IMPACT REPORT

EPORTFOLIO INITIATIVE

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2017-2020
3-YEAR REVIEW

OUR PROFILE

In 2016, the Association of American Colleges and Universities (AAC&U) added reflective ePortfolios to their list of "High Impact Practices" based on research showing that it promotes deep and integrative learning while increasing student grade point averages, and graduation and persistence rates (Watson, et. al. 2016).

Soon after, the Vice Provost of University Academic Programs secured funding through the IMPACT2025 grant to establish a pilot program (lead by a Faculty Director) encouraging faculty to incorporate reflective ePortfolio practices in their ASEM/FSEM courses.

As DU faculty both in and outside of the ASEM/FSEM pilot began adopting the use of reflective ePortfolios, they reached out to the OTL for support with selecting the right technologies, designing effective learning experiences, and developing assignments, rubrics, and instructional materials for their classes. In response to this growing need, the OTL launched an ePortfolio Initiative intended to provide consultation and needed resources to all faculty adopters at DU.

References:
Watson, C. E., Kuh, G. D., Rhodes, T., Penny Light, T., & Chen, H. L., (2016). Editorial: ePortfolios - The Eleventh High Impact Practices. International Journal of ePortfolio, 6(2), 65-69. ISSN 2157-622X

THE OBJECTIVE

During the early stages of the initiative, our primary objective was to satisfy the growing need for faculty support related to pedagogy and design of ePortfolio assessments and activities. This quickly evolved to include support for students in the classes taught by each faculty member where ePortfolio technologies were to be used.

During the second year, we worked to scale efforts to support ever increasing numbers of faculty and student adopters while encouraging the effective and intentional use of pedagogically sound approaches for incorporating ePortfolios as a High Impact Practice.
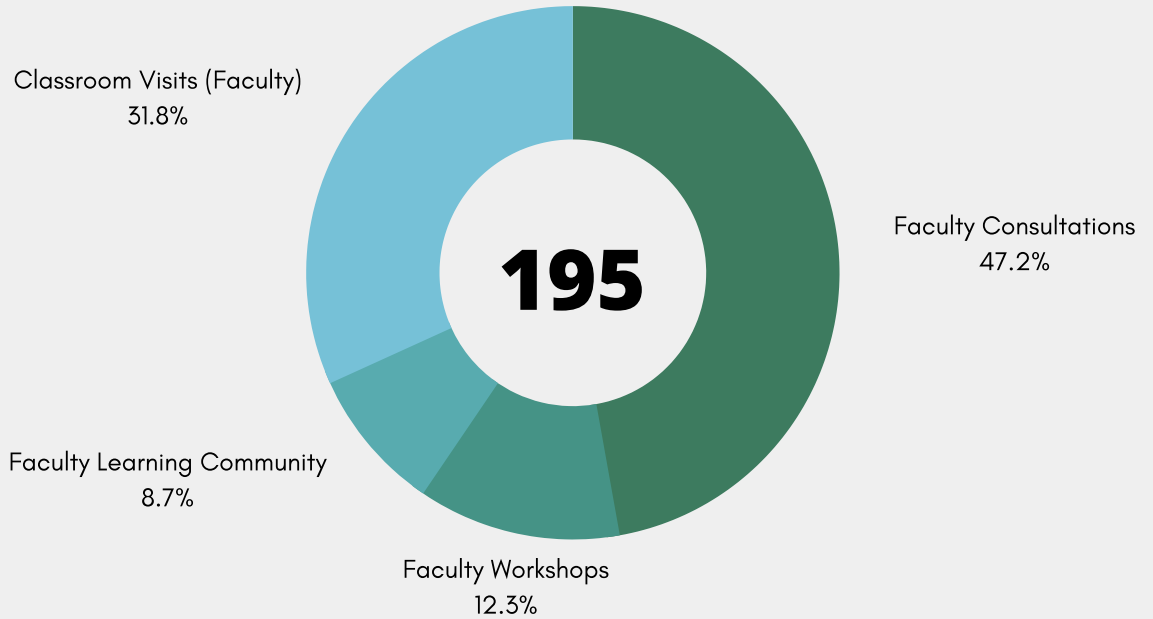
In the third year, we began collaborating with departments across campus to expand support to IT, the Writing Center, and the Writing Program.

