Enhancing Student Success Through Electronic Portfolios

Grant Amount Requested: $30,000

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Other PI

Project Summary

This proposed project will address two issues:

1. What is the impact of electronic student portfolios on the success of first-year students, as measured by grades, other assessment findings, self-reports, and retention?

2. How can the large amounts of assessment data generated by electronic student portfolios be effectively managed, so that these data are truly useful for improvement?

Research on the first question will be situated in IUPUI's freshman Learning Communities. Each semester during 2004-2005, 10 of these Learning Communities will pilot IUPUI's new student electronic portfolio (ePort). For comparison, 10 non-pilot Learning Communities will be selected each semester to serve as the control group. Several outcomes for the two groups will be compared, including grades, assessment findings, student self-reports on learning, and retention to the following semester.

To address the second question, several assessment methods will be tested, including automated essay scoring, computerized content analysis, and sampling. The PIs are especially interested in experimenting with the Intellimetric program, which is designed specifically to score the kinds of student work that typically are included in student portfolios.

Two faculty groups will assist with the project. The first, a working group of 10 faculty involved in the ePort pilot, will act as an advisory group to this project and the ePort pilot as a whole. The second group, several faculty "Communities of Practice" focused on IUPUI's Principles of Undergraduate Learning, will carry out the actual assessment of student work. In addition, a student focus group will provide a student perspective on the ePort pilot, while a student task force will serve in a more formal advisory capacity—for example, developing the rubrics for "experiential" learning of the Principles of the Undergraduate Learning.

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Project Description

Problem and Background

Overview

This project will study the impact of electronic student portfolios on first-year student success at Indiana University-Purdue University Indianapolis (IUPUI), a large public urban campus. In addition, it will study methods of managing the large amounts of assessment data generated by such portfolios, so that findings from these data can be applied to improving student learning processes and outcomes. The proposed project adds a research component to already existing plans to pilot the IUPUI electronic student portfolio in 2004-2005. This component will allow us to develop and codify models and practices that will be exportable to other institutions and that will be helpful both to IUPUI and to other institutions in understanding and supporting student learning.

Electronic Portfolios

Electronic student portfolios are collections of carefully selected, authentic student class work, in multiple media, stored electronically in one place and combined with reflective writing. In these reflections, students review and evaluate their learning and development, based on the work samples they have selected, and draw connections among learning experiences in different courses and contexts. Ideally, students build their portfolios over the course of an entire college career. Interest in electronic student portfolios has burgeoned in recent years, with hundreds of colleges and universities beginning portfolio initiatives and several consortia of institutions collaborating to develop technological platforms and tools (Banta, 2003). This interest is not confined to the U.S.: in Fall 2003, the European Union sponsored its first conference on electronic portfolios in Poitiers, France.

Interest in electronic student portfolios arises from their potential to enhance both student learning and the data we use to assess and improve that learning. Portfolio proponents argue that a well-designed portfolio program can effect such improvements for several reasons:

- **Electronic portfolios can deepen learning and help students see their learning experiences as a coherent progression toward clear goals.** An effective portfolio program helps bring coherence to the undergraduate learning experience by guiding students to reflect on their learning and growth in ways that highlight the connections among learning experiences and between these experiences and students' educational and career goals. Well-designed and -structured reflection can deepen students' understanding of subject matter, lead them to insights that make them more effective, empowered learners, and help them to clarify their goals (Colby, Ehrlich, Beaumont, & Stephens, 2003; Spicuzza, 1996; Yancey, 2001). For these reasons, it has been hypothesized that electronic student portfolios have the potential to improve retention, as well as learning and engagement (American Association for Higher Education, 2003).

