

Table 1

Descriptive Statistics for 2004-2005 BGSU Students with E-Portfolio Artifacts

Characteristic	Graduate Students (N=114)		Undergraduate Students (N=821)	
	N	%	N	%
Race/Ethnicity				
American Indian	0	0.0%	2	0.2%
Asian	2	1.8%	2	0.2%
Black	8	7.0%	85	10.4%
Hispanic	4	3.6%	14	1.7%
White	72	63.2%	689	83.9%
Other	23	20.2%	5	0.6%
Unknown	5	4.4%	24	2.9%
Sex				
Female	67	58.8%	594	72.4%
Male	47	41.2%	227	27.6%
College				
Arts and Sciences	0	0.0%	169	20.6%
Business Administration	0	0.0%	96	11.7%
Education and Human Development	0	0.0%	297	36.2%
Firelands	0	0.0%	6	0.7%
Graduate	112	98.2%	0	0.0%
Health and Human Services	0	0.0%	59	7.2%
Musical Arts	0	0.0%	61	7.4%
Technology	0	0.0%	27	3.3%
Undeclared	0	0.0%	101	12.3%
Non-Degree	2	1.8%	5	0.6%

Class Rank

Freshman	0	0.0%	429	52.3%
Sophomore	0	0.0%	189	23.0%
Junior	0	0.0%	101	12.3%
Senior	0	0.0%	97	11.8%
Undergraduate Non-Degree	0	0.0%	5	0.6%
Masters	93	81.6%	0	0.0%
Doctoral	19	16.7%	0	0.0%
Graduate Non-Degree	2	1.8%		

Academic Status

Dean's List			256	31.2%
Good Standing			508	61.9%
Warning			35	4.3%
Probation			4	0.5%
Suspension			12	1.5%
not applicable	114	100.0%	5	0.6%

Living Arrangements

On-Campus	0	0.0%	544	66.3%
Off-Campus	114	100.0%	277	33.7%

Retention to Fall 2005

Retained
Not Retained
Graduated

Characteristic	<u>M</u>	<u>SD</u>	<u>M</u>	<u>SD</u>
High School Grade Point Average			3.31	0.51
ACT Score			21.95	4.05
GRE Verbal Score	466.63	102.87		
GRE Math Score	576.73	126.48		
GRE Analytic Score	600.57	132.80		
Age	27.99	7.43	20.08	2.57
Number of Times the Resume Page Was Viewed	16.03	19.70	6.46	12.07
Number of Bookmarks	4.42	3.95	2.27	1.84
Number of Events Posted to Calendar	4.77	5.62	5.37	11.37
Number of Files Uploaded	6.78	5.82	5.16	7.36
Number of Showcase Artifacts	7.06	4.52	2.73	2.48
Number of Matrix Artifacts	5.21	5.16	4.47	6.49
Number of Reflections Associated with Documents	1.00	0.00	4.84	3.59
Number of General Reflections	1.67	0.58	4.51	3.72
Number of Resumes Uploaded	1.11	0.36	1.01	0.12
Cumulative GPA	3.76	0.26	3.03	0.68
Cumulative Credit Hours Earned	46.06	23.80	62.95	37.95
NSTQ Social Adjustment Scale			29.18	4.55
NSTQ Academic Adjustment Scale			10.29	3.18
NSTQ Satisfaction with Living Arrangements Scale			11.13	2.50
NSTQ University Involvement Scale			8.88	2.60
NSTQ Other Involvement Scale			7.95	1.38

Table 2

Difference in Retention Rates to Fall 2005 by Group

	Retained	Not Retained	χ^2 (1)
Graduate Students			1.16
Students with Portfolio Artifacts	53 (81.5%)	12 (18.5%)	
Students with Portfolio Accounts by No Artifacts	21 (72.4%)	8 (27.6%)	
Control Group	66 (75.9%)	21 (24.1%)	
Undergraduate Students			73.69***
Students with Portfolio Artifacts	685 (89.3%)	82 (10.7%)	
Students with Portfolio Accounts by No Artifacts	361 (82.8%)	75 (17.2%)	
Control Group	515 (72.0%)	200 (28.0%)	

Note. *** p < .001.

Table 3
 Mean Differences in Spring 2005 Cumulative Grade Point Average and Credit Hours Earned by Group

Group	Graduate Students			Undergraduate Students		
	<u>M</u>	<u>SD</u>	<u>F</u> (2, 251)	<u>M</u>	<u>SD</u>	<u>F</u> (2, 1986)
Grade Point Average			0.83			21.70***
Students with Portfolio Artifacts	3.76	0.26		3.03 ^a	0.68	
Students With Portfolio Accounts but No Artifacts	3.76	0.26		2.85	0.79	
Control Group	3.70	0.49		2.78	0.80	
Credit Hours Earned			0.65			6.85**
Students with Portfolio Artifacts	46.1	23.8		63.0 ^b	37.9	
Students With Portfolio Accounts but No Artifacts	49.3	30.7		61.9 ^c	40.4	
Control Group	43.7	30.3		55.7	40.4	

Note. ** $p < .01$. *** $p < .001$. a = The group of students with portfolio artifacts was significantly different from the other two groups at $p < .001$ ($d=.06$, $d=.33$). b = The group of students with portfolio artifacts was significantly different from the control group at $p < .01$ ($d=.18$). c = The group of students with portfolio accounts but with no artifacts was significantly different from the control group at $p < .05$ ($d=.03$).

