

## APORTFOLIO – Project Charter 2016

### Executive Summary - Purpose of Project

Aportfolio, Appalachian’s ePortfolio system provided by Digication, is an academic website where students collect and reflect on their learning within and across courses, programs, and co-curricular college experiences. Students can have multiple Aportfolios designed for specific audiences that can also be used after graduation. Eportfolios provide faculty and administrators both a pedagogical tool and method for programmatic assessment. The system includes a web-based assessment solution for tracking, comparing, and reporting on student work and performance that gives faculty and administrators the tools they need to assess a class, a program, institutional standards, goals, or learning objectives.

#### **Collect**

Evidence, documentation and multi-media representations of academic and experiential learning

#### **Reflect**

Contextualize, narrate, highlight and frame your learning and skills with a professional audience in mind

#### **Connect**

Integrate skills, competencies, experiences, from courses, campus and community engagement

Aportfolio provides students with a place to organize, represent, and reflect on their academic growth and the intersections of their professional aspirations and academic accomplishments. When constructing their ePortfolio, students will add their best work including samples of papers, research, presentations, photos, personal narratives, and videos to showcase talents and abilities in a dynamic and visually compelling way. The ultimate goal of a student’s ePortfolio is to craft and curate the digital narrative of their college experience for professional audiences such as faculty members, scholarship sponsors, potential employers, or graduate schools.

#### **Vision**

The Aportfolio project aspires to create a virtual venue for our students to gather, reflect, contextualize, integrate, document, and make meaning of their curricular, co-curricular, personal, and professional experiences, knowledge, skills and competencies for themselves, the faculty and professional audiences. These ePortfolio will provide faculty and administrators holistic, rich, and multifaceted products of learning for purposes of assessing and understanding the impact of the students’ learning experiences.

## Justification

**Background:** ePortfolios can provide a more comprehensive view of student learning, which contributes to program and institutional improvement efforts (Catalyst for Learning, 2014). Appalachian State University has been considering the use of ePortfolios since 2005. Our writing program and numerous capstone courses have investigated and explored portfolio pedagogy for over ten years. The APortfolio project aligns with a UNC system-wide project on the use of ePortfolios for assessment, allowing Appalachian State to be in the forefront of investigation and adoption of ePortfolios.

**Higher Education:** On campuses with sustained commitment to ePortfolios, student usage of ePortfolios has been linked to higher pass rates, retention, and grade attainment. Over 60% of colleges and universities are currently using ePortfolios as pedagogical tools, recruitment tools, and/or as a way for students to showcase their work for potential employers or grad schools (AAC&U Peer Review, Winter 2014). 10% of all students in 44 countries use ePortfolios for most or all of their course work (Batson, AAEEBL, 2016).

**Post-Graduate Employment:** The expectations of business and industry, graduate schools and scholarship sponsors are indicating the importance of a positive digital presence as a measure of successful candidates. More than 80% of employers say that ePortfolios would be useful to them in determining whether job applicants have the knowledge and skills to succeed in their organization (AAC&U, It Takes More than a Major: Employer Priorities for College Learning and Student Success, 2014). 90% of U.S. CIOs want their institution to have an ePortfolio (Batson, AAEEBL, 2016).

**Alignment with Strategic Direction One, Initiative One:** *Facilitate interdisciplinary and integrative approaches to teaching and learning, with new and traditional pedagogies that incorporate technology, to prepare twenty-first century students to be flexible, creative problem-solvers who can adapt to changing work requirements and life situations.*

- Eportfolios provide the opportunity for integrative learning and support the exploration of self-authorship and digital literacy skills for our students.
- Eportfolios employ a relatively new technology to assist students in gathering a body of work that prepares them for the evolving expectations of professional life. The project encourages students to think critically and creatively about framing and contextualizing their evidence of learning for professional audiences. The ePortfolios gives students an opportunity to develop materials and evidence that will assist them while job seeking to highlight their knowledge and skills relevant to their field of study.

- Eportfolio supports students in effective multi-modal communication, extending their skills in writing for the web and representing their work in digital formats. Students creating integrative ePortfolios are crafting the narrative of their educational journey and making personal meaning of their education.

## Objectives and Success Criteria

**Objective One:** The Aportfolio team will progressively implement the project over a three year period (2016 -2019).

**Success Criterion:** By 2018 at least 7500 students will be actively use Aportfolios

**Objective Two:** Students developing multi-year Aportfolios will achieve integrative learning and deeper engagement with their academic life.

**Success Criterion:** In 2016 we will set benchmarks to show a substantial increase by 2018 in the number of 3rd year students actively using Aportfolio who will agree or strongly agree that the ePortfolio process has assisted them in integrative learning and engagement with their academic life.

**Objective Three:** Eporfolios will assist students in improving their information literacy skills.

**Success Criterion:** In 2016 we will set benchmarks to show a substantial increase by 2019 in the number of students who will agree or strongly agree that participating in Aportfolio assisted them in “improving their information literacy skills.”

**Objective Four:** Eportfolios will assist students in representing their skills and competencies for professional audiences.

**Success Criterion:** In 2016 we will set benchmarks to show a substantial increase by 2019 in the number of students who will agree or strongly agree that ePortfolios assisted in representing their skills and competencies for professional audiences.

**Objective Five:** Faculty and programs will use student ePortfolios for purposes of course or programmatic assessment.

**Success Criteria:** In 2016 we will set benchmarks to show a substantial increase by 2019 in the number courses that will use ePortfolios for programmatic assessment through either course-embedded assessment or random samples for review.

**Objective Six:** Programs participating in ePortfolios will develop methods, processes, and measures for reviewing and rating student ePortfolios in relation to their program- level learning outcomes.

