



# Using SMART Goals and Electronic Portfolios to Engage Students in BSAD 101 – Introduction to Business

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- Start semester having students develop two to three S.M.A.R.T. goals related to their learning in BSAD101, and
- Create a personal ePortfolio to display the goals
- Mid-semester portfolio updated with a status report
- End semester with update on goal completion and a reflection on the assignment and its impact on learning

- Standard class – two goals per student
- Honors class – three goals per student
- Second week of classes
  - In-class discussion and exercise in goal setting
  - Create a rubric in class as part of exercise
- Third week of classes
  - Meet individually to discuss goals
  - When not meeting with me, they had a chance to work on group project

**S**pecific

**M**easurable

**A**ttainable

**R**elevant

**T**ime-bound

- Montgomery College ePortfolio Project Team
- Website
  - Wordpress is recommended - independent of Montgomery College – keep after class and graduation
  - Template is provided with boilerplate content and structure
  - Tutorials for students and faculty on how to use Wordpress and template
- Community
  - Blackboard Community
  - Teacher specific resources such as sample semester schedules and rubrics

# MYMC PORTFOLIO

This is my personal portfolio

How To Videos...

Welcome

About Me

My Goals

My Course Work ▾

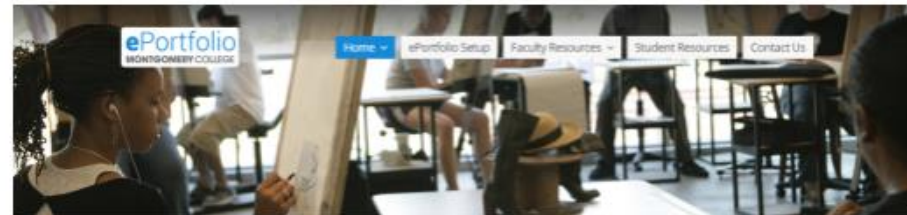
Outside the Classroom

Contact

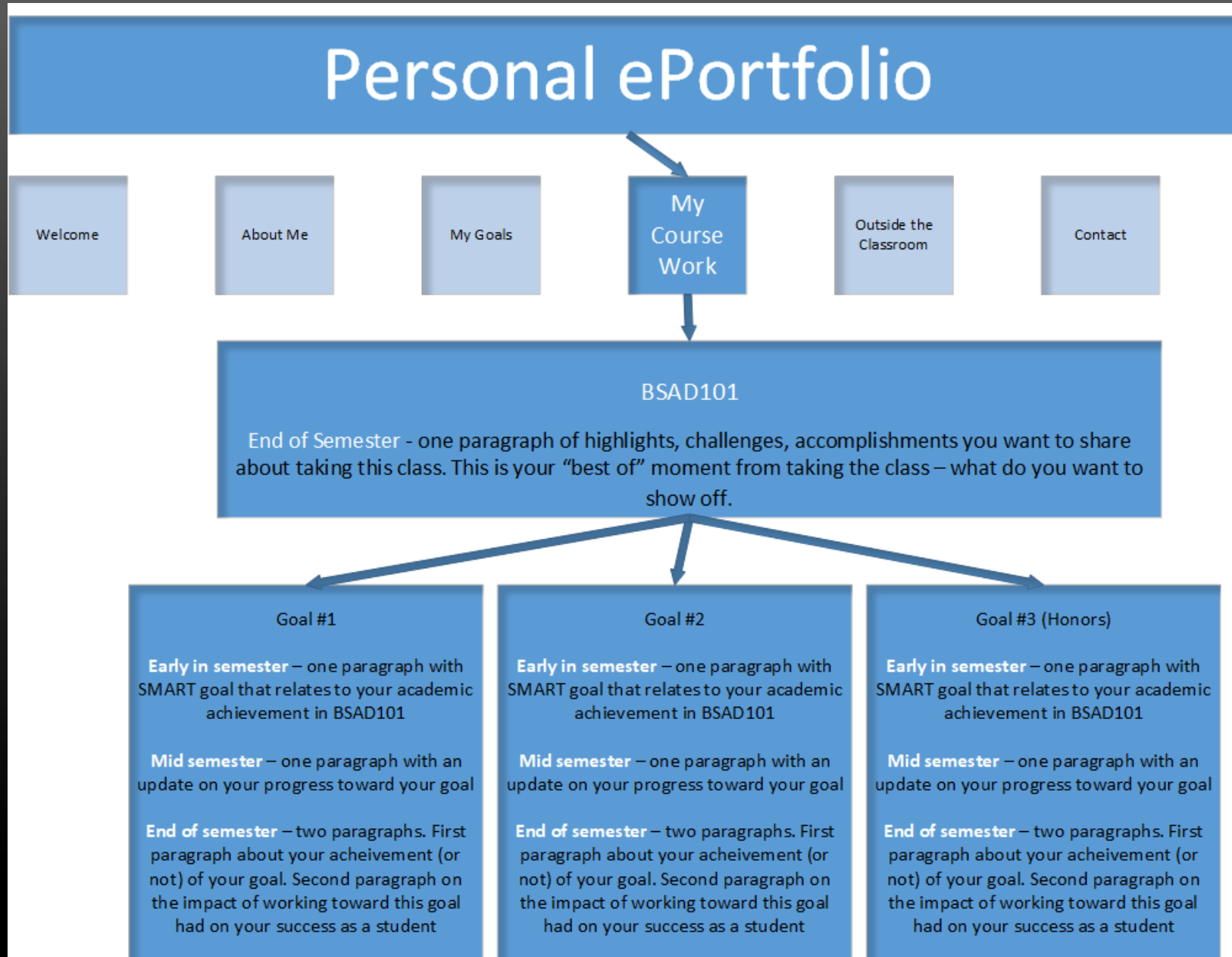
WordPress Support Resources

## HOW TO VIDEOS...

The purpose of this site is to provide some simple instructions to both students and faculty/staff at Montgomery College on how to create an e-portfolio using the content provided by the E-Portfolio Project team. More information, along with the WordPress template, is available at <http://mcblogs.montgomerycollege.edu/eportfolio/>.



