

## PORTFOLIO REVIEW CHECKLIST

*Student: Complete as much of this form as possible with titles, course numbers, and dates. Bring (or upload and share) the supporting documents with you to your evaluation as part of your Portfolio. Check boxes and “notes” are for evaluator use.*

**Evaluator:** Score each major component of the Portfolio as indicated:

**2 = Proficient:** all required evidence present and complete

**1 = Satisfactory:** minor deficiencies as expected based on degree of completion of program

**0= Deficient:** omissions noted and Action Plan needed

· **E-portfolio Title:** The title should reflect the content of the project and should be catchy or descriptive.

Introduction or Personal Reflection – One component of your e-portfolio should be your personal reflection section. This could include your impression of your time as a biological sciences major. How has this program impacted you personally? This could also be a Personal Growth section. Use this section to document “lessons learned during your undergraduate experience. This is your opportunity to identify experiences, opportunities, and/or information that has helped you grow as a young investigator and/or biological sciences major, that will be valuable as you move forward in the area of STEM. Additionally, you should include an overview of your short-term goals post-graduation and then also a brief discussion about your long-term goals.

All remaining sections should address the criteria highlighted below. You want to continually reflect on the learning outcomes from your various courses. Specific course outcomes can be found in your various course syllabi. **Learning Outcomes (listed below):** In a spreadsheet or table, link the departmental learning outcomes to each course. In a paragraph, describe how the knowledge goals help support the development of your skill and dispositional goals. Please make this section more than just a repeat of what is in your text books. You can use alternative media forms to highlight outcomes. Take your time and truly investigate each of the areas.

### Departmental Learning Outcomes

- Demonstrate both in-depth and broad knowledge of the concepts comprising the biological sciences.
- Integrate knowledge across sub-disciplines of biology.
- Demonstrate basic laboratory skills, including quantitative (and qualitative) skills.
- Demonstrate critical thinking skills, including developing hypotheses and designing, conducting, analyzing, and interpreting experiments.
- Communicate biological knowledge effectively in written and oral form.
- Find, select, and evaluate various types of scientific information.

**Cover letter and Resume/CV:**

- Resume or CV
- Sample cover letter

**Scientific Inquiry:** Attach 3 reports that include evidence of scientific inquiry. Two of the three projects should be from a 3000 or above level Biology courses.

- Course: \_\_\_\_\_ Project: \_\_\_\_\_
- Course: \_\_\_\_\_ Project: \_\_\_\_\_
- Course: \_\_\_\_\_ Project: \_\_\_\_\_

**Laboratory and Field Proficiencies:** Include a description of experiences and /or accomplishments and attach file or provide electronic file name (if uploaded to website) for at least 4 of the proficiencies below:

- *Microscope techniques - Note:*  
\_\_\_\_\_
- *Field Sampling - Note:* \_\_\_\_\_
- *Electrophoresis - Note:*  
\_\_\_\_\_
- *Spectrophotometer - Note:* \_\_\_\_\_
- *Other - Note:* \_\_\_\_\_

**Technology Skills:** Description of experience/accomplishments and attach file or provide electronic file name (if uploaded to website) for each of the proficiencies below.

- *Web - Note:* \_\_\_\_\_
- *Computer Modeling - Note:* \_\_\_\_\_
- *Statistical Software - Note:* \_\_\_\_\_
- *Other - Note:* \_\_\_\_\_

**Evaluation of Biological Literature:** Summarize and evaluate five scientific research papers.

- Title/Author: \_\_\_\_\_
- Title/Author: \_\_\_\_\_
- Title/Author: \_\_\_\_\_
- Title/Author: \_\_\_\_\_
- Title/Author: \_\_\_\_\_

**Attendance at biology-related seminars, meetings, and/or conferences (internal or external):** Attend at least five biology-related meetings and provide a summary of each in a narrative.

- Title/Speaker: \_\_\_\_\_
- Title/Speaker: \_\_\_\_\_
- Title/Speaker: \_\_\_\_\_
- Title/Speaker: \_\_\_\_\_
- Title/Speaker: \_\_\_\_\_

**Oral Presentation Skills:** Present at least three oral presentations (scientific).

- Course: \_\_\_\_\_ Title: \_\_\_\_\_
- Course: \_\_\_\_\_ Title: \_\_\_\_\_
- Course: \_\_\_\_\_ Title: \_\_\_\_\_

**Written Communication Skills:** Submit a written narratives from your topical seminar or other course. This narrative should be a reflection on or synthesis of the course topic.

- Semester: \_\_\_\_\_ Seminar title: \_\_\_\_\_

**ACTION PLAN:**

· Check box if an Action Plan has been developed. Attach a list of specific deficiencies and a plan (including timetable for completion) for the correction of the noted deficiencies. Both student and evaluator should initial the Action Plan. If there is an alternative signature work other than the e-portfolio proposed, it must be clearly described for approval.