We have been working since to narrow the OTL's efforts in alignment with research-based strategies for faculty adoption of ePortfolios in teaching and learning with the **intention of cultivating a rich and active community of high impact ePortfolio practitioniers at DU.**
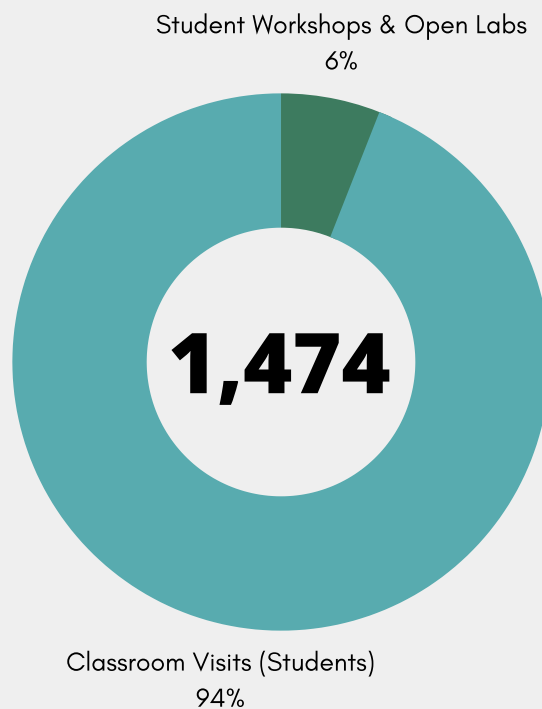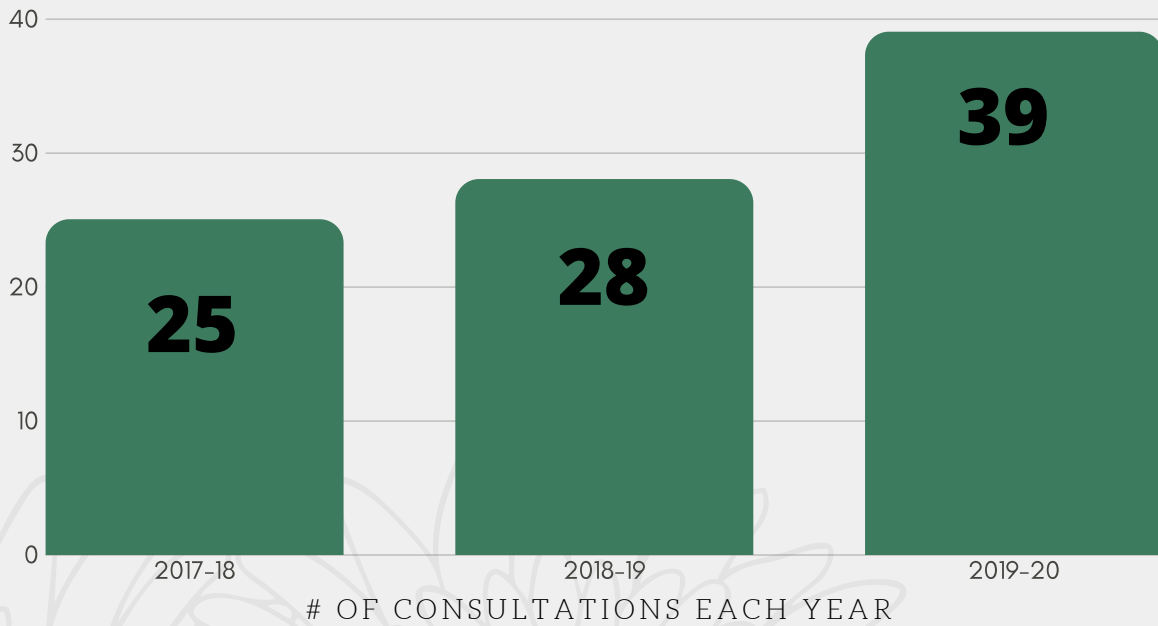
OVERALL IMPACT

The following data respresents the number of times a student or faculty member was impacted by an ePortfolio initiative related program.

