

How to Begin Portfolio Development

To receive credit by portfolio, you must be a current student at MATC. The first step is to review courses available for CPLE and decided on a course based on your program plan. Once you've decided on a course review the Course Competencies. Your portfolio will need to describe and present evidence of your past learning that meets the course competencies.

What is a Portfolio?

A portfolio is an organized collection of essays and documentation demonstrating your learning through work and life experiences. Through the portfolio, you show that the knowledge you have gained through experience is equivalent to college training. In gaining academic credit through your experiences outside the college classroom, you must be able to identify and document your experiences and learning. Since you do not earn academic credit for experience alone, you must meet the challenges of analyzing the learning and finding connections with the course competencies.

Portfolio Submission

You will submit all portfolio components electronically to cple@matc.edu once you have paid the \$90 portfolio assessment fee.

If you decide to move forward with portfolio submission start compiling supporting documentation, complete the optional Prior Learning Worksheet and follow the attached Portfolio Template.

Portfolio Evaluation and Evaluation Criteria

When the Subject Matter expert evaluates a portfolio, he or she wants to see"

- Current skills and knowledge
- Knowledge applicable in other circumstances outside of the specific job in which it was learned
- Learning that includes major principles in your field
- Knowledge can be measured and evaluated (review rubric attached)
- Poor writing will result in a negative assessment of your portfolio. You must demonstrate college-level writing skills for college credit.
- Proofread, revise and edit

Please follow this template to create your portfolio.

Page 1 – Cover Page

- Course number and title
- Your name
- The month and year portfolio is submitted

Page 2- Resume

Page 3- Introduction

- Write an introduction to the portfolio.
- Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Page 4 – Competencies

- List Competency 1
- Describe your learning and experience with this competency
- WHAT did you learn?
- HOW did you learn through your experience?
- HOW has that learning impacted your work life?
- Compile all required and/or suggested Supporting Documentation
 - Label Supporting Documentation
 - Scan paper artifacts
 - Provide links to video artifacts if applicable
 - **Attach all Supporting Documentation that demonstrate your learning to the end of the portfolio**
- Repeat for each competency

Conclusion

- Write a Conclusion for your portfolio.
- Briefly summarize how you have met the competencies.

- Email completed portfolio document to cple@matc.edu

Supporting Documentation may include (but are not limited to)):

- Job Description
- Licenses and certificates
- Samples of work such as products/projects/reports/presentations created by you
- Certificates or Awards
- Newspaper/Magazine articles about your accomplishments
- Photos, documents created by you, or brochures
- Performance Reviews which address competencies
- Letters of verification
- Weekly logs
- Narrated videos of you performing the skill
- Workshops, Seminars, and On-The-Job Training
- Descriptions of training courses you have completed
 - The following documentation **must** be provided for **each** training activity to be used as an artifact:
 - Title/Name and date of training
 - A document that spells out the content and length of the training such as a syllabus, outline, agenda, workbook, and/or handouts. The more documentation the better.

Letter of Verification

Letters of verification supporting demonstrated proficiency of course competencies from instructors or employers can be very effective if the writer understands the purpose of the letter. When you request an individual to write a letter of verification (see example provided below), provide the person with the course description(s) and competencies for your portfolio. Explain that you are requesting college credit for experiential learning and provide a copy of what might be included in the letter. Use the format of the example below if you request letters of verification.

[Company Letterhead]

Date

To whom it may concern:

Introduction of how the individual writing the letter knows the learner, the context of their relationship, and the length of time they've known them. (Why he/she is qualified to verify the prior learning experience.)

A description of the learner's experience and responsibilities and a detailed explanation of the learning. Statement of authenticity for a project, report, etc., submitted by the learner, if applicable.

If qualified to do so, the individual writing the letter may equate the learner's knowledge with what would be taught in a comparable college course. (Note: The letter of verification is not a personal recommendation or testimony of character, but rather an outline of facts to support the learner's artifact and reflection that they've provided.)

Contact information indicating how the writer may be reached (if different from the letterhead) in case the evaluator has questions.

Sincerely,

Original Signature

Name, Title

Prior Learning Worksheet

For planning purposes, use this ***optional worksheet*** to identify learning that you've experienced related to the competencies of the course(s) in which you are seeking credit for prior learning.

