

January 19, 2012

TO: Uday Sukhatme, Trudy Banta, and Mary Fisher

FROM: Susan Kahn

RE: ePortfolio Annual Report 2010-2011

I'm pleased to provide you with this report on ePortfolio developments from July 2010 through December 2011. This has been a very productive period: use of the ePortfolio gained considerable momentum as a result of improved functionality for end users, increased faculty development programming, new web presentation capabilities, and the ePDP and related initiatives. Despite the demands of preparing for the 2012 reaccreditation visit, ePortfolio staff collaborated intensively with University College on implementing the ePDP, sustained faculty development opportunities, and began a transition to a different approach to supporting ePortfolio projects at IUPUI.

Key developments included:

- **Rapidly increasing use.** Interest in the ePortfolio is at an all-time high, with 270 ePortfolio sites created since August 2010 and roughly 6,500 users IU-wide; the great majority of sites and users are associated with IUPUI. Of almost 30 IUPUI ePortfolio projects under way, half were launched during the past 18 months. Increasingly, these projects use the environment for both assessment and student development.
- **Successful pilots in the First-Year Seminar.** Integrating the Personal Development Plan with ePortfolio enables first-year students to organize their PDP content into a unified web site to share with peers, faculty, advisors, and family members. Following a Fall 2010 pilot that involved 16 FYS sections and about 400 students, the "ePDP" moved into its second phase in Fall 2011 with more than 1,200 students in 51 sections—almost half of the sections offered. In addition to collaborating with University College on planning and faculty development, we helped support a new ePDP web resource for faculty and students at <https://pdp.uc.iupui.edu/Home.aspx>. The site includes a gallery of ePDPs from Fall 2010; examples from Fall 2011 will be added shortly.
- **National visibility for IUPUI.** IUPUI faculty and administrators presented and published widely on their ePortfolio work. The Doctor of Nursing Practice faculty's ePortfolio implementation earned compliments from the initial accrediting team and helped secure a HRSA grant (\$927,000) to expand the program. IUPUI garnered a FIPSE sub-grant (\$20,000) to support ePDP expansion throughout the undergraduate experience. I currently chair the Board of Directors of the new international ePortfolio professional organization.

Increased ePortfolio use is due, in part, to enhanced usability, a variety of new features, and growing faculty awareness of the worldwide ePortfolio movement. Increasing use, however, has revealed issues of scalability of the software. It will thus be important for IUPUI to have input as IU introduces the new Sakai Open Academic Environment; we are working with UITS to facilitate such contributions.

I would be pleased to answer any questions you may have about the report. Thanks again to all of you for your support.

cc: Stacy Morrone, Pratibha Varma-Nelson, Rick Ward, ePortfolio Coordinating Committee

**ePortfolio Initiative Annual Report
July 2010 – December 2011**

Strengthening the Campus

- Supported campus-wide academic initiatives, including the Personal Development Plan and RISE
 - ✓ University College began using the ePortfolio as a site for first-year students' **Personal Development Plans** (PDPs), following a year of intensive collaborative planning with the ePortfolio team. The PDP is designed to enhance retention and academic performance by helping first-year students set a direction for their undergraduate studies and post-graduate lives. The ePortfolio enables students to develop their PDPs in a more unified and meaningful web format, rather than as a series of disconnected exercises, and to make it accessible to anyone the student chooses. During Fall 2010, seven first-year seminar instructors piloted the ePDP in 16 sections with some 400 students. After careful evaluation, modification of the faculty development approach, improvement of student instructions and grading rubrics, and streamlining of software administration, the pilot expanded in Fall 2011 to 51 sections with more than 1,200 students—almost half of all sections, far exceeding the goal for that semester of 25 percent of sections.

Most student and faculty feedback has been positive. Outcomes of the Fall 2010 pilot suggest that ePDPs support better informed decision-making among students and provide advisors with more helpful information about students' backgrounds and interests. Use of the ePortfolio tools will also facilitate students' ongoing development and use of the PDP in subsequent semesters. Because of the ePDP's potential to spur further adoption of the ePortfolio, in addition to its inherent benefits for student success, we view this as our most strategic investment.

- ✓ The IUPUI ePortfolio team partnered with University College on a successful grant proposal for funding from **the Fund for the Improvement of Post-Secondary Education**, via LaGuardia Community College, in a national "Connect to Learning" project. The funds provide modest support for several pilots of continued development and use of the PDP beyond the freshman year. More importantly, the national project has helped to catalyze expansion of the ePDP initiative. Along with University College, we are partnering with the Student African-American Sisterhood, the Department of Psychology, and the Life Health Sciences Internship Program in the School of Medicine. The ePortfolio initiative has committed matching funds each year to help faculty and advisors learn about developmental, integrative ePortfolios, and to plan and implement applications that support their students most effectively.
 - ✓ The ePortfolio directly supports the **RISE** initiative. The Center for Service and Learning (CSL) has integrated the ePortfolio into service learning courses as well as into all of its service learning scholarship programs. The Center for Research and Learning is also using the ePortfolio to document learning in undergraduate research experiences. In addition, the ePortfolio team and University College are in discussion with the Solution Center and the Career Services Council about ways to support and deepen student learning in internship experiences.
- Enhanced IUPUI's national and international leadership status
 - ✓ ePortfolio team members and IUPUI faculty involved with ePortfolio grant projects delivered at least **34** peer-reviewed and invited **presentations and workshops** at regional, national, and international conferences. They also co-authored an invited book chapter, co-edited a book, and

published three papers on ePortfolios. Topics included using ePortfolios to help students prepare for the professional workplace, support reflective practice in health-related fields, and assess “civic-mindedness” among undergraduates. (See attached presentation and publication list. Please note that units not holding a current grant from the ePortfolio initiative are not required to report to us, so these numbers may be understated and the attached list may be incomplete.)