Faculty

Classroom Visits (Faculty)
31.8%

Faculty Consultations
47.2%

195

Faculty Learning Community
8.7%

Faculty Workshops
12.3%

Students

Student Workshops & Open Labs
6%

1,474

Classroom Visits (Students)
94%

OF CONSULTATIONS EACH YEAR

- 2017-18: 25
- 2018-19: 28
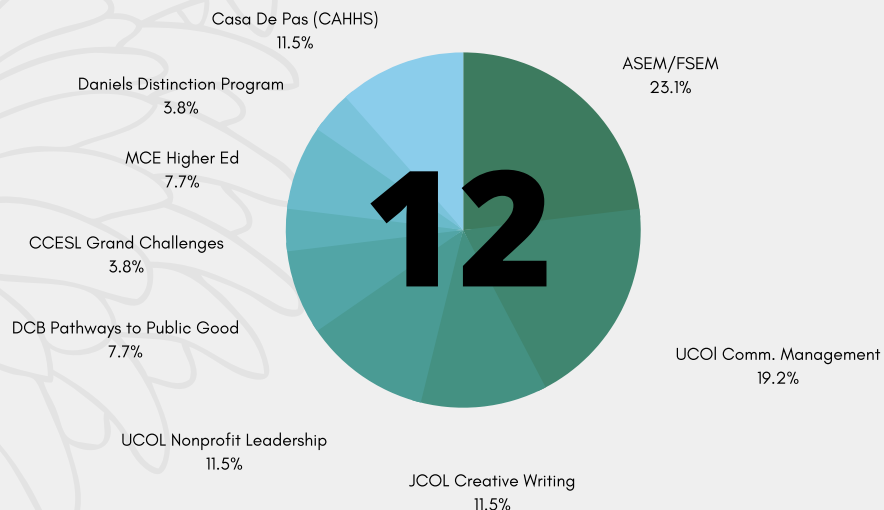- 2019-20: 39

92 FACULTY CONSULTATIONS

"Pedagogical" consultations consist of 1 or more meetings per term to discuss strategies for implementing ePortfolios as a high impact practice in the classroom. Typically for individuals not participating in the ASEM/FSEM pilot.

"Design" consultations consist of 1 or more (1-3 per individual per term) to discuss alignment of ePortfolios with course outcomes and development of assignments and grading rubrics. These consultations are typically requested by individuals participating in the ASEM/FSEM pilot, but also encompass staff and students using the platform for other purposes (i.e. departmental repositories and archives, teaching portfolios for tenure & promotion, search committees, task team committees, etc.).
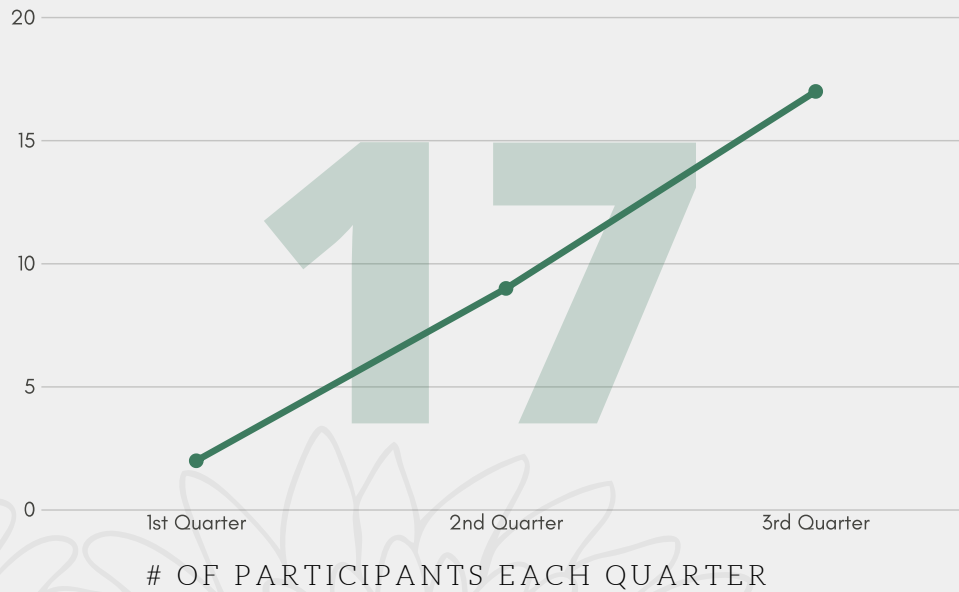
PILOT GROUPS

