As a culminating experience of the Higher Education Master’s Program, all students must form a portfolio committee composed of one Higher Education faculty member from the approved list (see Committee Form on Sakai), one full-time education professional, and one non-graduating master’s student and complete all of the portfolio requirements listed below. These instructions provide an overview of 1) what portfolio content is required, 2) the process to create a committee, and 3) assessment standards.

**Purpose of Portfolio**

1. Students will demonstrate the ability to analyze, synthesize, and apply cumulative content knowledge.

2. Students will demonstrate scholarly writing, (i.e., quality of writing and use of APA 6th ed.).

3. Students will demonstrate Higher Education Program’s learning outcomes through substance, structure and completion of portfolio.

**Portfolio Composition**

Items to include in the portfolio:

- Polished resume. (*no reflection sheet*)

- Introduction to who you are as a person and a professional (video, photographs, narrated PowerPoints, voice threads). (*no more than 5 minute video, narrated PowerPoint, or voicethread; no more than 10-15 pictures, and no reflection sheet)*

- Narrative description of:
  - Most important **content** you have learned from the program.
  - Most important things you have learned about yourself and how you have changed since you entered the program.
  - Most important things you have learned from graduate assistantships, internship(s), and/or professional jobs you have had.
Most important things you learned about social justice and how it will inform your future work in education.

*(total of 3-5 pages for all four items; no reflection sheet)*

- A sampling of your best written work from the program. *Three* artifacts from three separate courses must be included and at least one written piece must be a scholarly paper with references. *(total of 3 pages; 1 reflection sheet for each paper)*

- A copy of a PowerPoint or Prezi (or similar) presentation you have created. *(1 reflection sheet)*

- A narrative review of your promise as a higher education professional, to be written by at least one student in the program and at least one professional in the field (to be chosen by you). *(no more than 1-2 pages from each person who writes a review; references people have written for you could be modified by them to meet this requirement; 1 reflection sheet for both letters)*

- A research project or professional program you have done, or a proposal for research/program you might like to do. *(1 reflection sheet)*

- An analysis of the knowledge, skills and competencies you have to practice in the field of higher education, along with an action plan for continued professional development in the field. *(1-2 pages total; no reflection sheet)*

**Reflection Sheets**

The reflection sheets will each focus primarily on one learning outcome but may address several competencies within that learning outcome. All learning outcomes and competencies must be addressed at least once within the portfolio. Reflections sheets should be approximately one page, double-spaced in length.

Below is an example of the content required in the reflection sheet:

- Program Learning Outcome
  - Select the learning outcome from the M.Ed. Higher Education program that most directly aligns with this artifact from your portfolio.

- Reflection of Portfolio Artifact
  - Provide justification for why you chose this artifact to represent this program learning outcome. In detail, reflect on how this artifact provides evidence of having met the specific program learning outcome and associated competencies.
Program Learning Outcomes

The following are the program learning outcomes and associated competencies, all of which must be addressed by at least one artifact in your portfolio.

1. Reflective Leadership. Graduates will demonstrate the following competencies germane to reflective leadership:
   • The understanding of, and ability to reflect critically on, historical and contemporary issues within higher education and to relate these issues to leadership and professional practice;
   • An understanding of leadership theories, ethics, and constructs and their application in higher education settings;
   • The ability to make decisions that are based on ethically-sound principles;
   • The ability to listen, to lead, and to empower others to lead;
   • An appreciation for the role that reflective leadership should play in serving others and promoting a just and ethical society;
   • The development of attitudes and skills related to lifelong learning, including the ability to critically self-assess and analyze personal and professional strengths and weaknesses.

2. Commitment to Social Justice. Graduates will demonstrate the following competencies related to social justice and service:
   • An understanding of the ethical dimensions of higher education’s role in fostering social justice;
   • An understanding of, and ability to reflect critically on, historical and contemporary issues within higher education and to reflect on how U.S. colleges and universities can address these issues in a just society;
   • A personal and professional commitment to social justice;
   • An appreciation of and respect for diverse perspectives, cultures, lifestyles, ways of knowing, etc., and
   • A commitment to serving others.