- ✓ Academic units involved in discipline-based ePortfolio projects are strengthening their own reputations for ***innovation in their professional fields*** through disciplinary publications and presentations. As health and other professions move toward evidence-based accountability, authentic assessment, and a focus on reflective practice, faculty members have been increasingly drawn to ePortfolio adoption and related curriculum revision for specialized accreditation. Accreditation visitors in July 2011 commended the DNP program’s creative use of ePortfolios to document the development of students’ professional competencies; the Schools of Dentistry and Medicine have committees exploring ePortfolio use as they pursue curricular revisions; the Physical Education Teacher Education program is implementing ePortfolios for combined NCATE and NASPE accreditations; the SLIS-Indianapolis MLS program ePortfolio combines ALA and NCATE accreditation requirements; and work on the revised BSW program (using ePortfolios as a major assessment component) is complete and MSW planning under way. CSL, CRL, and University College already have strong reputations for innovation, and ePortfolio adoption is providing new foundations for their professional leadership.
- ✓ The ePortfolio track, organized by ePortfolio staff, at the national ***Assessment Institute*** sponsored by IUPUI is a key national venue for emerging work and research on portfolio assessment. In addition, the ePortfolio team conducted well-attended pre-Institute workshops in both 2010 and 2011.
- ✓ IUPUI participated in the sixth cohort of the ***Inter/National Coalition for Electronic Portfolio Research (I/NCEPR)***, along with Northeastern University, the Universities of Georgia and Michigan, and others. The cohort work, centered on realizing the potential of ePortfolios to enhance assessment and accreditation, is expected to result in an edited volume, which will give IUPUI added visibility. IUPUI’s NCEPR team is conducting research on the role of reflection in ePortfolios and assessment, focusing on uses at IUPUI.
- ✓ In 2010-11 Susan Kahn served as Vice Chair of the Board of Directors for a ***new national ePortfolio organization***, the Association for Authentic, Experiential, and Evidence-Based Learning (AAEEBL). She assumed the office of Board Chair in June 2011. Susan Scott is a track chair for the 2012 AAEEBL conference planning committee. Lynn Ward and Debra Runshe of UITS continue leadership roles in the ***Sakai*** ePortfolio and Teaching and Learning communities.
- Enhanced IUPUI’s leadership within IU
 - ✓ IUPUI ePortfolio team members offered leadership and support to potential ePortfolio users ***across IU*** through consultations with faculty and administrators at Bloomington and East and extensive training for instructional support staff at all IU campuses.
 - ✓ Susan Kahn served on the IU-wide ***Oncourse Priorities Committee***, advocating for continued development and improvement of ePortfolio tools and capabilities. As a result of increased interest university-wide, Kahn has been invited to chair a new ePortfolio Priorities Committee, to launch in Spring 2012.

Serving Faculty and Students

- The IUPUI ePortfolio team collaborated with UITS on rapid deployment of Presentation Maker to respond to pent-up demand, resulting in part from the successful pilots of the ePDP in University College. To meet growing needs, the IUPUI team provided extra support for instructors and students while UITS prepared to implement Help Desk staff and Knowledge Base user support. In addition to consulting with faculty, the ePortfolio team members conducted **27 training sessions** for instructors, advisors, and students.
- The ePortfolio team increased the **number and variety of relevant professional development workshops and symposia** offered to faculty, in collaboration with the Center for Teaching and Learning. Workshops are consistently well-rated, last year averaging 15 attendees each, with 64 participants (unduplicated) from 27 departments in 14 schools and eight administrative units. These workshops included increased opportunities for faculty using ePortfolios to share their experiences with colleagues: 16 faculty presentations at seven events. (See attached schedule.)
- CTL and UITS staff provided **256 consultations** to individuals and teams of faculty working with ePortfolios. The ePortfolio team and CTL are planning training sessions for all CTL staff members to enable them to support faculty in incorporating ePortfolios into degree programs and making appropriate adjustments to syllabi and pedagogy.
- ePortfolio staff completed an **evaluation of the Integrative Department Grant Program** to determine whether the grants continue to represent the best approach to advancing adoption of ePortfolio at IUPUI. Responses to the survey of past and current IDG grantees came largely from more recent grantees and confirmed our perception that IUPUI's adoption of ePortfolio has reached a turning point at which targeted funding appears a more fruitful strategy. Units that have already invested in adoption or faculty who have begun independent projects may be better prepared to take full advantage of additional support.
- The ePortfolio initiative funded **participation in the international 2011 AAEEBL Conference** for 13 IUPUI faculty and staff members actively involved in ePortfolio projects and supported participation in **the Connect to Learning Summer Institute** for eight faculty and staff members. IUPUI faculty and staff were involved in six AAEEBL presentations and one Connect to Learning presentation. Funds came from the Connect to Learning sub-grant and the ePortfolio budget.

