From Vision to Value: Lessons and Reflections on ePortfolio Implementation

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Campus-wide Planning Process
(Dianna Rust)
SACSCOC QEP Requirements

CR 2.12: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. (Quality Enhancement Plan)
Committee Structure

Topic Selection Committee
• Faculty from each college
• The Faculty Senate President
• A member from the Chairs Council
• An Academic Dean
• The SACSCOC Liaison and an IEPR ex-officio representative
• Student Representative(s)

Increased participation on Development Committee
• Broad-based involvement on committee—each division; alumni; community members
Process Included

1. Analytical review of university planning resources;
2. Research and data review;
3. Data-based topic proposals presented through campus surveys; and
4. Proposal selection and submission.
Communication to Campus

- Emails to campus throughout entire topic selection process
- Meetings to brief groups
- President’s Newsletters
- MTSU QEP web site
- Launch event
MT Engage Concept

- MT Engage is focused on enhancing student academic engagement. This is accomplished by:
  - Incorporating high impact pedagogies within the course and beyond the classroom engagement activities / strategies
  - Challenging students to use integrative thinking and reflection to make connections across multiple contexts and educational experiences. Students will develop an ePortfolio which will showcase the integration of the knowledge, skills, and abilities gained during their time at MTSU.
Development Committee Structure

• Divided into 4 Subcommittees:
  • Resources
  • Research
  • Action Plan—included student plan, faculty development, marketing, etc.
  • SLOs and Assessment

• Consider...
  • Students
  • Faculty
  • Administrators
  • Community members
External Reviewer Perspective
(Candyce Reynolds)
Dr. Candyce Reynolds chaired the 2016 on-site review committee that evaluated our MT Engage plan

This was a well-researched, ambitious project. The ePortfolio was identified as an appropriate vehicle for integrating learning from high-impact practices used in MT Engage courses.

I thought you needed to think about how you would help faculty incorporate the ePortfolio process so that it didn't become an add-on for students. I appreciated the use of the Integrative Learning VALUE rubric as a way to frame the development of courses and assessment.

I was really impressed with the commitment to dedicate scholarships to students who demonstrated good use of the ePortfolio.
Starting up the ePortfolio integrative learning machine
(Mary Hoffschwelle)
• Staff and faculty learning curves

• Blended vision of integrative thinking (our goal) and ePortfolio (the vehicle to reach our goal)
Technology: a vision and a reality all its own

• One LMS, multiple ePortfolio platforms
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• Our expectations hit some walls

• Pulling data

• Updates happen
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• Who trains faculty? The buck stopped with us.
Focus on vision and value
• Opt-in program, faculty hesitation
• Faculty professional development
  • Summer institutes
  • Workshops and roundtables
  • Guest speakers
• Staff initiative: ePortfolio step-by-step presentation
  • [https://elearn.mtsu.edu/d2l/eP/presentations/presentation_preview_popup.d2l?presId=147253%E2%80%8B](https://elearn.mtsu.edu/d2l/eP/presentations/presentation_preview_popup.d2l?presId=147253%E2%80%8B)
Focus on vision and value

• ePortfolio Partners working group
  • ITD, LT&ITC
  • University Writing Center
    • Graduate assistant ePortfolio Coordinator
  • Library
    • University Library “Tech Coach” software help
    • Graduate assistant-led ePortfolio classroom instruction and libguides, videos
      • https://library.mtsu.edu/c.php?g=730847&p=5220279
  • UNIV 1010 and Scholars Academy directors
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Focus on vision and value

- Creating new opportunities
- General Education and Student Success initiatives
- NILOA Coach visit
Focus on vision and value

- Professional Learning Communities
  - Faculty adapt vision and create value for themselves, their students, and their academic programs

Focus on vision and value

• Recognition: more faculty voices in workshop offerings
• Tangible value: takeaways
External Reviewer
Returns as Featured
Guest Speaker
(Candyce Reynolds)
I continued to be impressed with faculty's dedication to student learning and willingness to engage in new practices and processes. I saw some faculty getting a bit stuck on the technological aspects of the ePortfolio which can sometimes distract from the purpose of the ePortfolio.

In my visit, I saw faculty engage with each other in thinking about integrative learning and how they could focus their classroom practices more directly on this.

The students were amazing! They clearly saw the value of engaging in the MT Engage program and they saw the ePortfolio as a way to reflect on and document their learning. Students were able to do this better than we would even anticipate!
How do you recruit students when your program is not required?

(Lexy Denton)
MT Engage Scholarship

• Up to 15 $6000 scholarships per year
• Reviewed for abilities in reflective and integrative writing
• Priority Registration
Methods

- Emails
- Speaking to classes and organizations
- Communication through faculty and advisors
- New student orientation
- Social media
Technology Training

- ePortfolio partners
- One-on-one sessions
- In office sessions
Our Results

• Expected 100
• Received 17 Qualified
Creating Growth

- Partnerships with Student Success and University 1010
- Peer tutoring
How do you help students see the value?

• **Learning ePortfolio**
  • Build their personal and academic identities as they complete projects and reflect on their capabilities and progress,
  • Facilitate the integration of learning by connecting learning and experiences across courses and time,
  • Focus on developing self-assessment abilities in which students judge the quality of work, and
  • Help them plan their own academic pathways as they come to understand what they know and who they are and what they still need to learn.

• **Career ePortfolio**
  • Know their strengths and weaknesses
  • Demonstrate who they are and what they know
  • Preparation for the tough questions
What do students think?

“I figured it was a challenging opportunity for me to create an e-Portfolio because I really didn’t know what it was. It actually really helped me realize how much I’ve learned about myself since I’ve been here at MTSU and also helped me realize what assignments really show who I am as a person and as a hard worker.” Malina Langham

“When I finished the e-Portfolio, I realized that I had really enjoyed what I had done. I was really proud to see the transitions through my academic career. It was really very humbling to see how I had grown, especially in the History Department, which I consider my home.” Caroline Parker

“I would recommend the ePortfolio process to everyone, but especially students who do not have much experience writing resumes.” Brandon Hafeli


