

A Report from the Field: How ePortfolios Can Improve Student Transition from Secondary to Post-Secondary Education in Alaska

Shamai Thacker

University of Alaska Anchorage

This report explores the development of a bridge between secondary and postsecondary education through professional development and college preparation by examining the current processes that high schools are using to address student success outside of the counselor setting. This research seeks to understand how Alaska schools can use an ePortfolio-supported curriculum to better prepare their college-bound students to improve first year student retention in the university system. This pilot study focused on improving various programs' performance within the University of Alaska Anchorage (UAA) and identifies how an ePortfolio platform as a high impact practice can facilitate student success and assessment in various programs to improve learning experiences for new UAA-bound students.

Student retention has been getting a lot more attention in the university setting and in the high school setting. Views on student retention have shifted dramatically in recent history. While the prevailing perspective in the mid-20th century focused on blaming students for their inability to succeed, a shift began in the mid-1970s to better understand the role of the environments in student success (Tinto, 2006). From this environmentally focused perspective, diverse practices have evolved to prepare students for college and career success.

Student performance outside of the national standard that focuses only on reading, writing, and math—such as personal development, professional development, and a foundation for lifelong learning—is a problem that this research project aims to address. With only a third of high school seniors around the United States adequately prepared for college, and “the lowest-achieving students are performing worse than ever” (Camera, 2016), many Alaska high school students are graduating without adequate preparation for college and career. Sixty percent of students transitioning to the University of Alaska after graduating high school were required to take preparatory writing and math courses (ANSEP, 2017). Alaska Native college-bound students who are considered higher risk within the Alaska education systems (Reyhner, 1991) and first-generation students are targeted to improve student retention efforts within the university setting.

Context

Educators within Alaska have been investigating how to improve learning experiences to better prepare students for the university setting. Much of this is done with the introduction and use of technology tools, but where schools in the contiguous United States have districts that fund technology in the classrooms (Donaldson, 2015), most Alaskan school districts do not have those funds. For that reason, this research focuses on the use of the ePortfolio tool that is free to UAA students, with the hope of having a future partnership

built between UAA and Alaska high schools for access to the tool for college and career preparation.

This research is grounded in student retention improvements in the university setting, focused on college preparation and professional development in secondary school, and how the utilization of the ePortfolio tool may improve the barriers that affect first year student success in the university. A college and career readiness curriculum course within the ePortfolio platform was created to pilot with various departments that work with incoming first year and Alaska Native/American Indian students.

With a focus on how Alaska secondary and post-secondary schools can better prepare their college-bound students to improve first year student retention in the university system, identifying how Alaska schools can use an ePortfolio-supported curriculum to better prepare their college-bound students to improve first year student retention in the university system offers all students the opportunity to become college ready through individual engagement and assessment practices. Using a digital space to engage in meaningful teaching and learning practices that provide a well-defined curricular pathway into the university setting (Hoffman et al., 2007) helps educators target individual student needs and address the individual societal issues that may be holding a student back when they enter the university setting.

Literature Review

A review of the literature indicates what practices and trends are in effect to address the need to better prepare our college-bound students. More importantly, it shows how a smooth and successful transition for high school students could be achieved through implementation of an ePortfolio program that is managed by teachers and counselors as a preparation method. Various bridge programs have been identified within the research and demonstrate how an ePortfolio-supported curriculum can be implemented to support programs and improve transition practices between secondary and post-secondary school settings.

Programs within other schools have proven success with college preparation measures, and—more importantly—how technology is beginning to change the way that educators can utilize different tools like ePortfolio to measure student academic achievement throughout any grade level. This is important because this type of tool can be taken from the primary to secondary school levels as a transition tool that helps stakeholders like advisors and faculty to measure success and possible barriers through demonstrated work displayed in the ePortfolio that outlines goals and plans to be a successful college student before they get into the university setting. One of the best ways to benefit student learning is to infuse technology into the curriculum (Kuh, 2010).

Examination of the gaps in school counselor roles—university advisors included—and the misconstructions that the title gives to students, parents, and educators shows that there needs to be a call for improvement in the functionality of school counselors and their relevancy (Burnham & Jackson, 2000). There is a discrepancy that speaks volumes to the things that high school students are lacking in their overall guidance in their desires to transition from high school into college. At the heart of better preparing incoming college-bound students are educators, programmatic practices, and ePortfolio practices.

Educators

Our teachers are the most influential when it comes to student success and developing a program course that focuses on professional development and college prep will allow teachers and counselors to be up to date on university trends that lead to the improvement in the bridge over time (Hoffman et al., 2007). Career education related to professional development and the connection that is built within the classroom promotes student success when college and career preparation earlier than senior year in high school is integrated. A curriculum course that is introduced at an age as early as 13 to practice developing career and growth opportunities helps to bridge between high school and college by requiring better teacher preparation that is ongoing through professional development to stay up to date on the current trends so that these educators can have a larger impact on the students' college and career readiness (Curry et al., 2013).

Berry and Marx (2010) focused on the use of ePortfolio “as a way to measure and capture student progress” (p. 245) in the use of technology in teaching practices—especially as it relates to using internet-based technologies for teaching. A career and college readiness curriculum plan was developed with the use of ePortfolio as a learning management system to deploy learning modules and activities that are then reviewed by the educator and counselors to assess whether the student completing the work has met the expected learning outcomes. Online learning is becoming more prevalent

within universities around the nation and having educators and counselors using a tool that can foster that type of learning environment while providing data that educators can use to determine the feasibility of the platform as it relates to the student learning outcomes is something that can be used to investigate the various methods available to help in the students transition from secondary to post-secondary school settings.