Follow ...



- Used Fall 2018 with three classes
  - M/W/F face-to-face class with 28 enrolled
  - M/W face-to-face class with 29 enrolled
  - T/R face-to-face honors class with 11 enrolled

- Part One: have 80% of the students post SMART goals that incorporate at least three of the five SMART goal characteristics discussed in class at an acceptable level.

MWF		MW		TR	
TA	a	a	a	a	60%
TA	a	a	a	a	40%
BB	b	c	a	a	40%
BB	a	b	a	a	20%
SB	b	a	a	a	40%
SB	b	b	a	a	20%
BC	a	a	a	a	100%
BC	a	a	a	a	100%
JC	a	a	a	a	60%
JC	a	a	a	a	100%
KC	a	a	a	a	100%
KC	a	a	a	a	100%
VG	a	a	a	a	100%
VG	a	a	a	a	100%
PH	a	a	a	a	100%
PH	a	a	a	a	100%
CL	a	b	b	b	100%
CL	b	b	b	b	100%
ML	b	b	b	a	100%
ML	c	b	b	b	100%
JM	a	a	a	a	100%
JM	a	a	a	a	100%
CM	b	b	a	a	100%
CM	a	a	a	a	100%
KN	a	a	a	a	100%
KN	a	a	a	a	100%
UN	a	a	a	a	100%
UN	a	a	a	a	60%
JN	b	b	a	a	100%
JN	a	a	a	c	100%
HN	a	a	a	a	100%
HN	a	b	a	a	100%
LN	a	a	a	a	40%
LN	a	a	a	a	20%
KG	a	a	a	a	80%
KG	a	a	a	a	100%
VN	a	a	a	a	100%
VN	a	a	a	a	100%
AS	a	a	a	a	60%
AS	a	a	a	a	100%
IS	a	a	a	a	100%
IS	a	a	b	a	100%
YS	a	a	a	a	100%
YS	a	a	a	a	100%
MS	a	c	a	a	100%
MS	c	a	c	a	100%
DS	a	a	a	a	100%
DS	a	a	a	a	100%
KT	b	b	a	a	100%
KT	a	a	a	a	100%
JW	b	b	a	a	100%
JW	a	a	a	a	100%
NW	a	a	a	a	100%
NW	a	a	a	a	100%
JZ	b	b	a	a	80%
JZ	a	b	a	a	100%
AY	a	a	a	a	100%
AY	a	a	a	a	100%
T2	a	a	a	a	100%

Portfolio Project - Part 1		
Summary Results		
Result	Count	Percent
100%	97	66.0%
80%	12	8.2%
60%	11	7.5%
40%	15	10.2%
20%	4	2.7%
0%	8	5.4%
All Cells:	147	100.0%
Total at 60% or better:		81.6%
Target goal at 60% or better:		80.0%



- Part Two: have at least 75% of the students post updates to their goals that demonstrate thoughtful consideration of their progress and specific evidence.