Experience	Time spent in activity	Description of duties/activities	Competency Learning addresses	Artifact(s)
Employment, Work Experience				
Workshops, Training, Seminars/Webinars, Professional Development				
Volunteer Activities, Community Service, Committees, Groups				
Military Experience and/or Training				
Licenses, Certifications, and/or Industry-validated Credentials obtained				
Self-Directed Study, Independent Reading, online training (i.e. MOOCS)				
Recreation, Hobbies				
Awards/Recognition				
Publications				
Travel				

RUBRIC

Category	One	Two	Three	Four	Five	Score
Course Competencies Identified and Addressed	Narrative and supporting documentation do not demonstrate a mastery of the course competencies. Portfolio addresses less than 50% of the course competencies.	Narrative and supporting documentation do not demonstrate a mastery of the course competencies. Portfolio addresses fewer than 60% of the course competencies.	Narrative and supporting documentation support the satisfactory mastery of at least 60% of the course competencies.	Narrative and supporting documentation support the satisfactory mastery of at least 75% of the course competencies	Narrative and supporting documentation demonstrate mastery of all course competencies.	
Learning from Experience	Student has difficulty demonstrating understanding and cannot clearly articulate how work and life experience meets college-level learning.	Student conflates experience of technical practice with mastery. Student argues, for example, that length of time in a position is equivalent to college-level learning.	Student demonstrates understanding of how experience and learning are linked, but provides few, if any, concrete examples of where this happened in his or her experience.	Student describes learning separately from experiences that led to the learning but gives limited concrete examples.	Student is able to distinguish between their experiences and the learning that comes from these experiences. Examples of this distinction appear throughout the portfolio.	
Understanding of Theory and Practice	Student does not reference any outside theories or practice, does not provide fact-based experience and only provides general references to concepts.	Student relies on facts and experiences but does not relate learning to broader concepts or theories.	Student acknowledges a difference between theory and application, but provides few, if any, concrete examples.	Student demonstrates a balance between application and theory as appropriate to the course, but provides limited concrete examples.	Student is able to cite broader theoretical or conceptual links that are related to the learning.	
Reflection	Student does not provide any reflection on his/her own experiences and learning; simply lists experiences like a résumé.	Student has not demonstrated the ability to apply theory to his or her own experience.	Student includes language appropriate to reflective thinking, but provides few, if any, examples.	Student understands the potential for applying theory to his or her own experience, and provides limited concrete examples.	Student demonstrates an ability to apply theory to his or her own experience, using concrete examples.	
Learning Application	Student has not clearly articulated how learning has been impacted through work and life experience.	Student has not demonstrated that the learning is transferable to other contexts. Student has not conceptualized that the learning extends beyond the original experience.	Student understands that the learning is transferable to other contexts, but makes no attempt to do so.	Student understands that the learning is transferable, but clearly states that they have not yet had an opportunity to do so, or, have not otherwise been able to apply the learning to other environments.	Student demonstrates an ability to apply his or her learning to other contexts, as evidenced through specific examples. Student includes explicit references to how this knowledge has been transferred to other environments.	

RUBRIC

<p>Communication</p>	<p>Communication is at or below a remedial level. Narrative is unorganized, inarticulate and full of errors in grammar and syntax.</p>	<p>Communication is not at a college level. Narrative is unclear and contains numerous errors in grammar and syntax.</p>	<p>Communication is satisfactory. Narrative flow may be unclear or may jump around. Communication features few or weak transitions. Communication contains grammatical or syntactical errors and sometimes goes off-topic.</p>	<p>Communication is focused and well organized. Communication is relatively free of grammatical or syntactical errors and is reflective of the commonly accepted rules for the English language. Communication is relevant to the course competencies being addressed.</p>	<p>Communication, either through the written word or orally, is at a high-level, including strong thesis statements, arguments which follow a logical order, and minimal to no syntactical errors. Communication stays tightly focused on the topic being addressed.</p>	
<p>Supporting Documentation</p>	<p>Student does not provide relevant supporting documentation for reference.</p>	<p>The student has demonstrated an understanding of the connection between the pieces of evidence submitted and the learning acquired. However, supporting documentation is inserted in portfolio without referencing it elsewhere and seems to be independent of other components of the complete portfolio.</p>	<p>Student has demonstrated an understanding of why individual pieces of documentation have been included in this portfolio submission and how each piece relates to the broader petition and narrative. Documentation is not always relevant to demonstrating the mastery of course competencies.</p>	<p>Evidence provided to support the credit request is relevant to the petition and appropriate for a credit recommendation of college-level learning. Some superfluous documentation is included in the credit request.</p>	<p>Student has demonstrated an understanding of why individual pieces of documentation have been included in this portfolio submission and how each piece relates to the broader petition and narrative. Documentation is appropriate to supporting mastery of the course competencies.</p>	
<p>TOTAL If the total is ≥ 28, credit is recommended. If the total is ≤ 27, credit is not recommended.</p>						