High-impact practices help students achieve expected learning outcomes and “at the same time, engag[e] in educationally purposeful activities [that] helps level the playing field, especially for students...who have been historically underserved” (Kuh, 2008, p. 32). Declared the eleventh high-impact practice by the American Association of Colleges and Universities (AAC&U), ePortfolios help students make connections between their educational experiences and goals, and with the career and college readiness curriculum, the learning outcomes are focused on educationally purposeful activities built within the ePortfolio that lead to deep learning where the students are creating “an authentic representation of learning, a record that could, in the future, be viewed similarly to a traditional transcript or resume” (Watson et al., 2016, p. 67).

As part of the purposeful activities that can be developed, the ePortfolio platform allows programs to infuse culture and foster advocacy for empowerment that helps educators and counselors provide mentoring focused on professional development and college preparation (Grothaus et al., 2012) simultaneously. The power of culture and defining strengths as they relate to cultural competence and counseling interventions bring forth cultural identity development that is a powerful element of ePortfolio creation for college and career readiness when considering storytelling and how stories shape individual goals.

College preparedness is more than Math and English, and “students' postsecondary aspirations of college preparatory courses-taking were positively associated with college readiness” (Royster et al., 2015, p. 220) and students are expected to be college-ready by the eighth grade. As a college preparation practice, ePortfolio-supported curriculum helps students capture college aspirations and preparatory activities that demonstrate understanding and application of deep learning through a reflective process.

ePortfolio

Using ePortfolio as a learning tool, educators can use the platform to create “a culture of lifelong learning among users” (Acker & Halasek, 2008, pp. 10-11), which indicates that this technology may be the initial link needed to lead to student success. With the use of ePortfolio, students showcase their digital identity and skills, as well as artifacts that demonstrate individual student learning outcomes in one place (Alanson & Robles, 2016).

Educators

By using the ePortfolio as a learning environment, educators provide students a place to express themselves and experience creativity in activity and development that is determined by the educator. Students have shared “that building an ePortfolio helped [them] to make connections between ideas and apply theories or concepts to practical problems or in new situations” (Eynon et al., 2014, p. 103). This affords educators and counselors the opportunity to evaluate the overall success and future of each student, as the ePortfolio “provides evidence of authentic student benefit” (Alanson & Robles, 2016, p. 393).

Counselors

School counselors have various advising techniques that they use when working with students. When considering high-impact practices, ePortfolio, and deeper learning, it is important to examine flipped advising. The “flipped advising process has students complete assigned exercises prior to the advising session” (Steele, 2016, para. 3) and a career and college readiness ePortfolio-supported curriculum provides the tool that serves as a repository for program assessment through the tracking of student learning outcomes as identified through the students’ performance in their ePortfolio.

Programs

By providing students with new skills, the Navajo and Hopi tribes have successfully bridged the gap between high school and college by improving their education services through programs that were offered. These programs included:

a drop-out prevention program, a career and personal development program, and a computer literacy program; training for 25 high school teachers in the areas of high school retention, teaching strategies, and cultural sensitivity issues in working with Native American students (Gilbert, 1998, p. 3).

By providing the students with new skills that they needed, the programs improved their overall student success. The Alaska Native cultures and communities face disparities in secondary and post-secondary education. There are resources that the Alaska school systems and distant education need that would improve the overall success of high school students coming from the village setting into a university setting.

Current processes within high schools “may not effectively ensure equity in academic access for these students” (Callahan et al., 2010, p. 108); a glaring deficiency in the ways that high schools adapt change for their non-traditional students. When examining

cultural relevance and the importance of providing more resources to those community members that are underserved by the education they deserve based on their culture and their location, the ePortfolio-supported curriculum, and results following the deployment of it, are relevant for all schools facing these types of challenges in their community and state.

The rates at which students are prepared for college based on the ACT or SAT are still regarded when considering college preparation. Seven community colleges and public universities participated in a bridge program that targeted a variety of participants based on sex, grade, ESL, and income standing (Kallison & Stader, 2012) and the result of the program indicated that “college ready” is more than just test scores. Bridge programs can improve standards through the development of relationships that are built through intervention processes. These interventions include program reflection practices that aid in seeing the changes that need to be made and identify how that can be done with other educators through self-assessment to meet student academic needs (Smith et al., 2016), all of which can be built within the ePortfolio-supported curriculum.

Some academic institutions have implemented programs that “serve as a link between high school and college, and are situated to prepare students for employment” (Stipanovic et al., 2017, p. 209), and these programs have their own tools that are being used to address academic challenges. Connecting the ePortfolio tool with career pathways through college and into the world of employment will bridge the concepts learned in high school to the values expected in college. This tool and curriculum provide assessment of student learning and evaluation of program by highlighting the potential challenges that students may face when planning their career and college paths. Implementation would help the teacher/advisor work with each student to discuss how to improve and understand their goals, as well as understand the importance of self-reflection and assessment.

The primary research was used to inform the design of the study and conducting stakeholder interviews for informed decision making. The targeted stakeholders were:

- Alaska Middle College School (AMCS)
- First Year Advising (FYA)
- TRIO Upward Bound (UB)
- Native Student Services (NSS)

This pilot study aimed to discover how the ePortfolio-supported curriculum could be used to improve various programs performance within the University of Alaska Anchorage (UAA) using their ePortfolio tool.

Pilot Study

Curriculum Plan

A Career and College Readiness Course Development Plan (Appendix A) was drafted to outline the curriculum with desired results, evidence, and a learning plan targeted to increase students' knowledge of educational and vocational career opportunities after high school. A logic model (Appendix B) was developed in conjunction with the curriculum plan to show how the input and output activities were aligned to involve each input participant with the output activities. The alignment within the logic model shows how the evaluative criteria for this logic model is demonstrated by educators, administrators, and students working cohesively to target outcomes that foster a strong course development that represents clear, structured expectations for behavior and academics, a supportive learning environment, and both a positive and accountable learning process. The logic model narrative explores the following:

- Students having clear and accountable expectations for behavior and performance that is regularly supported, monitored, and highlighted.
- Schools frequently reviewing and improving upon adopted best practices for assessment and data analysis; provides school administrators and leadership with targeted, frequent, and accountable professional development.
- Schools reviewing and developing strategies to close achievement gaps within specific subgroups based on the data; schools measuring growth in specific students and subgroups across time to determine success and develop action plans for further growth.
- Educators given significant time and individual support to improve their practice, analyze data, and make changes in their instruction, positively impacting achievement.
- Excellent teaching, informed by student achievement, and given regular, data-driven feedback.
- Students demonstrating proficiency on college and career ready assessments and demonstrating career and college achievement.

