Examples of Pilot Student Work

In the pilot portfolio project, students archived two artifacts per semester (except for the summer session when only one artifact was archived). After two semesters, students rated themselves on the departmental diagnostic and treatment rubrics and created an initial plan, summarizing strengths and weaknesses and suggesting a course of action for Year 2. Advisors reviewed the portfolios and met with students to discuss and analyze the action plan. Students continued to archive artifacts during Year 2 and completed a self-evaluation and advisor meeting in their final semester of the program.

Two sample portfolios from Pilot Project are provided for your review; see Project Notes for PDFs of these portfolios. While both students met the basic requirements of the project, clearly the breadth and depth of documents provided by each student was different. Student 1 provided a rich set of artifacts, reflecting academic knowledge and clinical experiences. She provided three academic artifacts across three consecutive semesters. All three assignments demonstrated her ability to apply factual knowledge to the clinical setting for assessment and intervention purposes. The student also provided two artifacts reflecting her clinical performance. Supervisor assessment revealed that this student consistently applied academic content to the clinical setting, and utilized intervention strategies effectively and in a professional manner. Her clinical performance was described as “exemplary.” Finally, Student 1 included Chapters 1 and 2 of her thesis, accompanied by a PowerPoint document created for her thesis prospectus. Consistent with other archived artifacts, this document represented her ability to critically analyze and synthesize previous research in preparation for her own research study. Student 1 correctly identified areas of personal strength at the time of her mid-program self-assessment and her self-analysis described a weakness (i.e., “lack of experience with dynamic assessment strategies”). Her academic advisor noted that this self-described “weakness” really reflected a lack of clinical opportunity and a plan was developed to provide this experience in Year 2.

Student 2 met the basic requirements identified for the pilot project. She included two course artifacts, both more reflective in content although still incorporating academic content (i.e., perceptual and acoustic features of voice, and speech fluency strategies). Student 2 selected three clinical artifacts that demonstrated improvement in the analysis of client performance and in the content and quality of her professional documentation. In her self-analysis, she correctly noted that her written documentation had improved. She also identified continuing areas of need, including expanding pediatric intervention strategies and improving her ability to communicate evaluation results to clients and other professionals. Together with her academic advisor, Student 2 identified several strategies for assessing her own professional communication skills, including the use of videotaping her performance for self-analysis.