- **The student work and reflections included in electronic portfolios provide a rich source of authentic data on which to base assessment of complex learning processes and outcomes, especially higher-order thinking skills.** Assessment experts have long sought strategies that enable accurate, nuanced judgments about complex learning outcomes, about the growth of these outcomes over time, and about ways of enhancing student achievement through improved curricula and instructional practices (Banta, 2003). Portfolios have several advantages over standardized tests and other assessment tools: 1) Portfolios of student work across a span of time and including work in visual and oral, as well as written, media can provide evaluators with more detailed,

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contextualized insights that can be used, as part of a formative feedback loop, to improve teaching and curricular strategies (Zalatan, 2001). 2) Students are more motivated to do their best in the work samples included in their portfolios, because these samples are drawn from work that students are already doing for their courses, internships, or co-curricular activities. Portfolios provide a richer, more accurate representation of what students have learned as a basis for assessment (Hamilton & Kahn, 2004, in press).

- **Assessment based on the authentic academic work included in electronic portfolios can be more readily aligned with the learning that faculty members really care about,** because it "builds on rather than dismisses the daily assignments, course papers, and exams that are the ongoing work of students and teachers" (Hessler & Kuntz, 1992, p. 6). On the other hand, basing assessment on authentic class work in portfolios can also be a means to encourage faculty members to develop assignments and tests that are more intentionally connected to a larger set of programmatic and institutional goals for student learning (Yancey, 2001). In this way, formative and summative assessment can be incorporated into the ongoing work of faculty, rather than being an add-on. Ideally, then, the use of electronic portfolios can lead to the development of more aligned, coherent, effective, and efficient curricula—exactly what we are striving to achieve through the IUPUI electronic student portfolio.

While electronic portfolios have some well-demonstrated advantages for improving teaching, learning, and assessment, systematic studies of their impact on student success are lacking. Moreover, managing the large volume of data generated by a portfolio program and making these data useful for assessment and improvement pose formidable challenges for a large campus like IUPUI. This project is intended to address both of these issues.

Institutional Context

      IUPUI is an urban, comprehensive university educating approximately 30,000 part- and full-time students, almost all of them commuters. Results of the National Survey of Student Engagement show that our students spend more time working at off-campus jobs and fulfilling family responsibilities than students at our urban institutions. In this context, the need for explicit efforts to engage students in learning, provide them with coherent educational experiences, and help them connect these experiences to personal and professional goals is especially acute. The IUPUI electronic student portfolio (ePort) is designed to meet this need: it not only documents student achievement and improvement in learning, but, by its very structure, contributes to that learning.

      The current working definition for ePort is as follows: *a collection of purposefully organized artifacts that supports retrospective and prospective reflection to document, augment, and assess growth over time.* These artifacts may include text documents, transcripts, certifications, performance videos, images of submitted work, web sites, and more. As the definition suggests, the purpose of ePort is to document and enhance student growth and achievement—specifically in IUPUI's six Principles of Undergraduate Learning (PULs). The ePort is organized around a Learning Matrix that incorporates the PULs, which include: core communication and quantitative skills; critical thinking; integration and application of knowledge; breadth, depth, and adaptiveness of knowledge; understanding of society and culture; and development of values and ethics. Intended to permeate the entire undergraduate curriculum, the PULs provide a foundation for learning, as well as a set of intellectual skills and perspectives that contribute to lifelong learning, engaged citizenship, and employability. In addition, they comprise a common set of learning outcomes for students, regardless of major,

and a coherent framework for thinking about learning for students and faculty campus-wide. For these reasons, they were the logical choice for the conceptual and organizational foundation of ePort.

Faculty and student groups have articulated three goals for ePort:

- To help both faculty and students reach a clearer, more coherent understanding of how aspects of the curriculum support students' increasing mastery of the PULs;

- To contribute to the assessment of student learning of the PULs at the levels of the individual student, the course, the program, and the institution;

- To support students' engagement with the PULs over their entire undergraduate experience.

In order to realize these goals, we have conceptualized and organized the ePort Learning Matrix to demonstrate students' mastery of the PULs at successive levels of development—"introductory," "intermediate," and "advanced"—defined by faculty-developed rubrics. Explicitly identifying and describing learning expectations in terms of such a developmental hierarchy is important to both students and faculty in supporting student intellectual development (Doherty, Riordan, and Roth, 2002). A fourth level or area of development of the PULs—"experiential"—acknowledges the importance of co-curricular and extra-curricular learning to developing mastery of these intellectual skills.