The curriculum plan was developed around the use of an ePortfolio tool for all planned course elements. The ePortfolio is used for students to demonstrate their gaps in understanding their transition from secondary to post-secondary school settings and what exactly that means for them based on outlined goals and barriers. Students identify any barriers as they complete the ePortfolio. As

it is completed, the teacher/advisor will evaluate their ePortfolio, help them navigate their barriers, and create an action plan to address the problem.

An ePortfolio template (Appendix C) was developed with targets for each student—secondary or post-secondary—focused on career preparedness, college readiness, and self-identification as it relates to job and college aspirations. The template outlines the following topics for students to complete:

- Goals
- Assessment
- Career exploration
- College exploration
- Admissions
- Financial aid
- Advising and registration
- Transitioning to college
- Transitioning to career

These topics—from the curriculum plan—introduce participants to the framework of college preparedness through the guidance of the ePortfolio by the teacher/advisor. By offering instruction that is more accessible, educators can lead students to feel empowered and thus exhibit ambition with the completion of each learning module to demonstrate that they can be successful learners not just in high school, but in their endeavors to transition into college.

The participating educators will have the opportunity to meet the unique needs of individuals to target the learning goals for any demographic of students. In this way, educators are given the opportunity to develop diverse ePortfolio models that allow teachers to engage with the students in ways that relate to best practice in initiating change and improvements (Nguyen & Ikeda, 2015) to the underlying factors of student success in high school and how that translates into the university setting by better preparing their students for college transition.

Program Engagement

The curriculum plan was created as a guide until interviews with stakeholders were conducted. Working with stakeholders individually fostered brainstorming an ePortfolio that focused on the curriculum components that each stakeholder identified as their need, which demonstrates the various ways that ePortfolio can be used as a model for career and college readiness and directly connects how ePortfolio can be used to improve student retention efforts based on individual program needs. What follows is a description of the programs and the outcome of the interviews with the stakeholders.

Alaska Middle College School (AMCS)

In partnership with the school district, UAA collaboration affords high school students the opportunity to take university classes at no cost. According to the UAA (2018b), AMCS students can accelerate their high school requirements by taking qualifying classes that convert to meeting high school graduation requirements. Students “taking regular university courses [are] building a permanent academic record at the university level” (UAA, 2018b, p. 1).

AMCS students work with an AMCS advisor at UAA to learn the university processes, including career and college exploration, degree tracking, registering for classes, and scholarships. AMCS created an ePortfolio template and reviewed the drafted Career and College Readiness Course Development Plan to determine areas of the curriculum that might benefit their program at this time. College planning and career exploration elements were integrated into the program’s ePortfolio template for students to consider while developing their career and college readiness plan.

AMCS continues to communicate interest in revamping their ePortfolio template for future AMCS cohorts as they navigate the initial implementation of two sections. Currently, the program is evaluating the best course of action to engage students in the ePortfolio space and identify the time constraints for both students and advisors using the ePortfolio as an advising tool.

First Year Advising (FYA)

In 2018, UAA announced the creation of the first-year advisor team to advance college student success efforts through a new advising framework that focuses on adjustment advising and academic advising (Hamlin, 2018). These advising measures “make sure [first-year university] students understand how the UAA system works and what essential ‘to-do’s’ they need to check off their list, things like knowing how to access online technologies, and getting their parking pass and WolfCard” (Hamlin, 2018, para. 17) and “bring[s] first-year students up to speed on foundational courses like writing, math and communication” (para. 19).

Discussion with an employee at FYA indicated that the entire curriculum would be unmanageable due to the amount of work within some of the pages, but further discussion led to the identification of elements that would work for purposes of advising first-year college students—such as the Goals and College Exploration sections. Discussion included what the first-year college student experience is currently like and identifying how that can be translated into the ePortfolio to support student success efforts and allow the advisor to see student progress throughout their first year.

TRIO Upward Bound

UAA’s TRIO Upward Bound (UB) program,

Prepares [high school] students to successfully complete high school and enroll in postsecondary education by providing academic advising, career exploration, tutoring, college planning, college tours, cultural enrichment experiences, leadership opportunities and more. . . . Graduating seniors who intend to enroll in college immediately after high school will have the opportunity to complete a summer bridge program meant to facilitate the transition to college. (UAA, 2021, p. 1)

Like the AMCS program, the UB program could successfully implement the ePortfolio-supported curriculum to help facilitate the transition to college, which is what it has been created for. This would connect Anchorage’s Bartlett High School and West High School student participants with materials to enhance the bridge process from secondary to post-secondary school.

Initial interviews indicated that the curriculum is not feasible for the UB program, but the interview led to deeper discussions about the ePortfolio tool and how it might be deployed within their program for evaluation purposes. The program has since adopted the ePortfolio tool as a key element of their programming to demonstrate student learning outcomes that are being met within their program.

Native Student Services’ Native Early Transition (NET) Program

UAA’s Native Early Transition (NET) program helps prepare college-bound students for the university setting by introducing the various technologies around the UAA campus (including ePortfolio), exploration of the financial aid and scholarship processes, campus tours, and verification of class schedules to ensure that students are enrolled in courses that pertain to their degree requirements (UAA, 2018a). Working with the Director of Native Student Services (NSS), the ePortfolio-supported curriculum was adopted with modifications to create one location for this group of college students to complete their work as they navigate through the program with support from the NSS staff. Additionally, the ePortfolio affords the staff and advisor to continue to work with the students based on their ePortfolio development as they navigate the university system throughout their first year.

