

ePortfolios for Graduate Programs:



MBA Program
UNIVERSITY of WEST FLORIDA

One Tool for High-Impact Practices, Student Self-Reflection, Instructional Scaffolding and Program Assessment

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INTRODUCTION

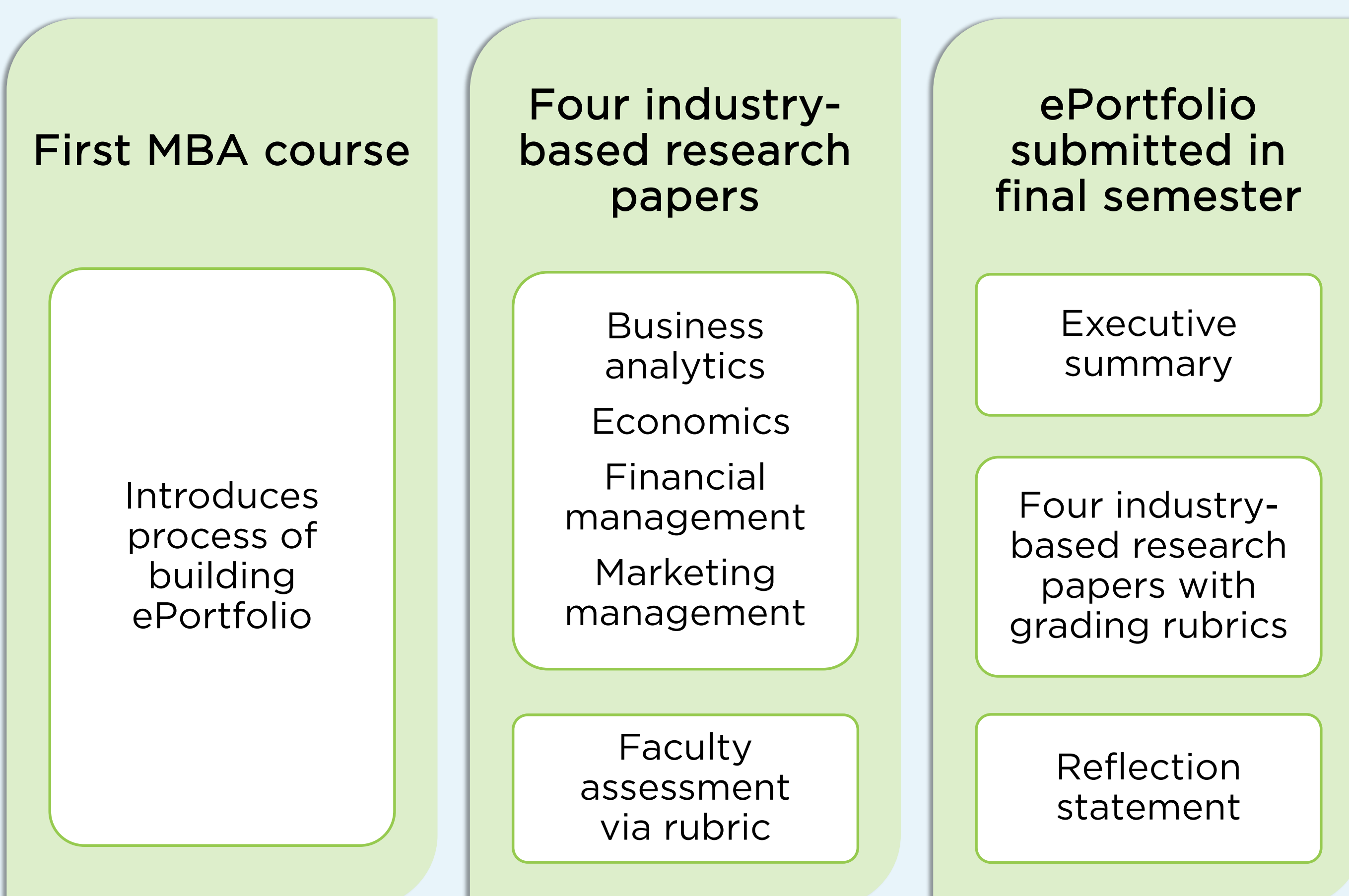
As instructional technologies have evolved, so too has the concept and utilization of portfolios in higher education. ePortfolios now provide a multifaceted electronic tool to assist academic programs faced with increasing demands to demonstrate student learning and assessment practices.

