## Using SMART Goals and Electronic Portfolios to Engage Students in BSAD101 – Introduction to Business

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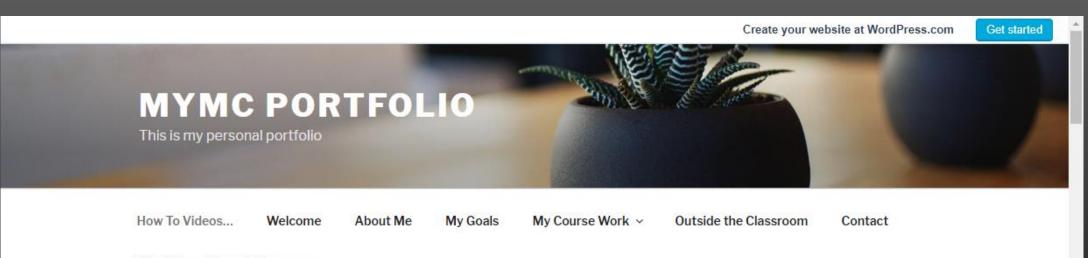
Business Faculty - Rockville

- 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



- 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



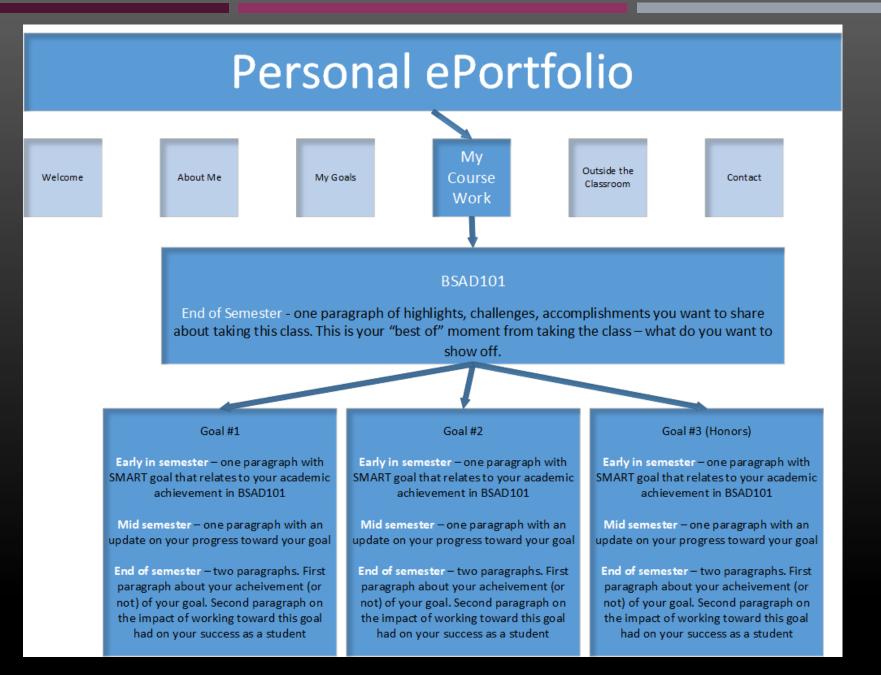
## WordPress Support Resources

## **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/.







- 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.

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

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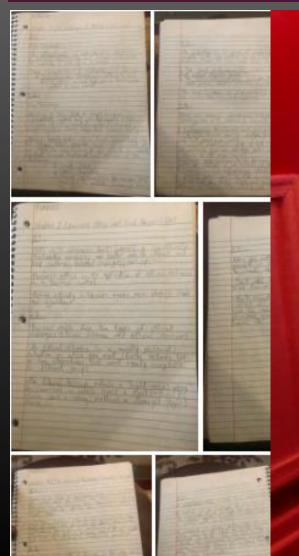
Part Three: have 70% of the students post final responses in 2 of the 3 categories at an acceptable level: 1) accurately evaluate their level of success in accomplishing the goal; 2) use specific and relevant evidence; and 3) provide meaningful self-reflection on the effect of this project on their learning.

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- 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.

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& Class

- 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.