**Success Criterion:** In 2016 we will set benchmarks to show a substantial increase by 2019 in the number of programs using ePortfolios with a working assessment process using reviews of ePortfolios.

**Objective Seven:** ASU will provide multiple avenues of support to students and faculty via online tutorials, workshops, consultations, and presentations to assist in successfully using ePortfolio.

**Success Criterion:** In 2016 we will set benchmarks to show an ongoing, substantial increase for the number of students and faculty surveyed at the end of each semester that will agree or strongly agree that Eportfolios “support and resources were helpful” and that the “ePortfolio interface was easy to use.”

**Objective Eight:** Departments and advisors will be trained to provide feedback to students on the quality of their professional ePortfolio.

**Success Criterion:** By 2019 Career Services, the Writing Center, participating faculty, and undergraduate advisors and advisors in the major will be prepared to provide feedback to students on the quality of their professional ePortfolio.

## Major Milestones and Deliverables

Milestone	Target Date	Deliverable
Integration with AsULearn	2017	Digication linked within AsULearn course sites and gradebook
7500 active student users	Fall 2019	Reports from Digication system verifying 7500 active ePortfolios
Digication Google app integration	June 30, 2019	Digication app appears within Mountaineer Apps

## Project Conditions

- **Out of Scope**
  - ePortfolio systems not support or affiliated with Digication will not be supported by this project
  - Integration with IT campus systems other than Moodle, Google and Banner
  - Adding Digication assessment report to Xitracs on behalf of departments or programs
  - Connecting Digication to Digital Measures
  
- **Assumptions**
  - The University needs an assessment tool that captures static (time & date stamped) student artifacts over time for longitudinal assessment and programmatic assessment.
  - Digication will provide custom reports for assessment
  - Students need a place to showcase their learning in a digital format for potential scholarship sponsors and employers, and will benefit from the opportunity to use eportfolios to reflect on and integrate their curricular and co-curricular experiences.
  
- **Constraints**
  - Existing portfolio services on campus: OrgSync portfolio, Mahara (with AsULearn), TK20 (used by College of Education) used primarily for assessment to document student learning, and Google Sites.
  - College of Education is not ready to adopt a new portfolio application at this time.

## Projected Costs for Three-Year Implementation 2016 - 2019

Three Year Cost - Digication Licenses

2016-17 - 3500 licenses

2017-18 - 5000 licenses

2018-19 - 7000 licenses

Three Year Cost - Graduate Assistants

Three Year Cost - Half time EPA position

Three Year Cost - Operating Budget

Three Year Cost - Travel Budget

Three Year Cost - Foundation Budget

**\* In following years more than 7000 licenses would be a site-wide license.**

## Risks

Risk Factor	High - Med - Low	Mitigation Plan
Lack of student participation in Aportfolio beyond class requirements	High	<ul style="list-style-type: none"> <li>● Awards and recognition</li> <li>● Student workshops</li> <li>● Student exemplars</li> <li>● Peer mentors</li> </ul>
Faculty and departments using Aportfolio for assessment	Medium	<ul style="list-style-type: none"> <li>● Faculty workshops</li> <li>● Highlight Program examples</li> <li>● Faculty incentives</li> </ul>
Competing ePortfolio initiatives on campus	Low	<ul style="list-style-type: none"> <li>● Coordinate and communicate with campus units</li> <li>● Clarify goals with campus administrators</li> </ul>
Funding for licenses, resources, and positions	Low	<ul style="list-style-type: none"> <li>● Communicate examples of students and faculty successes to administrators</li> <li>● Provide examples of usage for program assessment</li> <li>● Communicate high demand and rationale for licenses</li> </ul>
Copyright, plagiarism, or privacy violations	Medium	<ul style="list-style-type: none"> <li>● Monitor Aportfolios with Turnitin</li> <li>● Coordinate with Campus IT security</li> <li>● Provide privacy/copyright tutorials to student and faculty</li> </ul>

## Roles and Responsibilities

Project Role/Team	Lead	Responsibilities
Assessment	Tina Hogan	Provides support for assessment reporting from Digication and works with Advisory committee to assess the Aportfolio program objectives.
Technical Lead	Rob Robertson	Leads Technical Implementation team, and identifies any requirements to ensure integration with Banner, AsU Learn, and other campus IT systems, and implements integration. Prepares reports as needed .Leads ITS Implementation Team. Prepares reports and ensure integration with Banner and campus IT systems
Project Manager, training and support	Elaine Gray	Ensures project timeline is on track, plan is updated, and key parties are engaged. Identifies crucial training plan elements, and Provides faculty development using Aportfolio. Supervises the development of tutorials and Aportfolio documentation Maintains Aportfolio website, and initiates campus communication regarding Aportfolio Coordinates with campus units on implementing Aportfolio for courses and programs Assists with program assessment using Aportfolios
Graduate Students	TBA	Develop and update Aportfolio website and tutorials. Provide student support in classroom presentations and workshops.
Steering Committee	Mike Mayfield, Cathy Bates, Elaine Gray	Determine broad deployment strategy including order of deployment; approve funding; and provide guidance for support resources.
A-Mentors	Rhet – Comp Faculty	Provide ongoing support and training to Rhet Comp faculty
Aportfolio Advisory Committee	Lisa Burwell Tina Hogan Greg Lester Writing Center Rep Career Services Rep SGA Rep Faculty Rep Library Rep LTS Rep Rhet –Comp Rep	Prioritize pilot participation plans for academic programs, foster campus-wide communication, provide guidance on support for participating faculty, collaborate on grant funding, conference papers and research. Approve bi-annual reports for Vice Provost of Undergraduate Studies and Chief Information Officer

## Project Scope Acceptance

	Signature	Date
Project Manager Elaine Gray		
Executive Sponsor Cathy Bates		
Executive Sponsor Mike Mayfield		