The result was a program-level ePortfolio that each NET student would develop over their two-year period in the program. It included career and college preparation, a detailed reflection process for each week for their University Studies course that was their initial steppingstone into the university setting, and GER sections for students to build

out the courses that they take each semester. Ultimately, because of the COVID-19 pandemic and the disruption it caused many students and courses during that first year, technology barriers impacted the use of the ePortfolio tool.

The Director has since documented the impact and needs of first-year Alaska Native students and is planning to update the curriculum and ePortfolio template to reintroduce the tool in the program for future cohorts.

Recommendations for Practice

Efforts to engage stakeholders and have the ePortfolio launched in program areas are continuing, as this project is a continually evolving practice. As stakeholders participate in conversation and development of the ePortfolio-supported curriculum, the ePortfolio will be a curriculum tool that meets each stakeholder's needs.

Future engagement with different departments around the university will continue to grow this project effort not just within the UAA system but within Alaska communities. This project affords deeper conversation between our secondary and post-secondary school administrators who want to see our students succeed. However, before the school districts or others can be brought into the conversation, there needs to be a demonstration that the curriculum is successful.

Data Sources

To see how this project might grow into large-scale state-wide implementation, there will need to be data-collection efforts for future users. These data efforts would best be done through student and stakeholder experience surveys and evaluation of each individual ePortfolio. Surveys could be launched as pre-, mid-, and post-evaluations of the experience, or they could be launched after the completion of each module within each participant's ePortfolio, wherein links to the module-related surveys could be embedded in the template instructions. The largest piece of evidence for teachers or advisors to gain insight to the possible success of ePortfolio practices to support student success is the result of what the students build in their ePortfolio. The engagement with the ePortfolio as a powerful learning environment, and a place for students to explore new technology and evaluate their work over time (Acker & Halasek, 2008), indicates that students engaging in self-assessment and intentional learning is a positive analysis of ePortfolio practices.

Evaluation

Evaluation would take place in a controlled setting—the created ePortfolios. The evaluators would be the students and the teachers/advisors. In this manner, the students are observing their own self-

assessment through the creation of their ePortfolio, and the teachers/advisors are observing learning outcomes and utilizing a rubric to evaluate the measures that are being assessed, how the students are meeting those measures within the tool, and then identifying the gap between the two to improve the practice.

The teachers/advisors should review each student ePortfolio to assess whether the tool impacted students meeting or exceeding anticipated learning outcomes and benchmarks. The teacher/advisor and student experience of the ePortfolio tool in each program setting will be used to determine the feasibility of adopting the platform to improve academic success in the secondary and post-secondary school settings. The assessment of each ePortfolio, in conjunction with a survey component, will determine how the use of the ePortfolio-supported curriculum can improve student transitions into the university setting.

As part of the evaluation of each student ePortfolio, teachers/advisors should consider the American Association of Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics (2009). The VALUE initiative redefines assessment through a system that evaluates student performance through rubrics that "articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment" (AAC&U, 2022, para. 2), which affords teachers/advisors the opportunity to evaluate demonstrated student performance that is connected to the learning outcomes identified in the rubric. The benefit of using the VALUE rubrics is that each rubric was created to assess student strengths and weaknesses in learning through a wider range of outcomes that educators can choose from. Each rubric can be adapted and used in the best way that fits the course outcomes, which makes the VALUE rubrics the most useful evaluation tool to assess student achievement and growth.

Resources

With the adoption of a technology-based curriculum, a breakdown and explanation of the resources needed to execute a successful ePortfolio-supported curriculum follows.

Computers

Schools that participate in this research should have computers available to all students that will be developing ePortfolios. All computers will need to be up to date with Chrome or Firefox browsers and operating systems, and stable internet connection. If students are not able to go to campus for computer uses, there should be an alternative available to ensure equitable access to the learning environment.

ePortfolio Software

UAA is contracted with Digication for their ePortfolio platform. Communication with Digication leadership will be necessary to determine if there will be additional costs to make the platform available to the participating schools outside of UAA when expanding from the university to the various school district communities, including rural areas, which may produce a need for funding.

Limitations

The limitations vary based on participants. Alaska Native students from a village community may present limitations “such as . . . lack of English language proficiency” (Callahan et al., 2010, p. 89) and lack of technology exposure, which increases the difficulty in understanding the expectations of ePortfolio development. Continued use of the program may improve comprehension and proficiency through the use and perception of the ePortfolio over time. Addressing such limitations through “further research [that] should consider expanding the scope of impact within additional courses to assess the reliability of finding beyond a small sampling of the student population” (Alanson & Robles, 2016, p. 395) will determine if there is benefit to the research and what those benefits are, and how the ePortfolio platform is a supporting structure for college transition.

Conclusion

We are a society that wants to see the next generations succeed and addressing the deficiencies within the secondary and post-secondary schools through college and career readiness will aid in that success. Student retention data would likely see improvement, and that is something that benefits not only the university, but the community overall because it is through the university setting that we prepare students for the workforce they are passionate about. There needs to be new and innovative college readiness standards executed to help bridge the gap between standardized testing and college expectations, and an ePortfolio-supported curriculum is the first step in that direction.

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SHAMAI THACKER is the ePortfolio Strategist at the University of Alaska Anchorage. She received her BS in Technology and MEd in Teaching and Learning with a focus on Educational Leadership from the University of Alaska Anchorage. Shamai is of Tsimshian/Inupiaq/Scottish descent and is wrapping up a second undergraduate degree in Alaska Native Language and Studies with the University of Alaska Southeast to supplement her prior education and support her future goals. Shamai has experience teaching ePortfolio pedagogy and practice to faculty and students around campus and her current research interests include using technology tools for career and college preparation, Indigenous education design, and educational trauma.