Draft rubrics for "introductory" and "intermediate" proficiency in each PUL have already been developed by cross-disciplinary faculty committees. Rubrics for the experiential section of ePort are being developed by a student task force. The rubrics, which include suggested teaching approaches and assignments, are intended to guide faculty in incorporating the PULs into their teaching, as well as in assessing student work included in portfolios.

Students demonstrate their growth and proficiency in the six PULs on the Learning Matrix, which is the core of ePort, and which graphically shows on one screen each student's undergraduate learning achievements. Please see the Appendix for an illustration of the Learning Matrix. The icons that appear in some cells of the matrix represent student work samples in various media that have been uploaded to the portfolio to demonstrate developing mastery of the PULs. As users mouse over relevant areas of the matrix, pop-up displays provide appropriate definitions, rubrics, and suggestions, as well as prompts for student reflections.

As students complete each cell in the matrix, they write a reflection that explains how the various learning artifacts in the cell demonstrate improvement and achievement in that particular PUL. Current and retired faculty, as well as alumni and community members, are being recruited to respond to the artifacts and reflections in each completed cell. In addition, departments, schools, instructors of large, multi-section courses and other groups of faculty will study the artifacts and reflections in relation to the rubrics to determine strengths and weaknesses in student achievement of the PULs and to identify needed improvements. Managing the large amounts of data on student learning generated by the ePort to make these determinations possible is one of the challenges that this project will address.

Proposal of Work

Research Questions

Work on the proposed project will address the following research questions:

- Does IUPUI's ePort, as described above, have a significant impact on the academic success of first-year students? More specifically, what is the impact of the portfolio on student grades, satisfaction and self-reports on learning, and retention? Do students who

have worked on portfolios exhibit greater proficiency in the PULs at the end of the first

semester and year than students who have not worked on portfolios?

- How can academic departments and other faculty groups manage the large volume of

  assessment data from ePort, so that these data are truly useful for improvement?

Our goal in seeking answers to these questions is to develop a body of evidence and a set

of assessment approaches that will help us to refine and institutionalize ePort as a campus-wide

strategy for supporting student success. As we consider these questions, we will take into

account such issues as types of assignments and learning activities that can contribute content to

the portfolio, needed refinements to the current PUL rubrics and validation of these rubrics,

design of prompts that stimulate meaningful student reflections, and faculty development needs.

Research Methods

Following a small-scale pilot of the ePort technological infrastructure during the current

semester, an expanded pilot, situated primarily within our Freshman Learning Communities, is

planned for 2004-2005. All beginning students at IUPUI participate in one of two types of

Learning Communities: stand-alone Learning Communities, which bring together a faculty

member, an advisor, a peer mentor, and a librarian to introduce students to the PULs and to

learning resources and expectations at IUPUI; or, starting in Fall 2004, Thematic Learning

Communities (TLCs). Most of the pilot Learning Communities will be selected from among the

TLCs, blocks of courses that typically include a Learning Community section of the kind just

described, a freshman writing course, a freshman mathematics or science course, and other

introductory courses. These course blocks are organized around interdisciplinary themes like

environmental awareness or take interdisciplinary approaches to prospective professions like

nursing, teaching, or engineering. Because TLCs are explicitly aimed at helping students to

integrate knowledge from a range of disciplines, we expect that they will serve as an especially effective venue for piloting ePort, which is also intended to support integrated learning.

During the Fall 2004 semester, the Learning Communities piloting ePort will comprise the experimental group. For the control group, we will select non-pilot Learning Communities with similar student profiles in terms of academic background and demographics. We will also take into account class size and the times that classes are offered in selecting non-pilot Learning Communities, in order to maximize the similarities between the experimental and control groups. Each of these groups will include approximately 250 students in the first semester.

