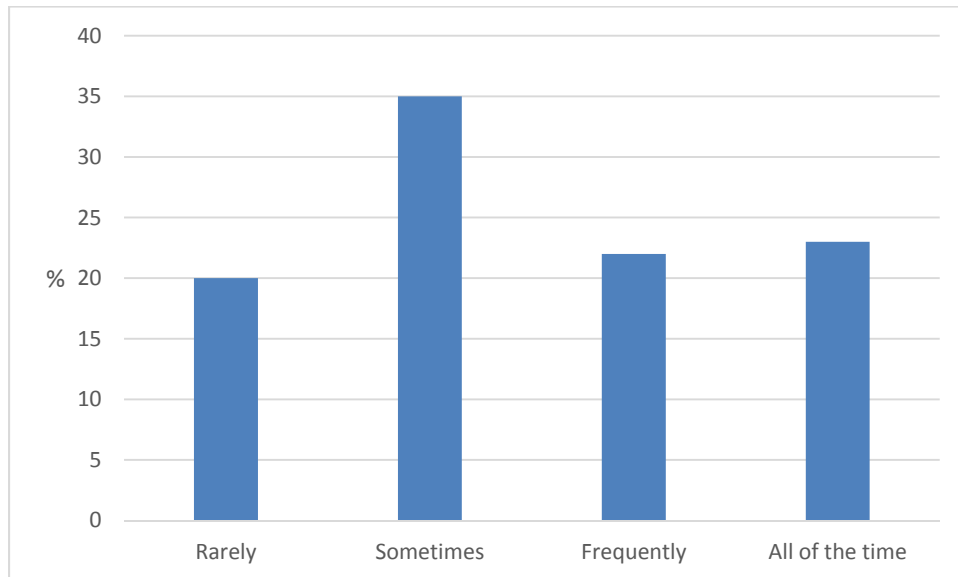
Should it be a stand-alone course?

B- *"almost every course has a communications curriculum. Make it part of that with animated videos which is used in a lot of training methods"*

A-*agreed with B*

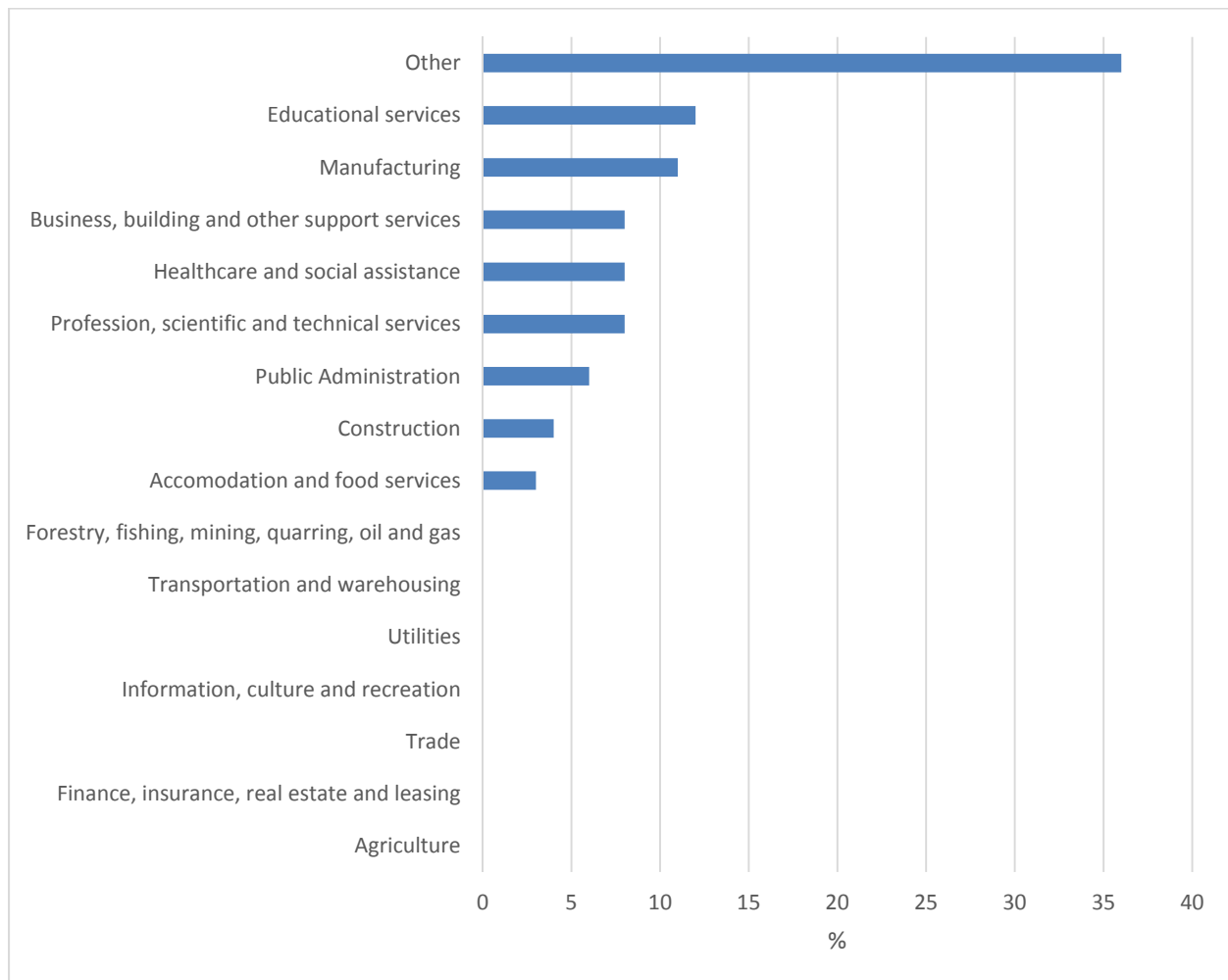
Appendix T: Frequency at Which Portfolios are Reviewed by Employers