Reaching Schools, Departments, and Centers

- Nearly **30 programs and centers** are actively using or actively preparing to use ePortfolio. These include both degree programs and non-degree-granting units like the Center for Service and Learning and the Center for Research and Learning. Levels of engagement with ePortfolio range from individual faculty use to integration into entire programs. Initial individual projects within the Schools of Nursing, Dentistry, Physical Education and Tourism Management, and Engineering and Technology catalyzed adoption by other programs within those schools.
- The ePortfolio team funded and consulted with **six active Integrative Department Grant projects** in 2010-11. Three (Doctor of Nursing Practice, Center for Service and Learning, and Library and Information Science MLS) of those were completed in summer 2011; one was tabled (Student Life) and returned its second-year funds; and two (Preventive Dentistry and Music Technology) are

continuing into 2012. The Doctor of Nursing Practice program led to adoption of the ePortfolio in several other Nursing degree programs, including the IU-wide online RN to BSN Completion program, while the Preventive Dentistry project was stimulated by an earlier initiative in Pediatric Dentistry.

Plans and Goals for 2012

- **Create a broadly based campus-wide ePortfolio advisory committee.** Rapidly growing ePortfolio use to support deeper learning, self-representation, and authentic assessment, along with the scope of projects like the ePDP, have created a need for a campus advisory committee. We are working with our Faculty Council Executive Committee liaison, Rick Ward, to develop a charge and agenda and identify possible members. Such a group can help us determine priorities and strategies, serve as advocates for the ePortfolio across campus, and advise us on feedback to UITS as the Open Academic Environment is developed.
- **Implement the new IU-wide advisory committee on ePortfolios.** As earliest adopter, IUPUI will be heavily represented and Susan Kahn will chair, but interest in ePortfolios is spreading rapidly across the Bloomington campus and more selectively at regional campuses. Several of the IUPUI ePortfolio projects are system-wide schools (Nursing and Social Work; Medicine expects to include the statewide medical education centers in its project as well). The system-wide Academic Roadmap is also a driver, with IUPUI's ePDP initiative in position to provide leadership and sound advice.
- **Scale up faculty development programming,** in conjunction with the Center for Teaching and Learning, to add workshops on portfolio assessment, web design, enhanced use of multimedia, ePortfolios in capstone courses, sessions for "advanced practitioners," and others. We also hope to establish a faculty community of practice on reflection as a valuable pedagogy across curricula and are considering an intensive summer development program to help faculty make concentrated progress in preparing their ePortfolio initiatives and projects. Continuing collaboration with the CTL will be important in ensuring that faculty are aware of these opportunities and of the availability of individual consulting and assistance.
- In conjunction with I/NCEPR Cohort 6 and the AAEEBL FIPSE grant, continue to **identify effective approaches** to deploying ePortfolios for assessment and student development and seek new ways to engage faculty in the growing scholarship on ePortfolios and keep them informed on relevant national and international discussions and developments.
- **Maintain advocacy with UITS** to commit needed resources to ePortfolio improvement, usability, flexibility, and updating until and during the transition to Open Academic Environment (which could begin as soon as Fall 2013).

ONCOURSE PORTFOLIOS BY THE NUMBERS

- 522 total sites university-wide since 2005
- 270 sites created since Aug 2010 when “portfolio” sites were added to the site request form.
- Approximately 140 active sites (new participant content added between 2010 and 2011) with roughly 6,500 users. The majority of sites and users are associated with the IUPUI campus.

*Received direct financial support from ePortfolio initiative budget. Others have been supported via CTL consulting and ePortfolio faculty development workshops.

CURRENT EXAMPLE EPORTFOLIO PROJECTS AND USES @ IUPUI

	Program assessment and accreditation	Assessment of student learning	Integrative learning	Career preparation and planning	Academic planning & advising	Self representation	Professional development	Self -assessment (developmental)	Workflow and tracking
American Studies (courses)		◆							◆
Art History (capstone, in planning)		◆	◆	◆		◆			
Biology (courses)			◆					◆	
Center for Research and Learning	◆	◆						◆	◆
Center for Service and Learning*	◆	◆	◆				◆		◆
Dentistry (Pediatrics*, Dental Hygiene, Preventive*)	◆	◆	◆				◆		
Engineering and Technology (ET*, ECT)	◆	◆							◆
English (capstone)		◆	◆	◆		◆		◆	
IUPU Columbus (Liberal Arts*, Education*_now using Chalk & Wire, Nursing)	◆	◆	◆						◆
Library and Information Science (MLS)*	◆	◆	◆	◆		◆		◆	
Life Health Sciences Internship Program			◆					◆	
Medicine (Pediatrics; planning broader development)		◆						◆	◆
Museum Studies (using Epsilen)		◆		◆		◆		◆	
Music Technology (BSMT)*	◆	◆	◆			◆			
Nursing (CNS, DNP*, online BSN completion programs, MSN planning)	◆	◆	◆	◆	◆	◆		◆	
Organizational Leadership and	◆	◆	◆					◆	

Supervision*									
Physical Education Teacher Education	◆	◆	◆		◆				◆
Psychology (advising, Lifespan course)					◆			◆	
Social Work (BSW; expanding to MSW)	◆	◆							
Spanish Capstone	◆	◆	◆	◆				◆	◆
Technical Communications (planning shift from Epsilon to Oncourse)	◆	◆							
Tourism, Convention, and Event Management (PULs)*	◆	◆	◆					◆	
University College (ePDP*, SAAS)	◆	◆	◆	◆	◆	◆		◆	◆
Visual Communication (capstone)*		◆		◆				◆	

