

Management Studies Integrative Portfolio Assessment

The Electronic Integrative Folder introduces students to the career planning process, helping them to identify career options and access opportunities. By interconnecting important pieces in a digital folder, students can demonstrate the interrelatedness of their varied learning experiences. The folder includes:

- A resume appropriate to their future goals
- the impact of self-assessment and career exploration activities
- a description of future goals and strategies on how to get there
- an academic and experiential action plan
- projects, papers, and other work that demonstrate specific skill development.

Portfolio materials will be evaluated through a holistic assessment of the materials and the ability for the student to effectively highlight the individual transferable skills they have acquired throughout their time at St. Olaf.

Formative Assessment: Measurement Strategies and Rubrics

Deadline #1:

Assessment Strategy #1:

Students will demonstrate the ability to integrate vocational direction with their academic and experiential learning by articulating the relationships between their coursework, the Myers-Briggs Type indicator, informational interviews, internship and other experiential involvements on their proposed vocation

Articulated relationship between coursework, experiential learning and vocational direction

4) Advanced	3) Competent	2) Basic	1) Poor
Moodle responses provide a holistic, integrated understanding of the inter-relationship of academic and experiential learning and vocational direction.	Moodle responses describes vocational direction as impacted by both academic and experiential learning but does not fully explain the relationship between them	Moodle responses illustrates a rudimentary understanding of vocational direction and lists connections with academic and/or experiential learning.	Moodle responses does not state a vocational direction.

Assessment Strategy #2:

Students will demonstrate the ability to integrate vocational direction with their academic and experiential learning by developing a resume appropriate to their future goals.

4) Advanced	3) Competent	2) Basic	1) Poor
Resume selectively represents transferable skills, experience and knowledge and is organized in categories tailored to a stated vocational direction.	Resume selectively represents transferable skills, experience and knowledge tailored to a stated vocational direction in standard categories.	Resume highlights basic transferable skills and knowledge from academic and experiential engagements in standard categories.	Resume is a simple listing of background in standard categories.

Deadline #2:

Assessment Strategy #3:

Students will demonstrate the ability to integrate vocational direction with their academic and experiential learning by **concisely articulating their vocational vision including potential strategies and goals for achieving this vision**

Articulated relationship between coursework, experiential learning and vocational direction

4) Advanced	3) Competent	2) Basic	1) Poor
Action plan provides a clear and achievable vocational direction including plans and strategies to achieve the stated vision.	Action plan describes a vocational direction and an adequate assessment of strategies and goals has been considered.	Action plan describes vocational direction but potential strategies are not clearly developed.	The vocational vision and goals are unclear

Assessment Strategy #4:

Students will demonstrate the ability to integrate vocational direction with their academic and experiential learning by **selecting projects, papers, and other work that reflects the scope of acquired transferable skills and designing a portfolio appropriate to their future goals.**

Criteria A: Artifacts Selection and Organization

4) Advanced	3) Competent	2) Basic	1) Poor
Projects, papers, and other work selected are relevant to future goals, highlight a variety of skills and are organized/grouped thematically in a vocational direction.	Projects, papers, and other work are thoughtfully selected and are relevant to future goals.	Projects, papers, and other work selected show limited transferable skills but are relevant to future goals.	Projects, papers, and other work selected appear randomly selected and not specifically relevant to future goals.

Criteria B: Portfolio Design

4) Advanced	3) Competent	2) Basic	1) Poor
Portfolio exhibits a personalized and creative theme appropriate to future goals.	Portfolio presents projects, papers, and other work with an identifiable theme.	Projects, papers, and other work are simply presented through the table of contents with no apparent theme.	It is difficult to navigate the portfolio due to lack of organization.