ePortfolios and HIPs

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# SLCC’s General Education

## Mix of Courses

### Core
- Math
- Composition
- American Institutions

### Distribution Areas
- Physical Sciences
- Biological Sciences
- Humanities
- Social Sciences
- Fine Arts

### Institutional Requirements
- Diversity
- Lifetime Wellness
- Other

## Learning Outcomes
- Knowledge Across the Disciplines
- Effective Communication
- Quantitative Literacy
- Critical Thinking
- Creative Thinking and Expression
- Community and Civic Engagement
- Collaboration with Others
- Information Literacy
- Computer Literacy
- Lifelong Wellness
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HIPS 101: HIPS DON’T WORK (AS WELL) IN ISOLATION

WHAT DO WE MEAN BY THAT?

SERVICE-LEARNING

CAPSTONE PROJECTS

STUDY ABROAD

FIRST YEAR EXPERIENCES

INTERNSHIPS

COLLABORATIVE PROJECTS

LEARNING COMMUNITIES

COMMON INTELLECTUAL EXPERIENCES

UNDERGRADUATE RESEARCH
HIPS 101: HIPS DON’T WORK IN ISOLATION

- EPORTFOLIOS
- SERVICE-LEARNING
- CAPSTONE PROJECTS
- FIRST YEAR EXPERIENCES
- COLLABORATIVE PROJECTS
- COMMON INTELLECTUAL EXPERIENCES
- STUDY ABROAD
- INTERNSHIPS
- LEARNING COMMUNITIES
- UNDERGRADUATE RESEARCH
ePortfolio Pedagogy as High Impact

- ePortfolio use associated with student success, deeper learning, and retention.
- Connect to Learning Catalyst Website.
ePortfolio Pedagogy as High Impact

- Students engaged as active rather than passive learners. Narrators and Curators. Relevance to the Equity Imperative?

- Students devote extended time and effort on tasks that are intentionally designed to result in tangible and specific—but unscripted—outcomes. What is the value of working on a portfolio over time?

- Public (maybe) demonstration of competence. Impact of the audience effect?

- Periodic, structured opportunities to reflect and integrate learning. Why is reflection important?
Student Intentionality

- Surveys of students in random General Education courses.

- Spring 2010—27% of students said they had been introduced to SLCC’s General Education learning outcomes.

- Summer 2010—ePortfolio begins.

- Spring 2015—63% of students said they had been introduced to SLCC’s General Education learning outcomes.
Showcasing HIPs

Welcome to Adam "Eli" Spikell's ePortfolio

This portfolio was created as an opportunity for me to work about myself, as well as to give feedback on assignments to higher educational institutions. This portfolio is dedicated to college students, faculty, and employers. I believe that this portfolio can be a valuable tool for students and employers to assess and evaluate a student's skills and experiences. It can also be used as a way to showcase a student's achievements and successes in a professional setting.
Showcasing HIPs

- Study Abroad (Professor)
- Study Abroad (Student)
- Service Learning
- Writing Intensive

Why might Showcasing be important to your scaling up efforts?
Reflection to Make Connections

- Political Science
- Math
- Economics
- American Literature
- Economics
- Humanities
- Sociology
- History
- Diversity
- Biology
- Dance
- Anatomy

Subject Areas:
Reflection to Make Connections

- COMPOSITION
- GEOLOGY
- DIVERSITY
- PHYSICS
- BIOLOGY
- DANCE
- HISTORY
- POLITICAL SCIENCE
- MATH
- AMERICAN LITERATURE
- ECONOMICS
- HUMANITIES
- SOCIOLOGY
Reflection to Make Connections

- COMPOSITION
- GEOLOGY
- DIVERSITY
- PHYSICS
- BIOLOGY
- DANCE
- HISTORY
- POLITICAL SCIENCE
- MATH
- AMERICAN LITERATURE
- ECONOMICS
- HUMANITIES
- SOCIOLOGY

DIVERSITY
Reflection to Make Connections

Keywords: COMPOSITION, GEOLOGY, DIVERSITY, PHYSICS, BIOLOGY, DANCE, HISTORY, SOCIOMETRY, MATH, ECONOMICS, AMERICAN LITERATURE, HUMANITIES, POLITICAL SCIENCE.
Reflection to Make Connections

SERVICE-LEARNING

STUDY ABROAD

CAPSTONE PROJECT

LEARNING COMMUNITIES

FIRST YEAR EXPERIENCE

UNDERGRADUATE RESEARCH
Reflection to Make Connections

- Service-Learning
- Study Abroad
- Capstone Project
- First Year Experience
- Undergraduate Research
- Learning Communities
- Student as Learner, Intellectual, Reflective, Practitioner
2014 ePortfolio Assessment: Percentage of ePortfolios with Evidence That Students Make Academic and Personal Connections.
Reflection to Make Connections

- Pretend the following is your work in Course XYZ
- 300 Years of Fossil Fuels in 300 Seconds.
- You are then asked to reflect on the connections between this assignment and what you learned in other courses.
- To what other courses might you make connections?
One Reflection Web
ePortfolios and HIPs Combine for Authentic Assessment

- Students in HIPs produce signature work.
- Signature work keyed to the learning outcomes of the program to be assessed.
- Direct assessment using VALUE rubrics or other instruments.
Assessing Learning Outcomes in HIPs

- Read the sample assignment.
- Apply the Written Communication Rubric.
- How could you anchor assessment as an integral part of each HIP?
Thank You

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Peer Review

Reflective E-portfolios: One HIP to Rule Them All?

By: David Hubert, Jason Pickavance and Amanda Hyberger

As colleges and universities embrace high-impact practices (HIPs), we can envision a future—as yet a fantasy world—where they become more common, anchored in curricular pathways and designed to improve the retention and graduation rates of new majority students. At the same time, we see the accelerating adoption trajectory of electronic portfolios (e-portfolios), which suggests that they might also become commonplace in our higher education system. What would the