Grant projects funded and completed but not continuing use of an ePortfolio:

Secondary Education (2005-07), Joshua Smith

Computer and Information Science (2007-09), Michele Roberts

IUPU Columbus (2008-10), Katherine Wills (original Liberal Arts & Business; Nursing is using)

Grant projects begun but suspended:

Computer and Information Technology (2005-06), Tom Ho (second-year funding withheld)

Biology Honors Program (2007-08), Kathy Marrs (second-year funding withheld)

Division of Student Life (2009-10), Robert Aaron (second-year funding returned)

ePortfolio Initiative Faculty Development Sessions 2010-2011

Fall 2010

Using Rubrics to Assess and Enhance Learning September 16, 1:30 – 4:00 p.m., IT 121

Well-written rubrics help students understand what they are expected to accomplish in an assignment or a course of study. In this workshop you will practice developing rubrics that deepen your students' learning. You will also discuss strategies for reaching school or division consensus, through rubric development, about assessing student learning at IUPUI. Faculty presenters: Elaine Cooney, Engineering Technology; Yao-Yi Fu and Betty Jones, Tourism, Convention and Events Management.

ePortfolio Fall Symposium

October 8, 9:00 a.m. – 12:00 p.m., CE 305

All engaged in using, or planning to use, the IUPUI ePortfolio are invited to attend this exchange of experiences featuring a variety of purposes envisioned for this flexible tool. Featured projects will include those in undergraduate research and preventive dentistry. Also highlighted will be new ePort software features and new opportunities for scholarship expected to be available through IUPUI's participation in the Inter/National Coalition for Electronic Portfolio Research (I/NCEPR). Faculty presenters: Yao-Yi Fu and Betty Jones, TCEM; Elizabeth Rubens, CRL; Melinda Meadows, Dentistry.

Introduction to IUPUI's ePortfolio

November 5, 9:00 – 12:00 p.m., UL 1125M

Thoughtfully used, electronic portfolios can engage students more deeply in learning, encourage them to develop lifelong learning skills, support faculty collaboration around curricula and learning outcomes, and facilitate authentic assessment. In this session, you'll learn about the context and rationale for IUPUI's ePortfolio initiative and participate in a hands-on demonstration of the ePort environment within Oncourse. You'll also learn about resources available to support your use of ePort to improve teaching, learning, and assessment.

Enhancing Student Learning through Reflection November 19, 9:00 a.m. – 11:30 p.m., UL 1116

Research indicates that reflection enhances student engagement, helps students define themselves as learners and professionals, contributes to students' development as reflective practitioners, and provides information for assessment and improvement. With effective guidance, reflection helps students to make connections among learning experiences across courses and disciplines and between classroom and out-of-class experiences. Bring your questions and ideas to share with other participants in this discussion of techniques for teaching students how to interpret, comprehend, and integrate learning from their experiences. Faculty presenters: Karen Johnson, English; Cindy Williams, University College/Psychology; Dan Pesut, Nursing.

Spring 2011

Using Rubrics to Assess and Enhance Learning January 14, 9:00 – 11:30 a.m., CE 307

Well-written rubrics help students understand what they are expected to accomplish in an assignment or a course of study. In this workshop you will practice developing rubrics that deepen your students' learning. You will also discuss strategies for reaching school or division consensus, through rubric development, about assessing student learning at IUPUI. Faculty presenters: Karen Alfrey, Engineering & Technology; Yao-Yi Fu and Betty Jones, Tourism, Convention and Events Management.

Introduction to IUPUI's Presentation Maker

February 18, 9:00 a.m. – 12:00 p.m., UL 1125M

IU has recently added to Oncourse the capability for students to use simple tools to create attractive, flexible showcase portfolios that take the form of personal academic/ professional web sites. Combined with the capabilities of existing ePortfolio tools, the new Presentation Maker is likely to be appealing to students and faculty for many purposes. In this session, you will participate in a hands-on demonstration of the new features and hear

from some faculty colleagues who are piloting the new tool. Faculty presenters: Beverly Linde, Nursing; Cindy Williams, University College/Psychology; Karen Johnson, English.

Spring ePortfolio Symposium

March 25, 9:00 – 12:00 p.m., CE 307

The IUPUI ePortfolio Spring Symposium provides an opportunity for those engaged in using ePortfolio to discuss progress and challenges, provide advice about improvements to the initiative, and help shape plans for next year. The session highlights departmental projects and new ePort uses of general interest. Faculty presenters: Cathy Buyarski, University College; Julia Meek, Nursing; Lisa McGuire, Social Work.

Fall 2011

Introduction to IUPUI's ePortfolio

September 16, 9:00 – 11:30 a.m.

Thoughtfully used, electronic portfolios can engage students more deeply in learning, encourage them to develop lifelong learning skills, support faculty collaboration around curricula and learning outcomes, and facilitate authentic assessment. In this session, you'll learn about the context and rationale for IUPUI's ePortfolio initiative and participate in a hands-on demonstration of the ePortfolio environment within Oncourse. You'll also learn about resources available to support your use of ePort to improve teaching, learning, and assessment.