Table 4

Mean Differences in Fall 2004 New Student Transition Questionnaire Results by Group for Freshmen

<u>Group</u>	<u>M</u>	<u>SD</u>	<u>F (2, 387)</u>
NSTQ Social Adjustment Scale			0.123
Students With Portfolio Artifacts	29.18	4.55	
Students With Portfolio Accounts but No Artifacts	29.12	5.76	
Control Group	29.40	4.56	
NSTQ Academic Adjustment Scale			2.125
Students With Portfolio Artifact	10.29	3.18	
Students With Portfolio Accounts but No Artifacts	10.43	3.26	
Control Group	9.70	2.93	
NSTQ Satisfaction with Living Arrangements Scale			1.523
Students With Portfolio Artifacts	11.13	2.50	
Students With Portfolio Accounts but No Artifacts	11.67	2.40	
Control Group	11.23	2.59	
NSTQ University Involvement Scale			1.657
Students With Portfolio Artifacts	8.88	2.46	
Students With Portfolio Accounts but No Artifacts	9.34	1.96	
Control Group	9.30	2.27	
NSTQ Other Involvement Scale			2.328
Students With Portfolio Artifacts	7.95	1.38	
Students With Portfolio Accounts but No Artifacts	7.93	1.40	
Control Group	7.62	1.50	

Table 5

Mean Differences in Spring 2005 National Survey of Student Engagement Results by Group for Freshmen

<u>Group</u>	<u>M</u>	<u>SD</u>	<u>F (2, 151)</u>
NSSE Academic Challenge Scale			0.506
Students With Portfolio Artifacts	56.09	13.61	
Students With Portfolio Accounts but No Artifacts	60.11	11.23	
Control Group	55.68	10.02	
NSSE Active and Collaborative Learning Scale			0.809
Students With Portfolio Artifact	42.46	13.62	
Students With Portfolio Accounts but No Artifacts	44.03	15.44	
Control Group	45.96	17.16	
NSSE Student-Faculty Interaction Scale			2.611
Students With Portfolio Artifacts	41.95	17.64	
Students With Portfolio Accounts but No Artifacts	50.34	18.51	
Control Group	48.41	22.64	
NSSE Enriching Educational Experiences Scale			1.817
Students With Portfolio Artifacts	28.92	11.83	
Students With Portfolio Accounts but No Artifacts	25.09	10.17	
Control Group	30.86	12.53	
NSSE Supportive Campus Environment Scale			1.845
Students With Portfolio Artifacts	62.65	15.63	
Students With Portfolio Accounts but No Artifacts	69.42	13.88	
Control Group	63.98	13.18	

Table 6

Summary of Logistic Regression Analysis Predicting Retention For Graduate Students

Predictor	<u>B</u>	<u>SE</u>	<u>Wald</u>
Total Number of Files Uploaded	-.102	.071	2.074

Table 7

Summary of Logistic Regression Analysis Predicting Retention For Undergraduate Students

Predictor	<u>B</u>	<u>SE</u>	<u>Wald</u>
Number of Matrix Artifacts	.068	.086	.620
Total Number of Files Uploaded	.002	.097	.001

Table 8

Correlations of Spring 2005 Cumulative Grade Point Average and Credit Hours Earned With Artifact Measures

<u>Artifact Measure</u>	Graduate Students		Undergraduate Students	
	Grade Point Average	Credit Hours Earned	Grade Point Average	Credit Hours Earned
Number of Showcase Artifacts	-.327*	-.176	.231*	.051
Number of Matrix Artifacts	.281	-.046	.051	.086
Number of Artifact-Specific Reflections			.043	.190
Number of General Reflections	-.500	-.962	.230	.157
Total Number of Files Uploaded	.146	.009	.360***	.093*
Number of Events Posted to Students' Calendars	-.091	.185	.003	.021
Number of Bookmarks	-.101	.267	-.020	.134
Number of Resumes Uploaded	.033	.011	.110*	.287***
Number of Times Resumes Were Viewed	.092	.334**	-.134	-.134

Note. ** $p < .01$. *** $p < .001$.

Table 9

Summary of Logistic Regression Analysis Predicting Retention For Graduate Students After Controlling for Gender, Race, Age, and GRE Scores.