There are currently 12 Pilot Groups across campus consisting of 5 or more faculty and/or 2 or more classes of students implementing the use of ePortfolios in an integrative manner i.e. with all MA Higher Ed students throughout their degree program, with all UCOL students in two academic programs throughout their studies at DU, with all students in the Daniels Distinction program, etc. THe OTL provides pilot group support through consultations and custom workshops.

Pie chart — 12 Pilot Groups:
- Casa De Pas (CAHHS) 11.5%
- Daniels Distinction Program 3.8%
- MCE Higher Ed 7.7%
- CCESL Grand Challenges 3.8%
- DCB Pathways to Public Good 7.7%
- UCOL Nonprofit Leadership 11.5%
- JCOL Creative Writing 11.5%
- UCOl Comm. Management 19.2%
- ASEM/FSEM 23.1%

*Note: the number of students impacted through pilot groups is not calculated for this report

OF PARTICIPANTS EACH QUARTER

EPORTFOLIO FACULTY LEARNING COMMUNITY

For the last several years, FSEM, ASEM, Writing Program, and Honors faculty members have piloted an ePortfolio curriculum with a reflective framework. Out of this group of faculty, the ePortfolio Faculty Learning Community was formed for the **2019-20** academic year as a way to stay connected and informed about ePortflios and High-Impact Practices and to provide a place to learn more about ways to effectively integrate them into classrooms and across campus. The eFLC connects ePortfolio faculty practitioners from various pilot groups across campus, including all 12 groups identified on page 5 of this report. **There are currently 17 active members.**

FACULTY WORKSHOPS

As faculty began incorporating ePortfolio assignments in their courses, the demand for support and trainings grew beyond what could take place reasonably within the class period. The OTL offered a series of open training workshops to meet this demand, initially focused on supporting students, though several faculty members attended as well. In 2019, these workshops were modified for a faculty audience.

OF PARTICIPANTS EACH YEAR
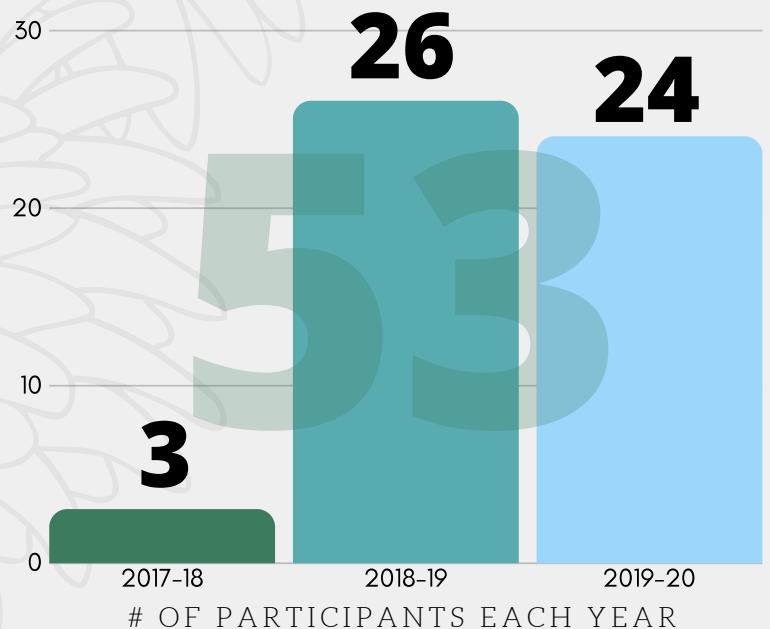
*Note: student workshops are now provided by Student Ambassadors in the Writing Program (grant funded)