With the help of a graduate assistant, who will work closely with the IUPUI Office of Information Management and Institutional Research, we will analyze and compare several outcomes for students in the pilot and non-pilot Learning Communities, including grades, student self-reports of learning, and retention to the following semester. In addition, the progress of students from the experimental and control groups in gaining proficiency in the PULs will be compared, based on end-of-semester assessments conducted by faculty participating in FIPSE-funded "Communities of Practice" on the PULs and using the already-developed PUL rubrics. Several of the large freshman courses that will have sections in a number of TLCs use common assignments, allowing us to compare work on these assignments by students in the experimental and control groups. Similarly, students in all TLCs will be asked to participate in a co-curricular activity and to write reflections that integrate learning from their TLC courses and from curricular and co-curricular learning. We will compare samples of these reflections from the experimental and control groups to determine differences in perceptions of learning experiences between the two groups.

During the second semester, we will again pair 10 pilot and 10 non-pilot Learning Communities and compare student outcomes, as described above. In addition, with assistance from the Office of Information Management and Institutional Research, we will track a group of approximately 50 students from the first semester pilot in order to compare outcomes for students who continue to work on their portfolios with outcomes for students who do not continue their portfolios.

A working group of approximately 10 faculty members per semester, drawn from the pilot Learning Communities, will provide crucial direction and assistance to the project. Meeting biweekly, members of the group will design assignments, exchange information and ideas about strategies for introducing ePort to students, and develop prompts to elicit meaningful reflections. As the year progresses, participants will also identify any needed changes to the ePort model, define faculty development needs, and, working with the IUPUI Testing Center, help to refine and validate the PUL rubrics at the "introductory" level. The aims of these activities will be to ensure that students are gaining the maximum learning benefit from ePort and that assessment data derived from ePort are as informative as possible.

The project will also include a focus group of students who will be compensated, through internal funds, with small stipends or pizza lunches and dinners. Student input will help project leaders to identify any difficulties with using ePort and allow us to incorporate student perspectives on how ePort can most effectively contribute to learning.

To address the issue of managing the large volume of assessment data from ePort to extract information needed to improve student success, project staff and faculty assessors will test several strategies, including automated essay scoring, computerized content analysis, and sampling. We are especially excited about the promise of automated scoring tools for student

writing, because of the potential of these tools to facilitate portfolio assessment on large

campuses. One FIPSE-funded project, in particular, is focusing on a tool for scoring documents

commonly found in electronic portfolios, including reports, critiques, narratives, and reflections.

This tool is based on earlier research with very brief student essays "in which computers have

surpassed both the reliability and validity of human raters." The approach, however, uses the

evaluations of human raters as the "ultimate criterion" and bases its regression models of writing

on large numbers of essays and writers (Shermis, retrieved on January 14, 2004 from

http://coeweb.fiu.edu/webassessment/ongoing_project.htm).

Finally, the project will provide time for two leaders of the ePort initiative to organize

and conduct these activities, to analyze and disseminate findings and results, and to write a report

on the impact of ePort on first-year student success and on findings related to effective

approaches to managing and using ePort data for assessment and improvement of freshman

student achievement.

Dissemination

In addition to reporting on the project at the 2005 AIR Forum and NPEC meeting, the PIs

will disseminate project findings at conferences convened by the American Association for

Higher Education, the Association of American Colleges and Universities, the North Central

Association, the Coalition of Urban and Metropolitan Universities, the European Association for

Institutional Research, and the national Assessment Institute in Indianapolis. Both PIs are

regular presenters at these meetings. We will seek to publish project results in *Metropolitan*

Universities, the *Journal of General Education*, *Research in Higher Education,* in various

conference proceedings, and in publications of associations such as AAHE and AAC&U.

Finally, we will include updates and reports on the project on the ePort web site at

www.eport.iu.edu.

Project Timeline

The activities described above will progress as follows. Activities funded by the

proposed project are marked with an asterisk (*).

Current and Already Completed Activities

- Development of ePort conceptual framework (the Learning Matrix) and technological

  infrastructure within Oncourse, IUPUI's course management system.

- Initial pilot of ePort in two freshman Learning Communities to identify any problems

  with infrastructure and usability.

- Initial draft of rubrics for "introductory" and "intermediate" competence in the PULs.