Introduction to IUPUI's Presentation Maker

September 23, 9:00 a.m. – Noon

Students can now use simple tools in Oncourse to create attractive, flexible showcase portfolios that take the form of personal academic/professional web sites. Combined with the capabilities of existing ePortfolio tools, the new Presentation Maker is likely to be appealing to students and faculty for many purposes. This session will feature a hands-on demonstration of the new environment and lessons from faculty colleagues who are piloting the new tool. Faculty presenters: Michael Yard, Biology; Cindy Williams, Psychology; Karen Johnson, English.

Developing Rubrics to Assess and Enhance Learning

October 7, 9:00 – 11:30 a.m.

Well-written rubrics help students understand what they are expected to accomplish in an assignment or a course of study. In this workshop you will practice developing rubrics that deepen your students learning. With advice from experienced colleagues, you will also discuss strategies for reaching school or division consensus, through rubric development, about assessing the Principles of Undergraduate Learning at IUPUI. Faculty presenters: Karen Alfrey, Engineering & Technology; Mary Beth Riner, Nursing.

Enhancing Student Learning through Reflection

November 11, 9:00 a.m. – Noon

Research indicates that reflection enhances student engagement, helps students define themselves as learners and professionals, contributes to students' development as reflective practitioners, and provides information for assessment and improvement. With effective guidance, reflection helps students to make connections among learning experiences across courses and disciplines and between classroom and out-of-class experiences. Bring ideas and questions to share with other participants in this discussion of techniques for teaching students how to interpret, comprehend, and integrate their learning. Faculty presenters: Karen Johnson, English; Cindy Williams, Psychology.

ePortfolio Presentations, Publications, and Grants 2010-11

Publications

- Johnson, K.R., & Kahn, S. "What Are You Going to Do with *That* Major? An ePortfolio as Bridge from University to the World." (In press.) In Rice, R., & Wills, K.V. (Eds.), *ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios in Public Workplaces*. West Lafayette, IN: Parlor Press & WAC Clearinghouse, Perspectives on Writing Series. (Invited and accepted chapter.)
- Meek, J., Pesut, D., Runshe, D., Riner, M., Weaver, M., Stiffler, D., Grew, D., Fulton, C., Fathauer, L., & Sims, S. "Evaluation of the Structure, Process, and Outcomes of Reflection in a Newly Created DNP Program: A Data-Based Approach to the Evaluation of Reflection and Transformational Learning." (submitted to *International Journal of Nursing Education Scholarship*)
- Rice, R., & Wills, K.V. (Eds.), *ePortfolio Performance Support Systems: Constructing, Presenting, and Assessing Portfolios in Public Workplaces*. West Lafayette, IN: Parlor Press & WAC Clearinghouse, Perspectives on Writing Series. (In press, anticipated publication 2012)
- Scott, S. "Money Isn't Everything," *The AAEEBL Learner*, Association for Authentic, Experiential and Evidence Based Learning (AAEEBL), August 2011.
- Steinberg, K. & Norris, K. "Assessing Civic Mindedness." *Diversity and Democracy*, Association of American Colleges and Universities, Fall 2011.

Presentations

International:

- Banta, T., & Kahn, S. "Three Promising Alternatives for Assessing College Students' Knowledge and Skills." EAIR Forum, Valencia, Spain, September 2010.
- **Buyarski, C.**, & Gaitan, A. "Reflection in a First-year Seminar Personal Development Plan." AAEEBL Global Conference, Boston, MA, July 2011.
- Chen, H., Penny-Light, T., Brown, G., **Kahn, S.**, & Jacobson, J. "Conversations on Portfolio Research and Assessment." AAEEBL Global Conference, Boston, MA, July 2011.
- Johnson, K., & Kahn, S. "Fostering Integrative Learning in a Senior Capstone Seminar." First AAEEBL Conference, Boston, MA, July 2010.
- Johnson, K., & Kahn, S. "Improving Reflection for Effective ePortfolios: First-Generation Students and the Liberal Arts." AAEEBL Global Conference, Boston, MA, July 2011.
- Kahn, S. "Translating Vision to Practice: A Program-Centered Model for ePortfolio." First AAEEBL Conference, Boston, MA, July 2010.
- Kahn, S. "Enhancing Student Learning through Reflection." EAIR Forum, Warsaw, Poland, September 2011.
- Kahn, S., & Scott, S. "Campus Strategies for ePortfolio Diffusion." AAEEBL Global Conference, Boston, MA, July 2011.
- Norris, K., Plater, W., & Buyarski, C. "Developing Civic Identity and Assessing Civic-mindedness Using ePortfolios." International ePortfolio and Identity Conference (EPIC), London, England, July 2011.
- Norris, K., Price, M., & Steinberg, K. "Using ePortfolios to Document and Assess Student Civic Engagement and Professional Development." 10th Annual International Research Conference on Service Learning and Community Engagement, Indianapolis, IN, October 2010.
- Norris, K., & Steinberg, K. "Assessing and Documenting Student Civic Learning through ePortfolios." AAEEBL Global Conference, Boston, MA, July 2011.
- Runshe, D. "Supporting Faculty in the Development of Electronic Portfolios." AAEEBL Global Conference, Boston, MA, July 2011.

- Scott, S. Electronic Portfolio roundtable facilitator. 10th Annual International Research Conference on Service Learning and Community Engagement, Indianapolis, IN, October 2010.
- Smith, J., & **Ward, L.** "Implementing the Sakai Open Source Portfolio Environment." Two-day professional development workshop, Kumamoto University, Japan, March 2011.
- Ward, L. "Choosing ePortfolio Software for Your Campus." AAEEBL Global Conference, Boston, MA, July 2011.