62

40

30

33

12   **17**

20

10

0
      2017-18   2018-19   2019-20

# OF CLASSROOM VISITS EACH YEAR
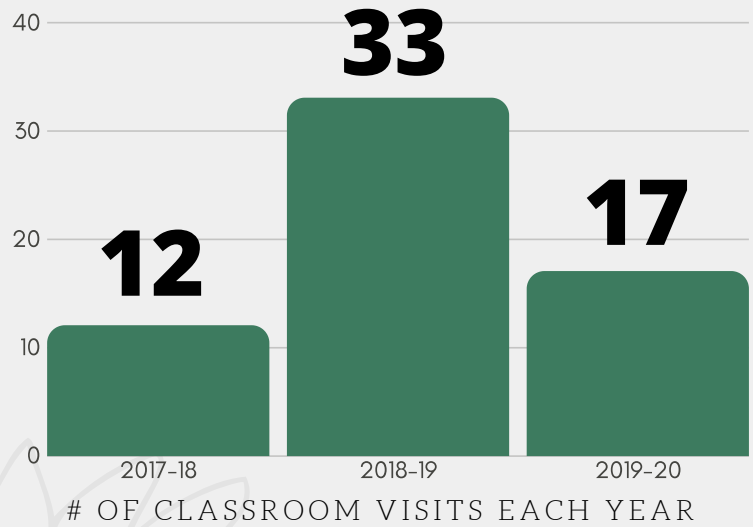
CLASSROOM VISITS & WORKSHOPS

"Classroom Visits" are 30-60 minute in-class workshop sessions facilitated by an OTL staff member providing tailored combinations of the following: introductions to the ePortfolio platform ("Getting Started with DU Portfolio"), facilitated design and development exercises, and advanced design and technology support.

1,386

2017-18   **367**

2018-19   **750**

2019-20   **269**

0   250   500   750
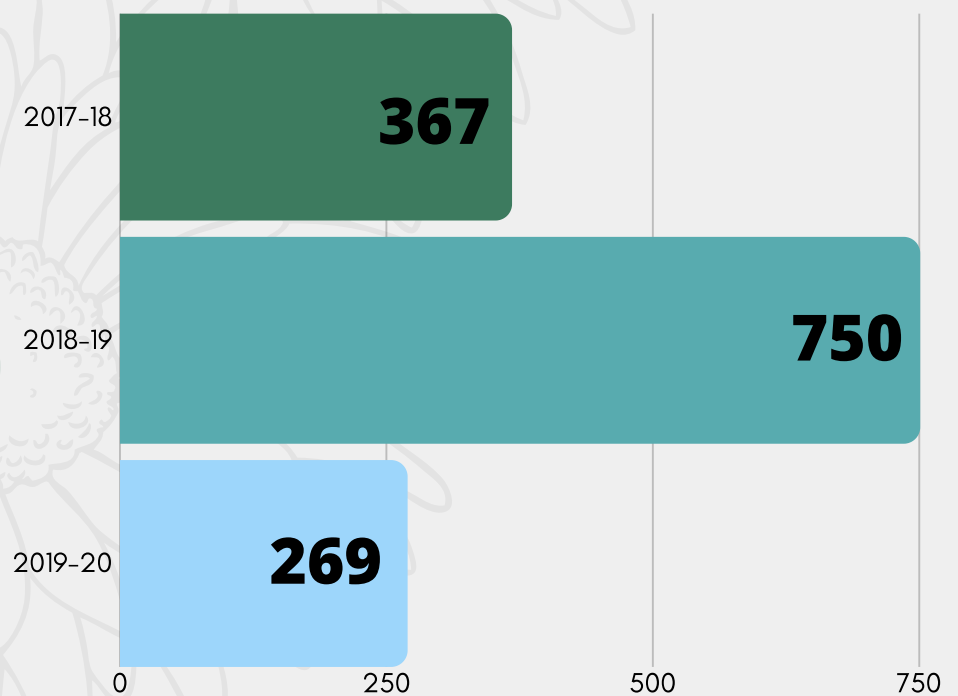
OF STUDENT PARTICIPANTS AT CLASSROOM VISITS