3. Analytical Inquiry. Graduates will demonstrate the following competencies related to analytical inquiry:
   • The ability to develop and support reasonable and logically sound interpretations;
   • The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
   • The ability to use theoretical and empirical research to address and solve administrative and instructional problems in colleges and universities; and
   • The ability to continually assess and improve one’s own analytical abilities.
4. **Research and Assessment Competence.** Graduates will demonstrate the following outcomes related to research and assessment competence:

- A thorough understanding of different paradigmatic assumptions and how they influence the research process;
- An understanding of a variety of research and assessment methodologies;
- An understanding of and appreciation for the ethical dimensions of research and assessment;
- The ability to read and critically review various types of research studies;
- The ability to design and implement assessments and program evaluations; and
- The ability to use technological tools to conduct research.

5. **Communication Skills.** Graduates will demonstrate the following communication competencies:

- Effective written communication skills that demonstrate high levels of clarity, comprehension, synthesis and critical thinking and analysis;
- Effective oral communication skills, including listening to diverse perspectives and presenting ideas, policies, and research findings to different audiences and constituencies;
- Effective interpersonal skills, including the ability to work collegially with diverse constituencies;
- The ability to facilitate effective intergroup and intragroup relations in professional settings; and
- The ability to use technology in administration, research, and instruction.

Portfolio content must be complete and uploaded to Taskstream according to the dates found at the end of this document. This includes all reflection sheets and artifacts as listed above.
Portfolio Committee and Web-Based Version of Portfolio

Committee Composition

Each committee must be composed of three people: a Higher Education faculty member, a full-time professional educator, and a non-graduating Higher Education master’s student.

- Faculty Member
  - You may have any program faculty member (full-time) and select adjuncts (forthcoming) sit on your committee.
  - Faculty may on sit on a maximum of five portfolio committees; please think of alternative faculty members in case your first preference is unavailable.
- Full-time Professional Educator
  - You may have any full-time professional educator, whether a member of the Loyola community or not, sit on your committee.
  - Full-time professional educators may sit on a maximum of two portfolio committees.
- Non-graduating Higher Education Master’s Student
  - You may have any non-graduating higher education master’s student sit on your committee.
  - Students may sit on a maximum of two portfolio committees.

All committee members MUST be willing to complete their assessment of your portfolio by the due date listed at the end of this document. When contacting potential committee members, please confirm that they will be able to evaluate your portfolio presentation by the due date.

Once each of your committee members confirm they can serve on your committee and participate in the portfolio presentation, you must complete the ePortfolio Committee Form and submit this by the due date listed at the end of this document.

Web-Based Version of the Portfolio

In addition to completing all of the portfolio content requirements, students must also create a web-based version of their portfolio content that includes their visual introduction (e.g., video, photographs, narrated PowerPoints, voice threads) and representations of their learning and achievements (e.g., artifacts, reflections, PowerPoint presentations); the web-based portfolio is due approximately two weeks after the portfolio content is due. Students must email the link to their web-based portfolio to all three of their committee members and cc Quortne R Hutchings (qhutchings@luc.edu).
Assessment Standards

The primary way in which your portfolio will be assessed is through the content of the portfolio, including reflective essays, narratives, and different artifacts, as well as through the web-based version of your portfolio.

Assessment of Portfolio Content

- The faculty chair will review content from Task Stream and the committee will review content from the web-based portfolio. In this assessment, committee members will evaluate the following:
  - Whether all required components of the portfolio are present.
  - How well each of the five learning outcomes were addressed by the artifacts and reflections in the portfolio.
  - To what degree your portfolio was professional (e.g., neat, organized, inviting, user-friendly).

- The Portfolio Assessment Form with rubrics and standards is available to view on Sakai.

ePortfolio Due Dates

December Graduates:

- Friday, October 13, 2017 – ePortfolio Committee Form due to Quortne Hutchings
- Monday, November 6, 2017 – ePortfolio content due on Taskstream
- Monday, November 20, 2017 – ePortfolio link due to committee members
- Monday, Dec. 4, 2017 – Committee assessment forms due to Wendy Johnson and Faculty Program Chair

May Graduates:

- Friday, February 23, 2018 – ePortfolio Committee Form due to Quortne Hutchings
- Tuesday, March 29, 2018 – ePortfolio content due on Taskstream
- Monday, April 9, 2018 – ePortfolio link due to committee members
- Monday, April 30, 2018 – Committee assessment forms due to Wendy Threadgill and Faculty Program Chair