The Master of Business Administration (MBA) at the University of West Florida (UWF) employs an ePortfolio requirement for all of its students as a:

- high impact practice
- tool to demonstrate increased learning throughout the program (scaffolding)
- platform for student self-reflection
- mechanism for program assessment

PROCESS

UWF MBA students are required to develop an ePortfolio – a process that starts in their first MBA course and continues through their final semester of the curriculum.

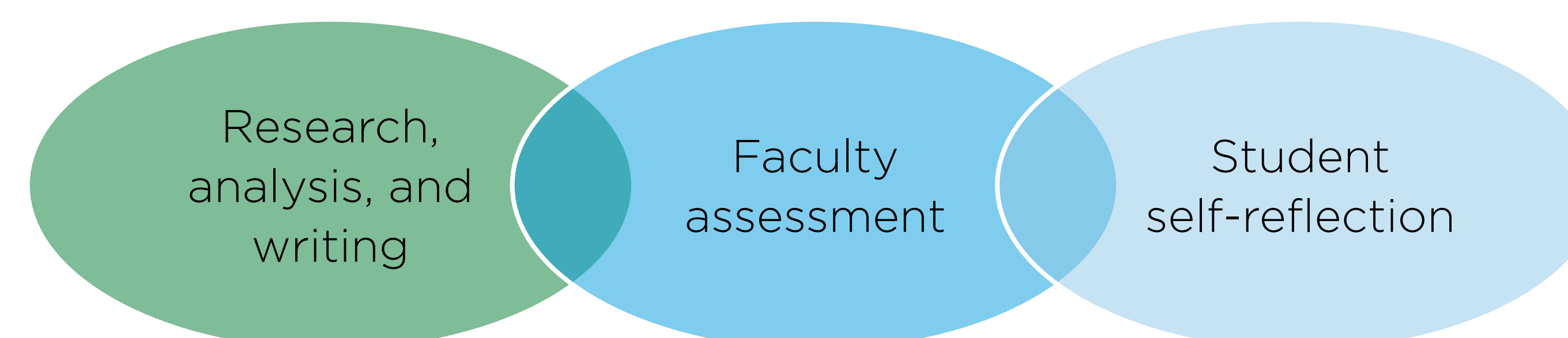


HIGH-IMPACT PRACTICE

Growing research demonstrates the efficacy of ePortfolios as high-impact practices that provide students with active engagement in the responsibilities of their learning, learner reflection opportunities and outcomes-driven results for program assessment (Watson et al., 2017).

INSTRUCTIONAL SCAFFOLDING

The UWF MBA program ePortfolio is utilized as a demonstration of increased learning across the curriculum. This approach provides a scaffolding learning experience as students document their feedback in the ePortfolio and use this information to improve their performance each semester (Doo et al, 2020).



Students conduct in-depth industry-based analysis reflective of the subject matter of four main functional areas of business:

- Business Analytics
- Economics
- Financial Management
- Marketing Management

Students share their findings in a research paper, which faculty assess for critical thinking, research skills, and written communication skills.

PROGRAM ASSESSMENT

Faculty use the ePortfolio to assess two key program learning outcomes:

1. Synthesize complex information to make business decisions
2. Integrate advanced theories across business disciplines using approved rubrics

STUDENT SELF-REFLECTION

This process provides a platform for students to articulate how the MBA ePortfolio gave them a new perspective, challenged a point of view, and introduced new techniques, skills, and processes.