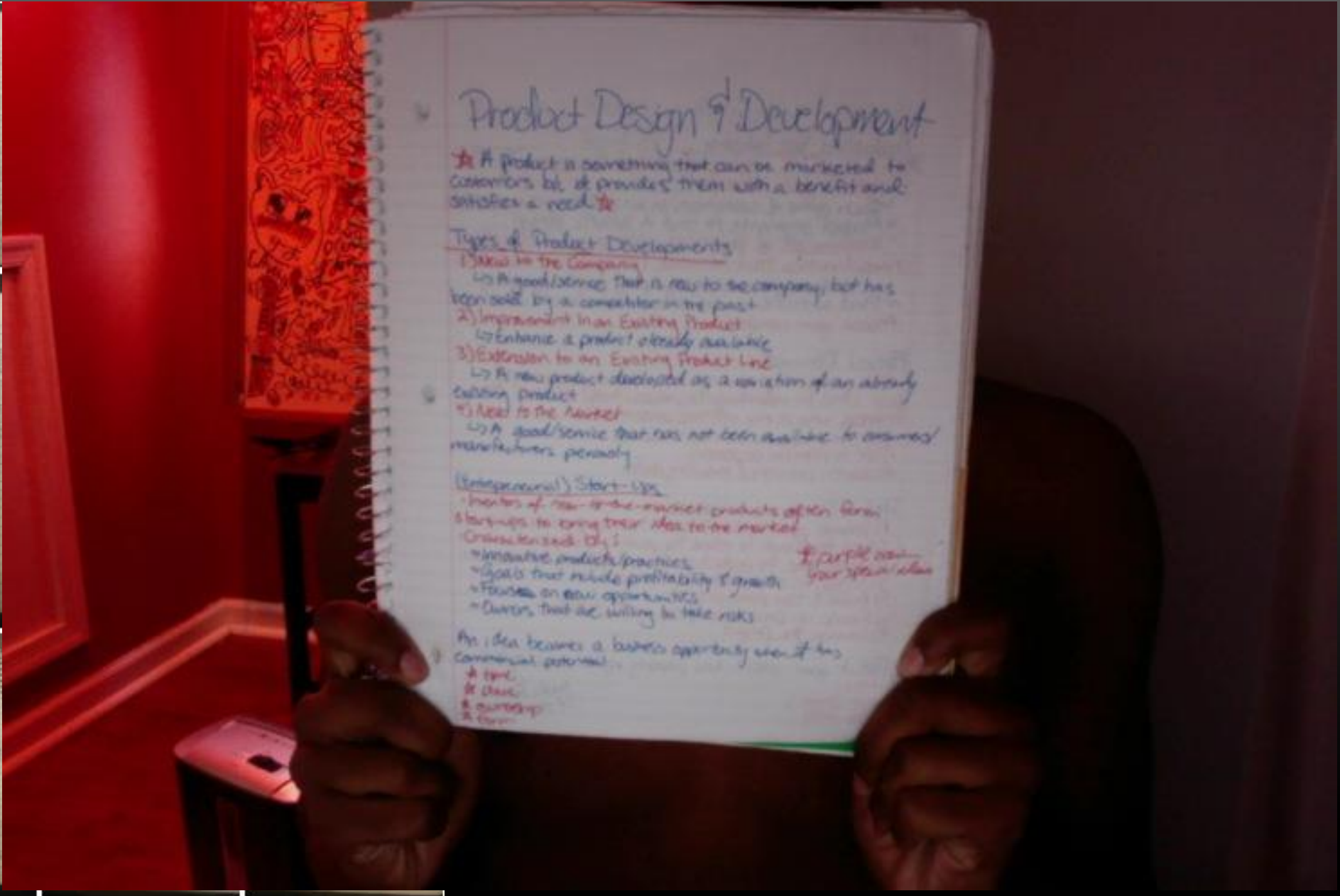
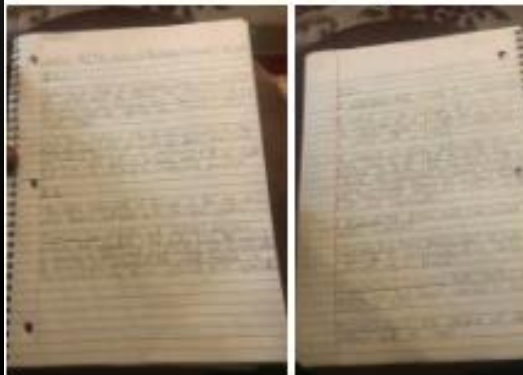
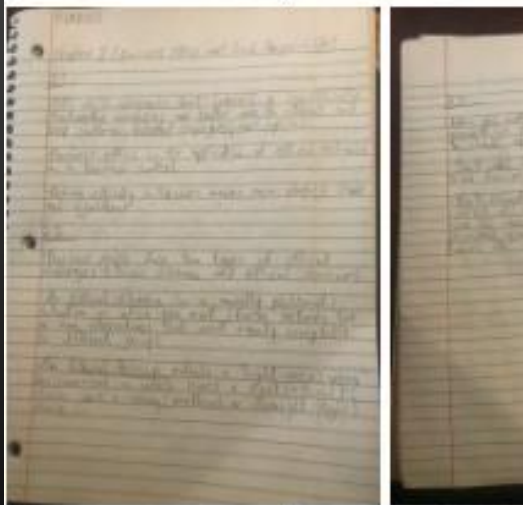
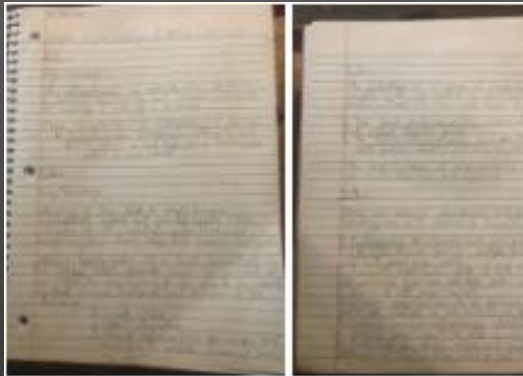
Portfolio Project - Part 2		
Summary Results		
Result	Count	Percent
Thoughtful	117	79.6%
Specific	114	77.6%
Both	114	77.6%
All Cells:	147	100.0%
Thoughtful and specific:		<b>77.6%</b>
Target goal:		75.0%