Acknowledgements

Dena'inaq elnen'aq' gheshtnu ch'q'u yeshdu.
I live and work on the land of the Dena'ina.
Translated by J. Isaak and S. Shaginoff-Stuart

I thank the Dena'ina people for their stewardship and the opportunity to research and study on these ancestral lands that I call home.

Appendix A
 Career and College Readiness Course Development Plan

Course Logistics

Course Title

College and Career Readiness: Preparing for the Future

Course Description/Purpose

With a focus on equipping them with the necessary tools to successfully transition to postsecondary education, this course guides students through the admissions and enrollment process. Students then learn the art of resume and cover letter writing, interviewing practices, negotiating salaries, networking, navigating a career fair, utilizing social media (LinkedIn, Indeed, Craigslist, etc.), and creating a personal brand and digital identity.

Prerequisite Knowledge (or Courses)

Students should have basic computer competence using a Mac or Windows system, basic skills in word processing and graphics, a general theoretical understanding of how computers work, file transfer, information retrieval, scanning, and web publishing.

Course Structure and Format

This course will be a semester long, face-to-face course that utilizes digital technologies to complete required course materials organized by weekly topic session. Each topic session will consist of activities, resources, and objectives related to upcoming lessons. Modules will be built within an ePortfolio and students will work on one section at a time as they progress through the assigned content.

Understanding by Design Framework

Adapted from the “UbD Template 2.0” in “The Understanding by Design Guide to Creating High-Quality Units,” by J. Wiggins and G. McTighe, 2011, ASCD.

Stage 1 Desired Results		
ESTABLISHED STANDARDS	<i>Transfer</i>	
Alaska Standards for Culturally Responsive Schools (AKSCRS)¹ <i>Schools</i> B. Culturally-knowledgeable students are able to build on their knowledge and skills of the cultural community as a foundation from which to achieve personal and academic success throughout life. C. Culturally-knowledgeable students are able to actively participate in various cultural environments. D. Culturally-knowledgeable students are able to engage	<i>Students will be able to independently use their learning to...</i> Students will be prepared to succeed in college through developing the knowledge, skills, and behaviors that allow them to graduate on time and join the workforce of their choosing.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand...</i> College Readiness <ul style="list-style-type: none"> ▪ It is important to set and monitor personal goals. (Q1, Q4) ▪ Present decisions have an impact on the future. 	ESSENTIAL QUESTIONS <i>Students will keep considering...</i> Q1. How does technology enhance expression and communication?

¹ From “Alaska Standards for Culturally-Responsive Schools,” by Alaska Native Knowledge Network, 1998 (<http://ankn.uaf.edu/Publications/culturalstandards.pdf>)

<p>effectively in learning activities that are based on traditional ways of knowing and learning.</p> <p>E. Culturally-knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.</p>	<p>(Q3, Q7)</p> <ul style="list-style-type: none"> ▪ Self-discipline has an impact on the future. (Q3, Q4-5, Q7-8) ▪ The structure of different universities. (Q1-4, Q6) ▪ Academic programs available and how they lead to career pathways. (Q1-4, Q6) ▪ Navigating admission requirements and processes. (Q2, Q6, Q9) ▪ High school achievement and involvement affects postsecondary school options. (Q2-3, Q7-8) ▪ The various financial resources available to help pay for college. (Q2, Q6, Q9) ▪ The costs of attendance and the level of financial need. (Q2-9) ▪ The importance of academic and transition advising. (Q7-8) ▪ The requirements of GERs and electives. (Q2, Q6, Q9) ▪ Communication, critical thinking, and problem solving prepare for obtaining, maintaining, advancing, and changing employment. (Q1-9) ▪ View of oneself and abilities and how it determines overall experience of life and college success. (Q1, Q4-5, Q7-9) ▪ The college environments have their own unique culture and expectations. (Q2, Q6, Q9) ▪ The use of an ePortfolio for showcase opportunities in applications. (Q1-9) <p>Career Readiness</p> <ul style="list-style-type: none"> ▪ The variety of careers for which college is required. (Q2-5, Q9) ▪ The careers and educational options as they relate to personal interest, values, and community need. (Q2-5, Q8) ▪ Technology and other resources allow students to research potential career choices. (Q1, Q4) ▪ Job and career opportunities that vary within different communities. (Q1, Q4, Q7-9) 	<p>Q2. What does it mean to be college ready?</p> <p>Q3. What impact do decisions have on the future?</p> <p>Q4. Why do we set goals?</p> <p>Q5. Why do we start career planning now?</p> <p>Q6. What is the college environment?</p> <p>Q7. How do I employ effective learning and self-management strategies?</p> <p>Q8. How do I succeed?</p> <p>Q9. Why are digital tools important?</p>
<p>ISTE Standards (ISTE)² <i>Students</i></p> <p>1. Empowered Learner. Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences. Students:</p> <ul style="list-style-type: none"> a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. <p>2. Digital Citizen. Students recognize the rights, responsibilities, and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <ul style="list-style-type: none"> d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online. <p>3. Knowledge Constructor. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experience for themselves and others. Students:</p> <ul style="list-style-type: none"> c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 		

² From “*ISTE Standards: Students*,” by ISTE, 2022 (<https://www.iste.org/standards/for-students>).

