

Portfolio Evaluation

Approved by PPC 2019

The portfolio provides students with a structure for summarizing their interests, articulating their career direction and professional identity, and describing a plan for ongoing involvement and advocacy in the field. A portfolio should:

- Articulate and advocate for a professionally significant issue, program, concept or value that reflects their own original thought.
- Demonstrate the development of a professional identity that synthesizes the student's course work, internships, work experiences and other learning activities
- Demonstrate cultural competency by combining the student's breadth and specificity of knowledge with professional ethical and community values.
- Assemble a selection of work that demonstrates the student's intellectual growth in the program, strategic development of skill and capacity, and potential for success in the field.

Portfolio reviewers should assess and comment on:

Growth in the program and evidence of learning

- Does the assembled work reflect intellectual advancement and attainment of research, writing, and thinking skills?
- Has the student discussed or provided examples of their growth, such as incorporation of feedback, new ideas, new perspectives on an issue of interest, etc.?
- Are there notable absences of reflection or specific places where the student shows need for further improvement?

Issue paper

- Has the student been able to identify an issue of genuine significance?
- Is the issue adequately connected to a broader context through the citation of relevant literature, sources, models, and/or examples?
- Does the paper cite demonstrate thorough knowledge and research? Is it well-structured and clearly written?
- Does the paper advocate for and adequately justify a specific approach, solution, or improvement to an existing service?

Cultural competency

- Does the portfolio as a whole, or specific components of it, show the student's awareness of their own perspectives as well as other ways of knowing?
- Is there evidence that the student can communicate effectively across disciplinary and community boundaries?

- Are there notable absences of reflection or specific places where the student shows need for further improvement?

Synthesis of knowledge, skills and values

- Does the portfolio indicate clear connections between coursework, internships and professional experience?
- Do the samples of work, taken together or individually, show the student's ability to reflect on themes of interest to them and explore original approaches to course content or problems in the field?
- Has the student shown evidence of strategic thinking in their selection of courses, internships, and extracurricular activities during their time in the program?

Knowledge and skill in their area of interest/specialization

- Has the student demonstrated their acquisition of core knowledge and technical competencies in their area of specialization?
- Does the assembled work show breadth and/or depth of their specialized knowledge?
- Has the students' selection of internship sites, involvement in professional activities, and advising/mentoring relationships supported development in their specialization area?

Sense of direction and potential

- Has the student been able to identify the professional organizations, information resources, and networks that will be relevant to their continued work in the field?
- Does the student's history of employment, extracurricular activities, or involvement in professional service suggest potential for professional achievement?
- Does the student have a well-defined plan for maintaining their professional knowledge and skills?