National:

- Anton, M., Monkhouse, K., & Patino, E. "The Capstone Experience: Program Assessment and Students' Reflections on Learning Outcomes." Assessment Institute, Indianapolis, October 2011.
- Applegate, R., & Irwin, M. "ePort as Summative Measure in a Professional Program: When Agreeing on Outcomes Is Not Enough," Assessment Institute, Indianapolis, IN, October 2010.
- Applegate, R., & Irwin, M. "Electronic Portfolios for Program-Level Learning Outcomes Assessment." Association for Library and Information Science Educators, Annual Meeting, San Diego, CA, January 2011.
- Beith, L., Dashew, B., Kajita, S., Matsuba, R., **Runshe, D.**, Smith, J., **Ward, L.**, & Zaldivar, M. "A Showcase of Open Source Portfolio Implementations." Pre-conference workshop at the 12th Sakai Conference, Los Angeles, CA, June 2011.
- Buyarski, C, Clayton, P., Runshe, D., Williams, C., & Linde, B. "Generating and Assessing Learning through Online Personal Development Plan," Assessment Institute, October 2010.
- Buyarski, C., Jones, M., Price, M., Rouse, S., & Clayton, P. "Collaborative Assessment of Student Products as Professional and Programmatic Development: Iteratively Refining IUPUI's Personal Development Plan ePortfolio (ePDP)." Assessment Institute, Indianapolis, October 2011.
- Dashew, B., Lee, R., Maurer, C., McPherson, D., **Runshe, D.**, Smith, J., **Ward, L.**, & Zaldivar, M. "The Open Source Portfolio Tools in Sakai," 12th Sakai Conference, Los Angeles, CA, June 2011.
- Hansen, M., Buyarski, C., Trujillo, D., & Clayton, P. "Assessing the Effectiveness of a Personal Development Plan for First-Year Students: A Mixed-Method Approach." Assessment Institute, Indianapolis, October 2011.
- Johnson, K., & Kahn, S. "ePortfolios, Liberal Learning, and First Generation College Students: Teaching and Assessing Reflection," AAC&U Annual Meeting, San Francisco, CA, January 2011.
- Kahn, S. "Electronic Portfolio Pedagogy and Reflection." Pre-Institute Workshop, Assessment Institute, Indianapolis, October 2011.
- Kahn, S., & Scott, S. "Evaluating an ePortfolio Implementation Strategy," AAC&U Annual Meeting, San Francisco, CA, January 2011.
- Kahn, S., Runshe, D., Scott, S. & Ward, L. "Implementing Student Electronic Portfolios for Assessment." Pre-Conference Workshop, Assessment Institute, Indianapolis, October 2010 (invited).
- Lafuze, J., & Runshe, D. "Opening Endless Possibilities through Opportunities for Reflection," 12th Sakai Conference, Los Angeles, CA, June 2011.
- Marquardt, S., Maurer, C., **Runshe, D.**, Smith, J., **Ward, L.**, & Whyte, A. "Creating an Open Source Community That Works," 12th Annual Sakai Conference, Los Angeles, CA, June 2011.
- Norris, K., Price, M., & Steinberg, K. "Using ePortfolios to Enhance and Assess General Education and Civic Engagement: Challenges and Strategies," AAC&U General Education and Assessment Conference, Chicago, IL, March 2011.
- Norris, K., Steinberg, K., & Hatcher, J. "Assessing Student Civic-Mindedness Using ePortfolios." Assessment Institute, Indianapolis, October 2011.
- O'Laughlin, N., Raynauld, J., Smith, J., Squillace, B., **Ward, L.** "Current and Future Portfolio Innovations in Sakai," 12th Sakai Conference, Los Angeles, CA, June 2011.

- Raynauld, J., Smith, J., Squillace, B., **Ward, L.** “Portfolio Visioning for Sakai OAE,” 12th Sakai Conference, Los Angeles, CA, June 2011.
- Riner, M., Runshe, D., et al. “Using an ePortfolio to Thread a Translational Science Scholarship Project into a DNP Curriculum,” (poster presentation) Doctoral Forum of the American Association of Colleges of Nursing, San Diego, CA, March 2011.

Indiana:

- Meyer, J., Price, M., & Williams, C. “Beyond the ‘Add and Stir’ Approach: Integrating the PDP into Your First Year Seminar Course Design,” Themed Learning Communities faculty retreat, August 2011.
- Runshe, D., & Ward, L. Weekly ePortfolio Support online series for staff of IU centers for teaching and learning, July – August 2010.