Figure 14: Frequency at which Portfolios Are Reviewed by Employers (n=66)



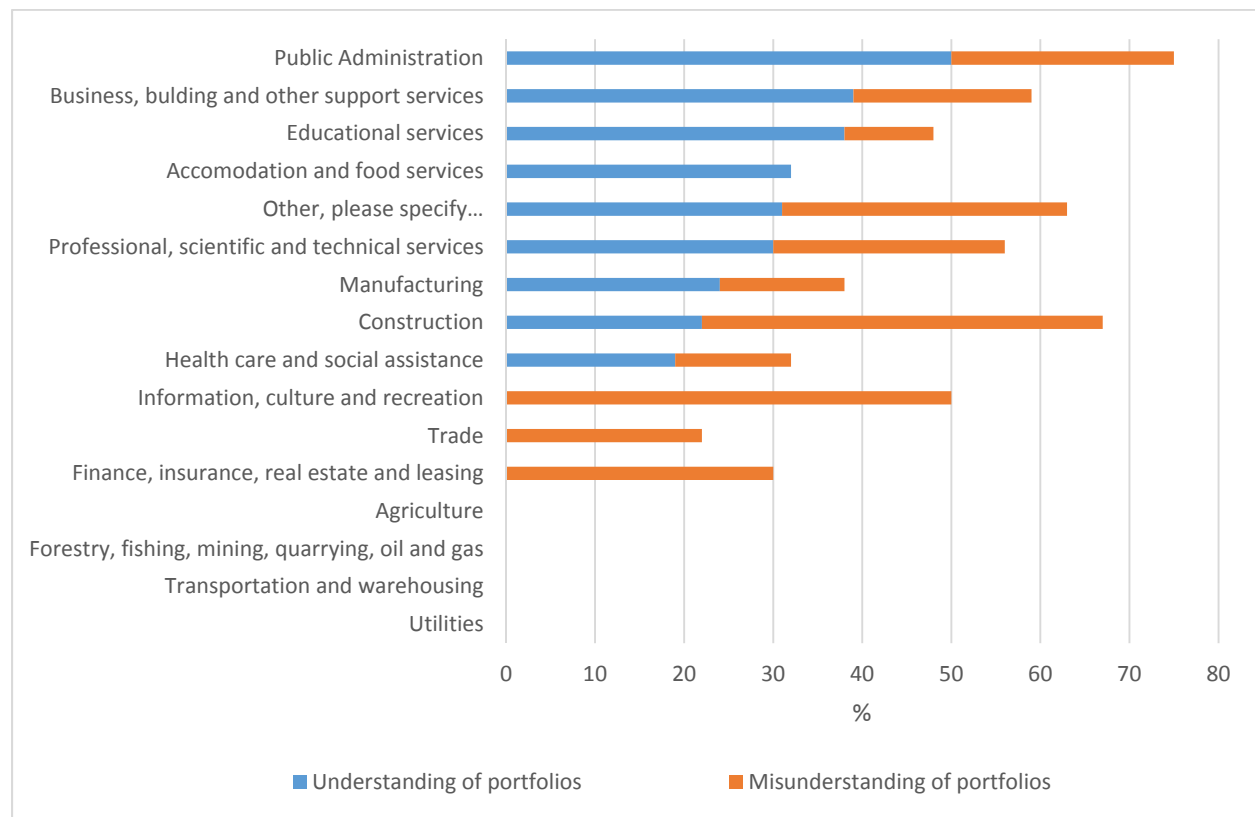
Appendix U: Employers' Understanding of Portfolios by Industry

Figure 15: Percentage of Respondents (by Industry) that Demonstrate a Clear Understanding of Portfolios (n=66)



Appendix V: Percentage of Portfolio Users (by Industry) with a Clear Understanding and Misunderstanding of Portfolio

Figure 16: Percentage of Portfolio Users (by Industry) with a Clear Understanding and Misunderstanding of Portfolio





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