*Note: "Getting Started" workshops now provided by Student Ambassadors and via an online video & step-by-step guide

40
30
20
10
0

2017-18   2018-19   2019-20

OF STUDENT PARTICIPANTS EACH YEAR
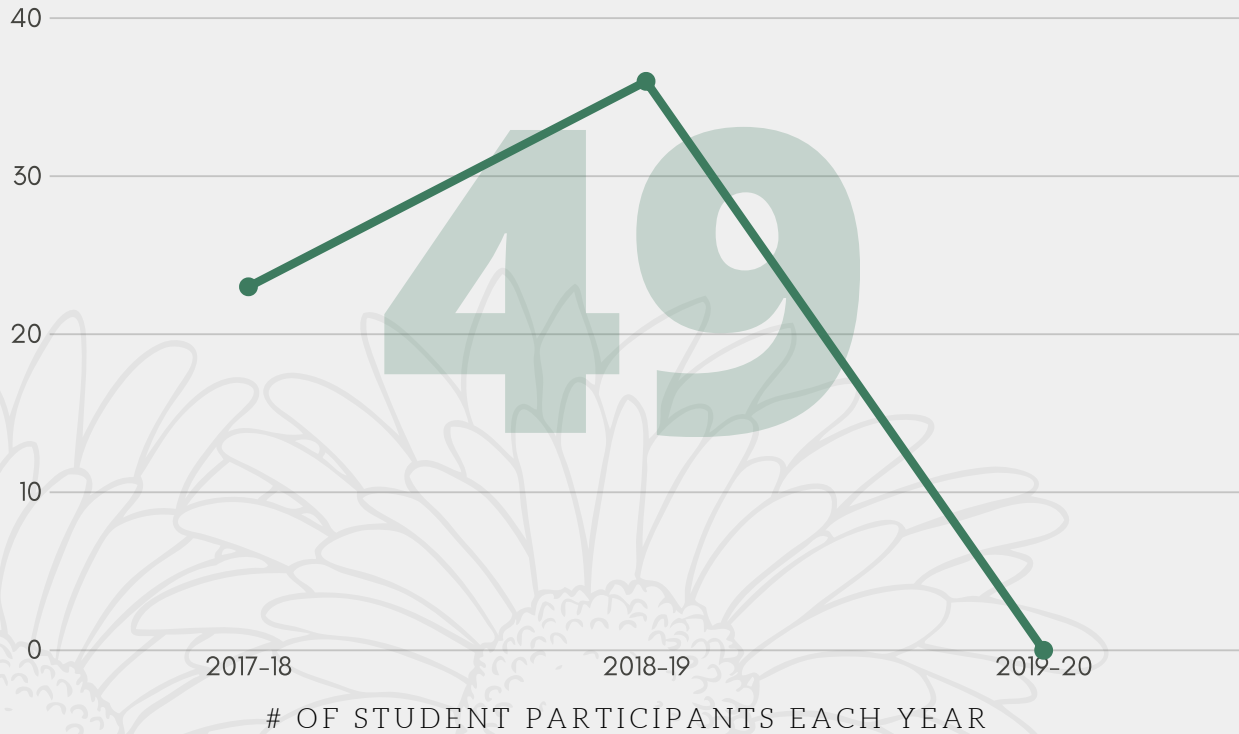
STUDENT WORKSHOPS & OPEN LABS

Throughout 2017 and 2018, The OTL offered a series of open training workshops to support students in courses requiring ePortfolio assignments. These workshops were redeveloped in 2019 for a faculty audience.

As each academic term came to a close, the need for drop-in support with using ePortfolio technologies for final reflective portfolio assignments increased. The OTL offered open labs for 1 hour per day during the second to last week to accommodate this during the 2018-19 academic year.

In 2019-20, the Student Ambassadors working in the Writing Program began offering open-labs for students instead. The OTL provides training and support to the Sutdent Ambassadors at the beginning of each new term.