Editorial Positions

- Kahn, S. Book Review Editor, *Assessment Update*, published by Jossey-Bass; also review new submissions (includes electronic portfolio coverage).
- Kahn, S. Manuscript Review Board, *International Journal of ePortfolio*, published by Virginia Tech in conjunction with AAEEBL.
- Kahn, S. Reviewer, *International Journal of the Scholarship of Teaching and Learning*
- Kahn, S., Editorial Board, *National Teaching and Learning Forum*

Grants

- Kahn, S., & Buyarski, C. Connect to Learning with ePDP. Co-Project Directors S. Kahn and C. Buyarski, \$19,996 grant from The Research Foundation of the City University of New York, as part of a larger grant to LaGuardia Community College and AAEEBL from US DOE/FIPSE, 2011-13.
- Riner, M. Developing Clinical Nurse Experts and Leaders through a DNP. \$927,700 grant from HRSA, 2011-2014.

ePortfolio Software Accomplishments in 2010-11

- **Ability to evaluate assignments linked to matrix cells directly within the student's assignment submission.** This enhancement dramatically reduces the work involved in evaluating student portfolio work. It makes it possible for instructors to evaluate an artifact at the same time and on the same screen on which they are grading it.
- **Item-level evaluation.** The enhancement makes it possible to evaluate the individual artifacts that have been added to a matrix cell in addition to evaluating the entire cell. The item-level evaluation form can be the same as or different from the form for evaluating the cell.
- **Item-level evaluation report.** New report that provides summary statistics and detailed results for item-level evaluations.
- **Link from portfolio sites to SIS Academic Planner.** A new tool enables students to move seamlessly from their portfolio site to their Academic Planner in SIS (requested by University College for the PDP).
- **Link from SIS Academic Planner to portfolio sites.** A web services feed from Oncourse to SIS makes it possible for students to move seamlessly from their Academic Planner to their portfolio and PDP sites in Oncourse (requested by University College for the PDP).
- **Ability to view all student presentations.** Previously, instructors and portfolio administrators were only able to view student presentations if the student had explicitly shared it with them or the public. A new permission in the Presentations tool makes it possible for instructors to view all active student presentations regardless of their sharing status.
- **Ability to filter presentations by group.** Previously, in large portfolio sites there was no way to filter the list of presentations a user has permission to view. A new drop-down menu makes it possible to restrict the list of presentations to a specific course section or group.
- **Ability for site administrators to see and edit unpublished forms.** Previously, site administrators were unable to see or use portfolio forms added by other administrators unless they were published. This presented problems in situations where administration of the site is shared or the responsibility is transferred from one administrator to another. Now all site administrators can see all forms, regardless of their "unpublished/published" status.
- **Revised default location for imported files.** Previously, when matrices, wizards, and presentation templates were imported into a portfolio site, the supporting files were placed in Resources of the importer's My Workspace. Only the site administrator who imported the components had access to the files, which made it impossible for other site administrators to change the imported components. Now, when portfolio components are imported, the supporting files are placed in Resources in the corresponding site (not in My Workspace), giving access to other administrators of the site.
- **Ability to disable roster synching at the site or server level.** When the roster synching feature was first deployed, it was available in all portfolio sites and allowed any portfolio site administrator to synchronize the roster of any Oncourse sites in which she or he was a member with the portfolio site's roster, which raised some security and privacy concerns. Today, roster synching is turned off in new sites by default. It can be turned on by request for instructors and administrators who have a legitimate need to use it.

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**Integrative Department Grants – Status Report
January 2012**

*Asterisk indicates that ePortfolio use continues.

Grantee	Grant period	Purpose(s)	Current status	Total expenditure
Secondary Education PIs: Joshua Smith, Julie Bohnenkamp, Sarah Blackwell	2005-2007 Completed	Align curriculum with Principles of Teacher Education and PULs; review and revise Secondary Ed curriculum to ensure that all desired learning outcomes are systematically addressed; identify key assignments to use for assessment of these outcomes and inclusion in ePortfolio.	Grant extended to enable the Transition to Teaching program to incorporate ePort. Also used for Woodrow Wilson Fellowship program. Use discontinued per changes in curriculum and Professional Standards Board requirements.	\$ 25,000
Computer and Information Technology PIs: Tom Ho, Eugenia Fernandez	2005-2007 Tabled	Gather assessment data for anticipated accreditation under ABET IT criteria.	Project stalled after an initial unsuccessful pilot. Second year not funded.	\$ 5,000
Biology (Honors Program) PI: Kathy Marrs	2006-2008 Tabled	Support student development of pre-professional portfolio to prepare for biology careers by organizing, explaining, self-assessing, and documenting skills acquired through major.	Introduced freshman Biology honors students to ideas and framework of ePort. Due to over-commitment, the PI tabled the project and returned unspent funds.	\$ 5,000
*Visual Communications (Herron) PIs: Christopher Vice, Lee Vander Kooi	2006-2009 Completed	Map PULs to disciplinary competencies to support assessment, accreditation, integrative learning, and SOTL. Expand portfolio from demonstration of professional competence to include reflection on learning and professional/ intellectual growth.	Progressed with curriculum mapping, restructuring, and assessment. Awarded one-year extension to implement eP in senior capstone for student integration of learning and for departmental assessment.	\$ 15,000
*IUPUC Division of Education PI: Debbie Winikates	2006-2008 Completed	Provide more integrated 4-year experience for majors, including transfer students, make alignment between PTEs and PULs more transparent to students, and facilitate data collection for accreditation.	Success with this project led to IUPUC proposal for campus-wide implementation of ePortfolio in 2008-2010. Education use continues, using Chalk & Wire platform.	\$ 10,000
*School of Dentistry PIs: Larry Garetto, Melinda Meadows	2007-2010 Completed	Identify curricular improvement needs. Support student development in such areas as reflective practice/self-assessment, clinical skills, ethics, and professionalism.	Implemented eP to capture and assess student progress according to desired outcomes in ethics. Implemented in two courses in pediatric dentistry, with two more courses after project. Also led to use in dental hygiene.	\$ 10,000