<p>d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.</p> <p>4. Innovative Designer. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions. Students:</p> <p>a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.</p> <p>b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</p> <p>6. Creative Communicator. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals. Students:</p> <p>c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.</p> <p>d. Publish or present content that customizes the message and medium for their intended audiences.</p>	<ul style="list-style-type: none"> ▪ The complexities in the job search process and navigating barriers within the process. (Q1, Q4, Q7-9) ▪ Unique branding to convey uniqueness. (Q4-5, Q7-9) ▪ Resume and cover letter writing. (Q4-5, Q7-9) ▪ Attitude of professionalism and interactions with future/potential employers. (Q4-5, Q7-9) ▪ Job fairs, career tests, resume revision, and internships at various career centers in the university and state. (Q2, Q6, Q9) ▪ Transition from the university setting to the working world. (Q1-9) ▪ Jobs and careers reflect both individual and societal needs and community variances. (Q1, Q4-5, Q7-9) ▪ The resources available for planning an occupation. (Q2, Q6, Q9) ▪ Goals are clear, salient, and mapped/planned. (Q1, Q4) 	
Acquisition		
<p>College and Career Readiness Standards for Adult Education (CCRS AE)³</p> <p><i>Reading</i></p> <p>7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>C. 1. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>2. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>	<p><i>Upon completion of this course, you will...</i></p> <ul style="list-style-type: none"> ▪ Develop a comprehensive financial plan including a budget and long-term financial goals. [AKSCRS:Schools:b; ISTE:Student:1a,2d,3cd;CCRS AE:Reading:7c2,7d1] ▪ Demonstrate how academic and technical skills in various jobs are transferable and have commonalities, and how to document them appropriately. [AKSCRS:Schools:be; ISTE:Student:1ac,2d,3cd,4ab,6cd; CCRSAE:Reading:7c1-2,7d1; CCRSAE:Writing:6a; CCRSAE:Languauge:1] ▪ Develop personal goals to ensure success in the college and career transition process. [AKSCRS:Schools:bcde; ISTE:Student:1ac,2d,3cd,4ab,6cd; CCRSAE:Reading:7c2,7d1; CCRSAE:Writing:6a; CCRSAE:Languauge:1] ▪ Develop a four-year plan to explore and prepare for college and career opportunities. [AKSCRS:Schools:bcde; ISTE:Student:1ac,2d,3cd,4ab,6cd; CCRSAE:Reading:7c1-2,7d1; CCRSAE:Writing:6a; CCRSAE:Languauge:1] ▪ Analyze and reflect on the role of lifelong learning development for personal and professional growth in academic and professional settings. [AKSCRS:Schools:bcde; 	

³ From “College and Career Readiness Standards for Adult Education,” by S. Pimentel, 2013, MPR Associates (<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>).

<p>D. 1. Integrate information presented in different media formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><i>Writing</i></p> <p>6. Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.</p> <p>A. With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><i>Language</i></p> <p>1. Demonstrate command of the conventions of standard English grammar when writing or speaking.</p>	<p>ISTE:<i>Student</i>:1ac,2d,3cd,4ab,6cd; CCRSAE:<i>Reading</i>:7c1-2,7d1; CCRSAE:<i>Writing</i>:6a; CCRSAE:<i>Languauge</i>:1]</p> <ul style="list-style-type: none"> ▪ Reflect on how interpersonal skills impact your career choice and overall success in the workplace. [AKSCRS:<i>Schools</i>:bcde; ISTE:<i>Student</i>:1ac,2d,3cd,4ab,6cd; CCRSAE:<i>Reading</i>:7c1-2,7d1; CCRSAE:<i>Writing</i>:6a; CCRSAE:<i>Languauge</i>:1] ▪ Create branding and career artifacts. [AKSCRS:<i>Schools</i>:bcde; ISTE:<i>Student</i>:1ac,2d,3cd,4ab,6cd; CCRSAE:<i>Reading</i>:7c1-2,7d1; CCRSAE:<i>Writing</i>:6a; CCRSAE:<i>Languauge</i>:1] ▪ Reflect on the reasons why they are important to achieve success in the workplace. [AKSCRS:<i>Schools</i>:bcde; ISTE:<i>Student</i>:1ac,2d,3cd,4ab,6cd; CCRSAE:<i>Reading</i>:7c1-2,7d1; CCRSAE:<i>Writing</i>:6a; CCRSAE:<i>Languauge</i>:1] ▪ Demonstrate technology proficiency and create a digital identity using ePortfolio to showcase developed skills and academic achievement. [AKSCRS:<i>Schools</i>:bcde; ISTE:<i>Student</i>:1ac,2d,3cd,4ab,6cd; CCRSAE:<i>Reading</i>:7c1-2,7d1; CCRSAE:<i>Writing</i>:6a; CCRSAE:<i>Languauge</i>:1]
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Stage 2 – Evidence		
Map	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ▪ Goal setting ▪ Budget planning ▪ Career planning ▪ College planning ▪ Transition planning ▪ Establishing branding ▪ Decision making ▪ Technology proficiency 	<ul style="list-style-type: none"> ▪ Developing college and career readiness skills. ▪ Postsecondary education aspirations, goals, and expectations. ▪ Postsecondary options and requirements for entry. ▪ Financial aid and the application processes. ▪ Career aspirations, goals, and expectations. ▪ Plans linked to education and career goals. ▪ Capacity to integrate and apply academic, technical, and employability knowledge. ▪ Specific plans and timelines for transition to postsecondary education and employment. ▪ Financial resources in place for transition to postsecondary education and employment. ▪ Reflecting on interests and identify possible majors and careers that may be pursued. 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand by evidence of...</i></p> <ul style="list-style-type: none"> ▪ Creating a list of goals for academic, career, and personal planning. (F) ▪ Creating a budget plan and identifying financial resources. (F) ▪ Creating a mock college course schedule. (F) ▪ Creating a mock degree plan. (F) ▪ Creating a life plan. (S) ▪ Creating a resume with a personal brand. (F) ▪ Participating in a mock interview. (F) ▪ Creating a list of college programs that interest them. (F) ▪ Creating a list of career paths that interest them. (F) ▪ Identifying how chosen majors and careers relate to personal interests and values. (F) ▪ Identifying how chosen majors and careers will help fulfill community need. (F) ▪ Creating an ePortfolio. (F,S)
	<p>Other Criteria:</p> <ul style="list-style-type: none"> ▪ Academic knowledge and skills. ▪ Secondary diploma or degree. ▪ Technical knowledge and skills. ▪ Communication skills. ▪ Decision making skills. 	<p>Other Evidence:</p> <p><i>Students will show they have achieved Stage 1 goals and objectives by...</i></p> <ul style="list-style-type: none"> ▪ Completing GPS LifePlan learning modules. (F, S) ▪ Creating a calendar of study and work events, including due dates. (F) ▪ Creating a list of university options and sharing preferred schools and admission requirements. (F)