<u>Predictor</u>	<u>B</u>	<u>SE</u>	<u>Wald</u>
Gender (Female)	-.616	.714	.744
Race (Student of Color)	-.001	.959	.000
Age	-.054	.059	.834
GRE Verbal Score	.006	.004	1.812
GRE Mathematics Score	-.003	.005	.282
GRE Analytical Score	.001	.005	.072
Portfolio Group (With Portfolio Artifacts)	-1.306	.800	2.665

Table 10

Summary of Logistic Regression Analysis Predicting Retention For Undergraduate Students After Controlling for Gender, Race, Age, High School Grade Point Average, College, and Living Arrangements

Predictor	<u>B</u>	<u>SE</u>	<u>Wald</u>
Gender (Female)	.324	.148	4.812*
Race (Student of Color)	-.099	.204	.237
Age	.010	.021	.225
High School GPA	.902	.145	38.795***
College: Arts and Sciences	-.328	.187	3.075
College: Education and Human Development	.110	.167	.437
College: Musical Arts	.187	.437	.183
College: Technology	.378	.397	.904
Living Arrangements (On-Campus)	.761	.153	24.570***
Portfolio Group (With Portfolio Artifacts)	.730	.141	26.925***

Note. ** $p < .01$. *** $p < .001$. Change in Cox & Snell R^2 after entry of portfolio group = .02.

Table 11

Summary of Regression Analysis Predicting Spring 2005 Cumulative Grade Point Average for Graduate Students After Controlling for Gender, Race, Age, and GRE Scores

Predictor	<u>B</u>	<u>SE</u>	<u>B</u>
Gender (Female)	-0.003	.049	-.007
Race (Student of Color)	-0.006	.065	-.011
Age	0.000	.003	-.007
GRE Verbal Score	0.001	.000	.497**
GRE Mathematics Score	0.000	.000	.014
GRE Analytical Score	0.000	.000	-.037
Portfolio Group (With Portfolio Artifacts)	-0.092	.051	-.220

Note. $R^2 = .30$ ($df = 62$, $p < .01$).

** $p < .01$.

Table 12

Summary of Regression Analysis Predicting Spring 2005 Cumulative Grade Point Average for Undergraduate Students After Controlling for Gender, Race, Age, High School Grade Point Average, ACT Score, College, and Living Arrangements

Predictor	<u>B</u>	<u>SE</u>	<u>B</u>
Gender (Female)	0.078	.034	.048*
Race (Student of Color)	-0.250	.047	-.110***
Age	0.032	.007	.104***
ACT Score	0.026	.005	.132***
High School Grade Point Average	0.678	.037	.465***
College: Arts and Sciences	0.030	.051	.016
College: Business Administration	-0.021	.059	-.009
College: Education and Human Development	0.119	.046	.077*
College: Firelands	0.177	.229	.016
College: Health and Human Services	0.108	.068	.037
College: Musical Arts	0.143	.078	.044
College: Technology	0.144	.089	.035
Living Arrangements (On Campus)	0.076	.036	.048*
Portfolio Group (With Portfolio Artifacts)	0.160	.030	.106***

Note. $R^2 = .38$ ($df = 1602$, $p < .001$). Change in R^2 after entry of portfolio group = .02.

* $p < .05$. *** $p < .001$.

Table 13

Summary of Regression Analysis Predicting Spring 2005 Cumulative Credit Hours Earned for Graduate Students After Controlling for Gender, Race, Age, GRE Scores and Semester Enrolled

Predictor	<u>B</u>	<u>SE</u>	<u>B</u>
Gender (Female)	2.507	6.324	.038
Race (Student of Color)	- 6.622	8.191	-.073
Age	- 1.152	0.583	-.244
GRE Verbal Score	0.044	0.035	.140
GRE Mathematics Score	0.028	0.035	.101
GRE Analytical Score	- 0.017	0.030	-.069
Semesters Enrolled	5.409	0.706	.869***
Portfolio Group (With Portfolio Artifacts)	-13.133	6.046	-.201*

Note. $R^2 = .77$ ($df = 39$, $p > .05$). Change in R^2 after entry of portfolio group = .02.

* $p < .05$. *** $p < .001$.

Table 14

Summary of Regression Analysis Predicting Spring 2005 Cumulative Credit Hours Earned for Undergraduate Students After Controlling for Gender, Race, Age, High School Grade Point Average, ACT Score, College, and Living Arrangements

Predictor	<u>B</u>	<u>SE</u>	<u>B</u>
Gender (Female)	1.093	1.532	.014
Race (Student of Color)	1.423	2.069	.013
Age	5.621	0.318	.374***
ACT Score	0.332	0.219	.034
High School Grade Point Average	6.736	1.658	.093***
College: Arts and Sciences	8.785	2.252	.098***
College: Business Administration	15.111	2.614	.127***
College: Education and Human Development	8.376	2.045	.109***
College: Firelands	-21.177	10.165	-.039*
College: Health and Human Services	12.907	3.033	.089***
College: Musical Arts	52.935	3.481	.325***
College: Technology	11.888	3.934	.058**
Living Arrangements (On Campus)	-25.106	1.670	-.320***
Portfolio Group (With Portfolio Artifacts)	7.221	1.348	.096***

Note. $R^2 = .51$ ($df = 1602$, $p < .001$). Change in R^2 after entry of portfolio group = .03.

* $p < .05$. ** $p < .01$. *** $p < .001$.