*Note: student workshops and open labs are now provided by Student Ambassadors in the Writing Program

298

OF TECHNICAL SUPPORT INTERACTIONS

| 200 |
| 150 |
| 100 |
| 50 |
| 0 |

2017–18   2018–19   2019–20
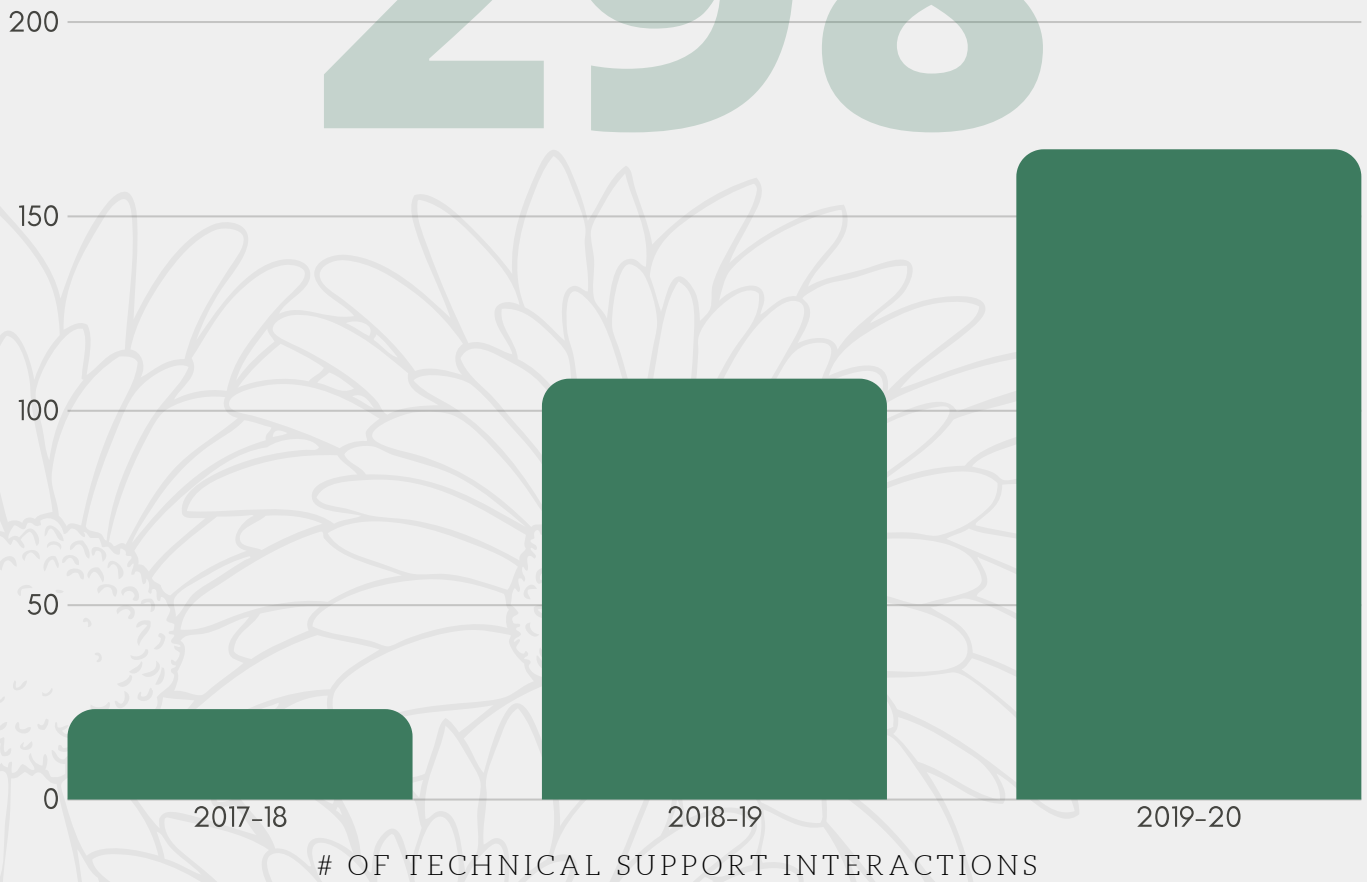
TECHNICAL SUPPORT

General "Tech Support" consultations for the DU Portfolio application have historically been the responsibility of an individual in the OTL (similarly to the support provided for Canvas and for Clickers) which has been communicated to all users (faculty, students, and staff) via our website, staff directory bios, and side-bar items on the newsletter identifying Heather Tobin as the primary point person for these types of inquiries. The technology support provided includes: walk-ins, phone calls, and emails related to the operation of the DU Portfolio application.