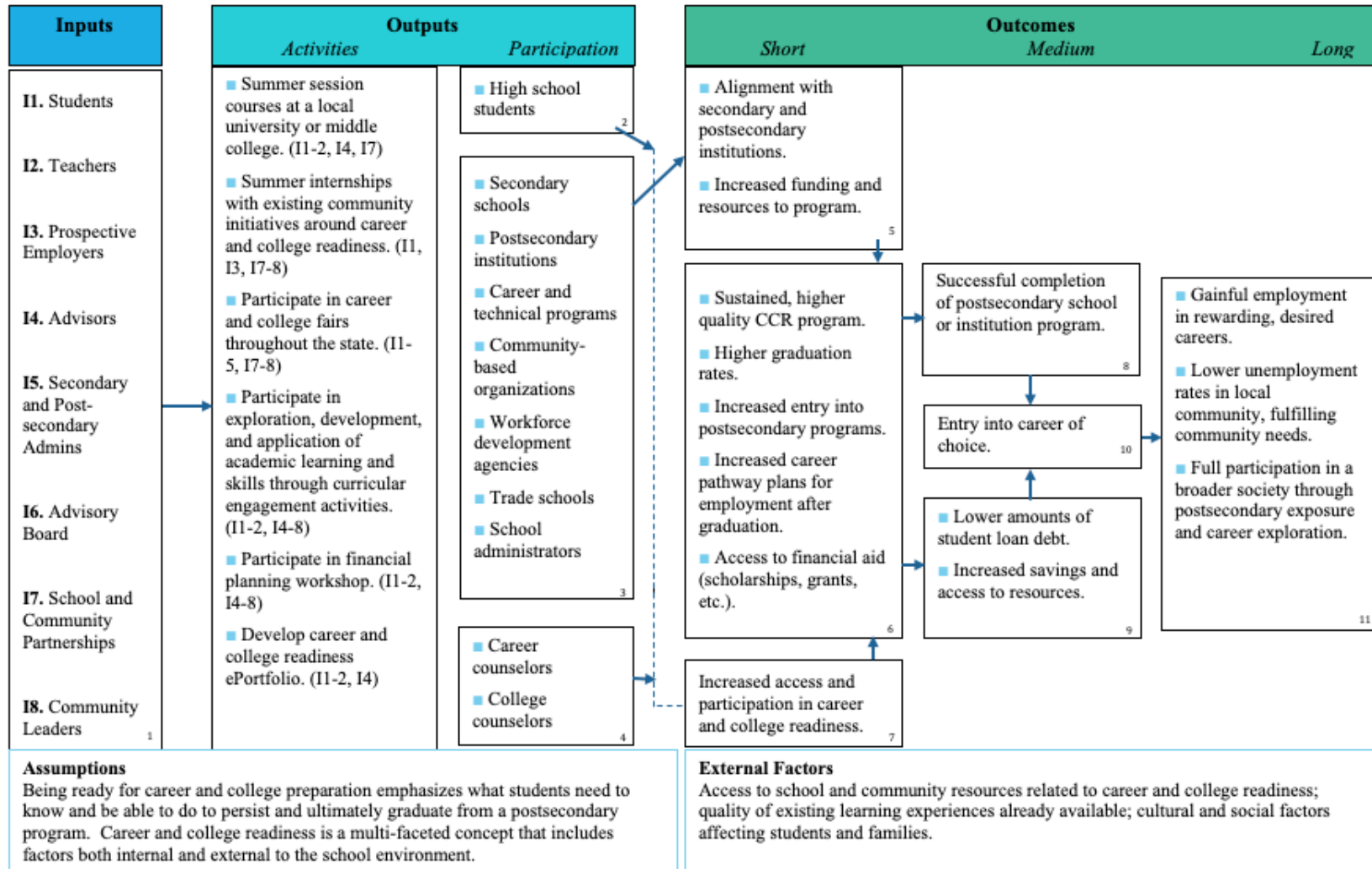
<ul style="list-style-type: none"> ▪ Interpersonal skills. ▪ Learning skills for postsecondary and career success. ▪ Workplace culture. ▪ Culture of postsecondary institutions. ▪ How to find and keep a job. ▪ Successful completion of four-year plans. ▪ Developing a study and work routine. ▪ Analyzing personal assessment through reflection. 	<ul style="list-style-type: none"> ▪ Creating a list of career options and sharing education requirements. (F) ▪ Meeting with postsecondary leaders. (F) ▪ Meeting with a successful professional in their identified career choice. (F) ▪ Creating a four-year college plan and identifying potential barriers. (F) ▪ Graduating from high school. (F)
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Stage 3 – Learning Plan		
		<i>Pre-Assessment</i>
Map	Initial reflection will be done to establish their current expectations and goals with the course.	<i>Progress Monitoring</i>
<ul style="list-style-type: none"> ▪ Goal setting ▪ Budget planning ▪ Career planning ▪ College planning ▪ Transition planning ▪ Establishing branding ▪ Decision making ▪ Technology proficiency 	<p>Learning Activities <i>Student success at transfer, meaning, and acquisition depends upon...</i></p> <hr/> <p>Week 1</p> <p>An Introduction to ePortfolio</p> <ul style="list-style-type: none"> ▪ Starting an ePortfolio <p>An Introduction to Careers</p> <ul style="list-style-type: none"> ▪ Investigating career planning <p>An Introduction to College Majors</p> <ul style="list-style-type: none"> ▪ Developing an education plan that is career-path specific <p>Goal Setting</p> <ul style="list-style-type: none"> ▪ Writing an autobiographical statement to articulate your version of your ideal future <p>My GPS LifePlan: Personal Plan</p> <ul style="list-style-type: none"> ▪ Creating a 10-year plan <hr/> <p>Week 2</p> <p>Exploring an Undergraduate Course Catalog</p> <p>Skills for Career Development</p> <p>Exploring Various Employment Opportunities</p> <hr/> <p>Week 3</p> <p>My GPS LifePlan: Education Plan</p> <ul style="list-style-type: none"> ▪ Examining the various colleges and postsecondary options available and determining which option is right for you 	<p>Monitoring students' progress toward acquisition, meaning, and transfer, during lesson events:</p> <p>Each student ePortfolio will be submitted weekly for review of completed assignments.</p> <p>Assessment of student ePortfolios will follow the attached rubric.</p> <p>Feedback will be provided on each completed assignment directly within the ePortfolio.</p> <p>Artifacts will be populated by students into their ePortfolios to support reflective responses.</p> <p>Rubrics will be provided for resume, cover letter, and</p>