Grantee	Grant period	Purpose(s)	Current status	Total expenditure
*School of Engineering and Technology PIs: Elaine Cooney, Karen Alfrey	2007-2009 Completed	Increase student understanding and practice of critical thinking across E & T programs.	Developed critical thinking rubric flexible enough to be useful with a variety of problem-solving assignments, tested in two classes. Used within Oncourse course sites until assignment-linking became available in ePortfolio in 2011.	\$ 10,000
Computer and Information Science PIs: Josh Morrison, Michele Roberts	2007-2009 Completed	Ensure that PULs and disciplinary learning outcomes are integrated into all CSCI courses. Use ePortfolio to link PULs to distance education curriculum.	Department courses audited for inclusion of PULs and disciplinary learning outcomes. Two distance education courses piloted online assessment and ePortfolio in distance education. No final report received, use not continued.	\$ 10,000
*Computer, Information, and Leadership Technology PIs: Cliff Goodwin, Elizabeth Wager, Tim Diemer	2008-2010 Completed	Redesign assignments in core Organizational Leadership and Supervision courses for PUL assessment via ePortfolio.	Freshman majors uploaded plans of study and leadership-philosophy papers to guide reflection and manage progress toward their degrees. Seniors completed a reflection paper on PULs or uploaded final research projects. Faculty developed rubrics for each assignment used to assess PUL outcomes.	\$ 10,000
*Tourism, Conventions, and Event Management PIs: Yao-Yi Fu, Betty Jones, Kathleen Hanna	2008-2010 Completed	Enhance assessment, development, and integration of PULs with TCEM competencies and industry expectations. Project follows up on a recent curriculum redesign.	Engaged faculty with mapping curriculum (PUL and departmental outcomes), developed consensus about teaching and assessing the PULs. Rubrics for PUL 1 successfully piloted in one course, with plans to continue with other PULs.	\$ 10,000
IUPU Columbus PIs: Katherine Wills, Ilknur Kelceoglu, Georgia Miller, Marsha VanNahmen	2008-2010 Completed	Develop campus-wide collaboration among divisions to determine extent of PUL integration throughout curricula.	Business to await presentation capability. Liberal Arts began collecting artifacts for PUL assessment. Project led to creation of campus assessment committee and promoted faculty awareness about PULs.	\$ 10,000
*School of Library and Information Science PIs: Marilyn Irwin, Rachel Applegate	2009-11 Completed	Test, revise, and implement learning outcomes for MLS students using a system that can meet technology and distance needs; pilot a process with consideration of	Use of the ePort interface and process piloted with SLIS students, who expressed high satisfaction with navigability and usefulness. Program faculty (Indianapolis	\$ 17,050

Grantee	Grant period	Purpose(s)	Current status	Total expenditure
		ALA and NCATE requirements as well as proposed IUPUI Principles of Graduate Learning.	and Bloomington) agreed that Indianapolis may continue ePortfolio use for program assessment and improvement.	
*School of Nursing Pls: Deborah Stiffler, Marla Zimmerman	2009-11 Completed	Enable PhD and DNP programs to support students' evidence of learning achievement and mastery of program outcomes and enable IUSON faculty to evaluate both programs and meet accreditation and regulatory standards.	DNP faculty incorporated ePort for first entering cohort in Fall 2010. Led to adoption of eP in other Nursing programs, supported initial accreditation of DNP program. ePortfolio cited as innovative factor in attracting \$927,700 HRSA grant. PhD portion postponed and not funded.	\$ 16,000
*Center for Service and Learning and University College Pls: Cathy Buyarski, UC; Mary Price and Kathryn Steinberg, CSL	2009-11 Completed	Create a civic learning pathway in the PDP enabling students to document service learning and relate it to the PULs (along with other RISE experiences, program requirements, and academic, personal, and career goals included in PDP).	CSL pioneered use of eP for service learning in scholarship programs as well as first-year civic learning outcomes, resulting in numerous publications and presentations in AAC&U forums as well as international ePortfolio conferences.	\$ 20,000
Division of Student Life Pls: Frank Ross, Robert Aaron, Tina Samuel Powellson	2009-11 Tabled	Develop a co-curricular/leadership electronic portfolio to assess and improve student learning of PULs through the co-curriculum and through two credit-bearing RISE courses.	Introductory leadership course (OLS399) in Fall 2009 used ePort matrix as did two leadership workshop series. Tabled after first year due to leadership transition in Student Life and second-year funds returned.	\$ 10,000
*School of Dentistry Pls: Richard Jackson, Wendy Senour	2010-12 Under way	Focused on Preventive Dentistry Sequence to enable faculty to improve assessment of students' skills and enable students to review and document their growth and demonstrate mastery in employment or postgraduate applications.	Project scheduled to begin August 2010 but delayed due to PI commitments.	\$ 5,000
*Department of Music and Art Technology Pls: Fred Rees, Roberta Lindsey	2010-12 Under way	Document and evaluate student learning in all BS in Music Technology courses and experiences such as service learning and public performances; permit students' strengths to be portrayed audiovisually; provide graduates with evidence for use in job market; support disciplinary	Work began May 2010, several matrices developed to date; some delay due to faculty load issues. Second-year funding postponed until needed.	\$ 10,000

Grantee	Grant period	Purpose(s)	Current status	Total expenditure
		accreditation.		

Total expenditure to date:

\$203,050