Electronic portfolios are garnishing significant attention by the educational community the world over. While their usage continues to grow and interest expand, few academicians working in higher education have a solid knowledge of electronic portfolios and fewer still are adequately prepared for the design and implementation of meaningful electronic portfolio projects.

Electronic portfolios, while growing, are still an underutilized student-centered outcomes-based assessment regime involving learners in the gathering, selection, and organization or artifacts synthesized into a compilation purposed to demonstrate knowledge, skills, and/or achievements supported by reflections that articulate the relevance, credibility, and meaning of the artifacts being presented (Buzzetto-More, 2008). The literature has solidified their pedagogical efficacy validating them as a superior method to document student progress, encourage student involvement in assessment, showcase student work samples, promote students professionally, and provide a method of student learning outcomes and curriculum evaluation (Buzzetto-More, 2006; Popper, 2005). Their usage is supported by governmental and accrediting bodies; for example, the Office of Educational Research and Improvement (1993) recommends that performance assessments such as electronic portfolios be used to augment or replace norm-referenced tests at all educational levels and the American Association of Higher Education (AAHE, 2001) has proclaimed that student learning portfolios are an excellent methodology around which can be anchored a successful outcomes-based assessment program. At the same time, portfolio adoption represents a sizable commitment that is influenced by a number of variables and which requires both foresight as well as a thoughtful strategy.

Used primarily in the nursing and education-related disciplines, too few examples are available of exemplary projects occurring in other areas, particularly in the STEM and business disciplines. However, it is in precisely these domains where electronic portfolios are poised to have the biggest impact as they offer an alternative means of assessment that is more student centered offering a greater likelihood for student success. For programs going through rigorous accreditation and/or reaccreditation review, electronic portfolios may serve as an anchor around which they build a robust student learning outcomes-based assessment program.

Furthermore, it has been postulated that the mission of HBCUs to open doors for students by developing meaningful student centered learning opportunities that provide students with multiple opportunities for success should encourage the adoption of electronic portfolio usage at these institutions (Buzzetto-More, 2007).