	<p>Week 4</p> <p>My GPS LifePlan: Education Plan</p> <ul style="list-style-type: none"> Researching postsecondary options, including majors and programs that match your career choices <p>Week 5</p> <p>My GPS LifePlan: Education Plan</p> <ul style="list-style-type: none"> Developing a college course schedule based on the education plan Preparing for the college application process and demonstrating the importance of making informed decisions through reflection Writing a student education plan listing general education and major course requirements for your identified institution and possible major <p>Week 6</p> <p>Selecting a College or University Program of Study</p> <ul style="list-style-type: none"> Researching program admissions requirements Developing a college comparison spreadsheet/outline to effectively summarize and prioritize data related to college choices to aid in choosing which option is best Creating a timeline for applying to colleges of your choice Completing college applications <p>Week 7</p> <p>My GPS LifePlan: Finance Plan</p> <ul style="list-style-type: none"> Researching non-federal financial aid opportunities related to each college that you plan to apply to Researching scholarships online and developing a list of scholarships to apply for, along with application deadlines <p>Week 8</p> <p>My GPS LifePlan: Finance Plan</p> <ul style="list-style-type: none"> Creating a financial budget plan for tuition, room and board, books, transportation, and food allowances <p>Week 9</p> <p>Financial Aid & Scholarships</p> <ul style="list-style-type: none"> Completing scholarship applications <p>Application Essays</p> <ul style="list-style-type: none"> Writing a college essay using refining practices and writing skills to produce a quality personal essay to submit with your college applications Editing college and scholarship essays <p>Week 10</p> <p>My GPS LifePlan: Career Plan</p>	<p>interview practices.</p> <p>Potential rough spots and student misunderstandings:</p> <ul style="list-style-type: none"> Students with limited technology may face an initial learning curve with the platform. Students may misunderstand assignment directions. Students may not see the value in completing the assignments. Students may be ESL and need more instructions. Students may be first generation college students. <p>Student feedback methods:</p> <ul style="list-style-type: none"> Evaluation of individual ePortfolios with feedback responses directly within the ePortfolio as a conversation for students to respond to feedback. Feedback responses directly within each assignment rubric.
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	<ul style="list-style-type: none"> ▪ Developing a resume ▪ Developing a list of references ▪ Writing a sample cover letter that can be adapted for various jobs within your career field of interest ▪ Participating in a mock interview experience <p>Week 11</p> <hr/> <p>My GPS LifePlan: Career Plan</p> <ul style="list-style-type: none"> ▪ Creating a brand to align across your resume, cover letter, and references documents ▪ Drafting a professional letter that could easily be customized to request a letter of recommendation ▪ Searching for specific job postings in your local area and generating a list of jobs that interest you and the requirements for each position <p>Week 12</p> <hr/> <p>Planning Your Future</p> <ul style="list-style-type: none"> ▪ Sharing ideal futures with classmates to help each other stay focused on goals ▪ Identifying opportunities for which you are qualified within the institution <p>Career Paths</p> <ul style="list-style-type: none"> ▪ Reassessing your chosen career path and reaffirming or changing your chosen path based on research for postsecondary planning <p>Selecting a Major</p> <ul style="list-style-type: none"> ▪ Determining which major and which postsecondary education institution will best serve you and your goals ▪ Exploring the websites of your chosen postsecondary institution and generating a list of campus resources ▪ Creating sample course schedules for your respective colleges <p>Week 13</p> <hr/> <p>My GPS LifePlan: Leadership Plan Awards & Achievements Community & Family Connections</p> <p>Week 14</p> <hr/> <p>ePortfolio Wrap-up</p> <ul style="list-style-type: none"> ▪ Finalizing your ePortfolio for career and college success <p>Week 15</p> <hr/> <p>ePortfolio Final Submission</p>	
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Appendix B
 Career and College Readiness: Preparing for the Future
 Logic Model



Appendix C
ePortfolio-Supported Curriculum Template Outline



Items in the columns below represent the pages and subpages of the ePortfolio template created based on the career and college readiness curriculum. Items in bold indicate main pages, with italicized pages indicating content. Content is currently still being developed as discussions with stakeholders occur to guide the creation of learning materials.

About Me

Goals

Annual Plan
10-Year Plan

Assessment

Self-Assessment
Personality Assessment

Career Exploration

Employment Background
Interest Assessment
Skills Assessment
Workplace Values

College Exploration

Education Background
Education Assessment
Program of Study

Admissions

UAA Admission Qualifications
First Year Student
Transfer/Readmit

Admissions Cont.

Graduate
International
Military/Veteran
Application Essays
Know Your Audience

Financial Aid

Paying for College
Applying for FAFSA
Finance Plan
Scholarships

Advising & Registration

Transitioning to College

Education Plan
Support Programs
Books
Clubs & Student Leadership
Tutoring
Success Skills

Transitioning to Career

Career Plan
Resume