- Part Three: have 70% of the students post final responses in 2 of the 3 categories at an acceptable level: 1) accurately evaluate their level of success in accomplishing the goal; 2) use specific and relevant evidence; and 3) provide meaningful self-reflection on the effect of this project on their learning.

Portfolio Project - Part 3		
Summary Results		
Result	Count	Percent
Evaluated	121	83.4%
Evidence	110	75.9%
Thoughtful	105	72.4%
Two of Three	115	79.3%
All Cells:	145	100.0%
Two of Three:		<b>79.3%</b>
Target goal:		<b>70.0%</b>

- Speaking at least once during every class meeting
- I will write my speech ... and reread until its stuck in my head.
- Define my role in the team and what I am responsible for
- Explain 7 main concepts ... to a family member and have 13 questions for them to answer

- Pick up a planner in the first place. Since starting the class, I have been more organized
- Our group has been in touch and we work great as group. I wish we had done a few more group assignments.
- The short notes which I prepared on my own benefited me on my exams. If I knew this study method works very well I would have used this starting on my first semester.
- Its hard to want to get much out of any class other than an A
- Reading business articles also made me look forward to being a businessman someday and motivated me to work hard.
- Forced me to go to a place where I wouldn't be distracted by noise ... I applied my goals to other courses and this has made me a more productive student.
- It has helped me succeed in all of my classes so far, not just BSAD101.



- Meeting each student in my office on week 3 to talk about their goals helped establish rapport and increase office visits later in the course
- Having students help create criteria for goals seemed to get more agreement on what is acceptable
- The sample goal was “to read and take notes” so MANY student goals were “to read and take notes”
- Saving the portfolio offsite, it will exist beyond this class – beneficial for college transfer and job seekers
- I am thinking about having students report at the end of the semester to the class on their goals, achievement and reflections
- Overall the activity seemed to have a positive effect on student engagement and achievement – slightly lower DFW than last fall semester.