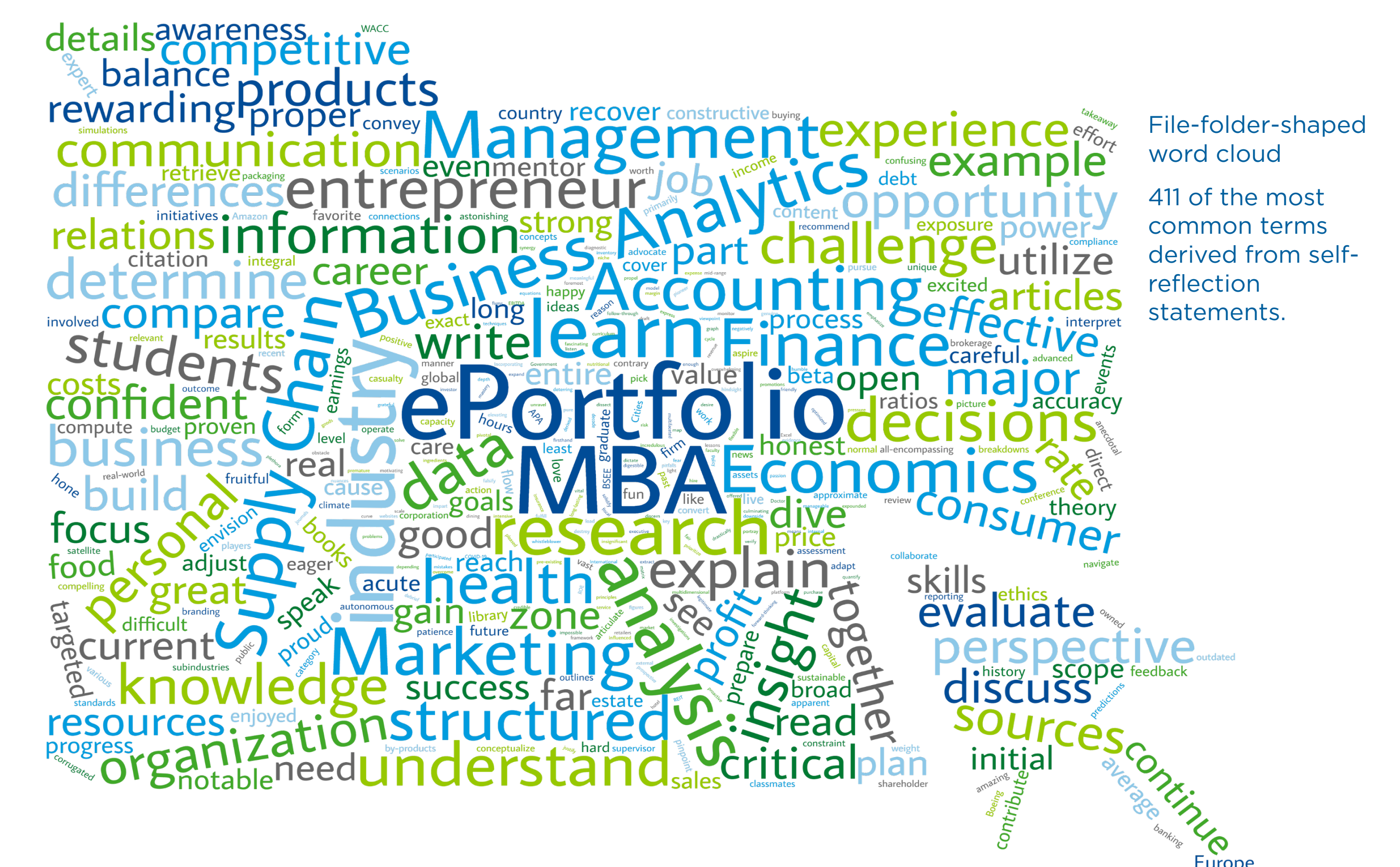
In preparation, students review their work to assess how their research, writing, and critical thinking skills have increased.

RESULTS

Students reported that the ePortfolio boosted their confidence and helped them gain several new skills.

Students also disclosed the challenges they encountered. At the top of the list was time management and work-school-life balance.

Overall, **95%** of students found the ePortfolio to be a beneficial addition to their MBA experience. They also expressed that they felt more prepared for their future career.



REFERENCES

Doo, M., Bonk, C. & Heo, H. (2020). A Meta-Analysis of Scaffolding Effects in Online Learning in Higher Education. *International Review of Research in Open and Distributed Learning*, 21 (3), 60-80. <https://doi.org/10.19173/irrodl.v21i3.4638>

Watson, C. E., Kuh, G. D., Rhodes, T., Light, T. P., & Chen, H. L. (2016). ePortfolios-The eleventh high impact practice. *International Journal of ePortfolio*, 6(2), 65-69.