*Note: student workers at the IT Help Desk began fielding 1st tier technical support questions as of 2019-20. The OTL provides training for the Help Desk, and continues to maintain a Knowledge Base of how-to guides & articles, and handles all 2nd tier technical support concerns.

PRESENTATIONS & PUBLICATIONS

Schiavone, A., Sponsler, L., Taczak, K., & Tobin, H. (2020). Creating Spaces on Your Campus for an Intentional ePortfolio Curriculum. American Assoc. of Colleges & Universities (AAC&U), Washington D.C., WA.

Tobin, H. (2019). High Impact ePortfolios at DU. Invited speaker.- Regis University. Denver, CO.

Tobin, H. (2019). Exploring Effective Practices for ePortfolios. eLearning Consortium of Colorado (eLCC), Breckenridge, CO.

Lorenz, C., Schiavone, A., Taczak, K., & Tobin, H, (2019). Levels of Design for a Campus-Wide ePortfolio Initiative. American Assoc. of Colleges & Universities (AAC&U), Atlanta, GA.

Tobin, H. (2018). Five Ways to use ePortfolios for Reflection. The Teaching Professor. https://www.teachingprofessor.com/topics/student-learning/self-regulated-learning/five-ways-to-use-eportfolios-for-reflection/?fbclid=IwAR2U62gyR_EcIABoakpMtSGXDAVOH6sLBmsbc08aYaWUZOBF4OQ0FMcLOYU

Tobin, H. (2018). Encouraging Reflective ePortfolio Practices through Templates, Guides, and Exemplars. eLearning Consortium of Colorado (eLCC), Breckenridge, CO.

WEBSITE TRAFFIC

In response to a growing need from all ePortfolio adopters, we began curating a collection of literature, guides, and resources for the successful implementation of eflective ePortfolios in teaching and learning practices in July of 2018. The support site was linked to a Google Analytics account to track usage in January of 2019.

Users	Sessions	Bounce Rate	Session Duration
759	1.5K	40.13%	3m 45s
↑15,080.0%	↑21,257.1%	↓6.4%	↓64.8%
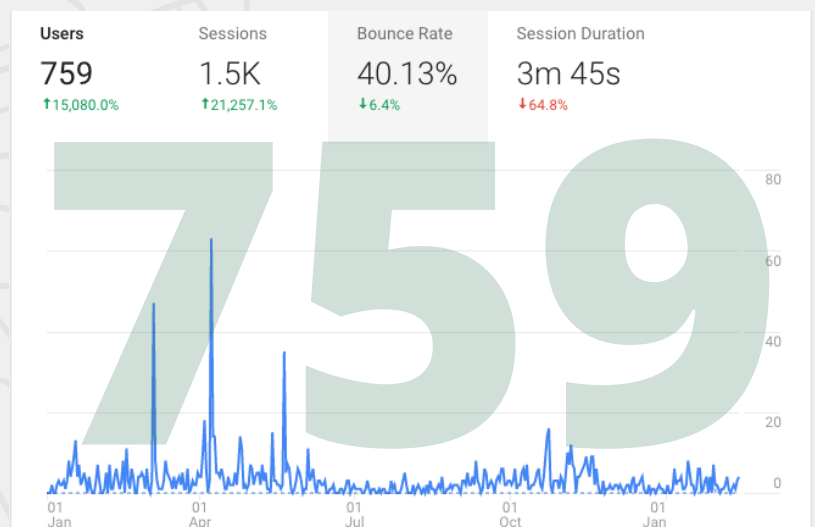
OF UNIQUE VISITORS SINCE JAN. 2019