- Initial draft of rubrics for "experiential" learning of the PULs.

- Workshop and initial discussions on development of prompts for student reflection.

Fall 2004 Semester

- Pilot ePort in ten freshman Learning Communities, including both stand-alone and

  Thematic Learning Communities.

- Convene biweekly meetings of ten faculty in ePort pilot. Agendas will include exchange

  of information/strategies for introducing students to ePort, development of assignments

  and prompts for reflective writing, refinement of PULs rubrics, and identification of

  needed improvements to conceptual framework or technological infrastructure.

- Convene monthly meetings of focus group of students in ePort pilot courses. Agendas

  will include discussion of benefits of ePort and how to maximize them, as well as

  difficulties and how to eliminate them.

- Convene monthly meetings of the student ePort task force and continue developing rubrics for assessing "experiential" learning of PULs.

- With assistance from the IUPUI Testing Center, begin work on determining the reliability and validity of the draft rubrics for "introductory"competence in the PULs. Feedback from the meetings of students and faculty involved in the pilot will be an important source of information in this process.

- Faculty Communities of Practice conduct initial assessments of first-semester portfolios and of work by students in the control group. Faculty also begin testing the use of automated essay scoring, computerized content analysis, sampling, and other strategies for managing the large volume of ePort assessment data.*

Spring 2004 Semester

- Conduct preliminary analysis of outcomes for students in first-semester pilot.*

- Pilot ePort in ten freshman Learning Communities.

- Track and collect assignments from 50 students from the first-semester pilot.*

- Continue to convene biweekly meetings of ten faculty in ePort pilot. We anticipate that the group will include some participants from the first semester and some new participants. Agendas will include continued discussion of last semester's topics, but as students from the first-semester pilot begin completing the requirements for introductory competence in the PULs, we will have considerably more data to use for consideration of assessment and other project issues.

- Continue monthly meetings of the student focus group and the student task force, which will complete an initial draft of the rubrics for "experiential" learning of the PULs.

- Continue work with Testing Center on determining the reliability and validity of PUL rubrics.

- Faculty Communities of Practice conduct end-of-semester and end-of-year assessment of portfolios and of work by students in the control group for comparison. Continue testing of automated essay scoring and other strategies for managing the assessment of ePort data.*

- Project leaders report on project findings at annual AIR meeting and NPEC meeting.*

- Project leaders write report on project findings and make it available on the ePort web site at www.eport.iu.edu.*

Beyond the Project

- Use of ePort will expand into additional freshman courses and more advanced courses.

- Project leaders and participants will continue to disseminate information about project findings through publications and conference presentations.

Policy Relevance

Stakeholders in higher education have long called for more effective approaches to assessing and improving student learning—particularly learning of the higher order skills that are prerequisites, in today's world, for professional success, effective citizenship, and the capacity for lifelong learning. Electronic student portfolios represent a potential solution to this need. Once fully implemented, IUPUI's ePort initiative will allow departments, schools, and the entire institution to make informed statements to stakeholders about what students are learning. Indeed, the Indiana Commission on Higher Education's new *Blueprint for Policy and Planning Development in Higher Education* suggests that electronic student portfolios may offer a means for the state to determine, across its colleges and universities, "the degree to which students'

knowledge and skills improve as a result of their education and training beyond high school"

(2003, p. 14). IUPUI is a leader, state-wide and nationally, in efforts to use electronic portfolios

in this way; the findings of this project will thus influence institutions across Indiana and beyond.

Innovative Aspects of Project

The project has at least two innovative aspects:

- It provides a means to gather empirical evidence for the hypothesis that ePorts enhance student learning, engagement, and retention.

- The use of automated essay scoring is in its infancy. Incorporating this new technology into the ePort pilot at IUPUI has the potential to enhance the feasibility of portfolio assessment on large campuses, facilitate further development of the automated scoring models, and offer an opportunity for cross-validation of scoring norms.

Audience for the Project

The initial audience for the project includes higher education colleagues with

responsibility for assessment and improvement of undergraduate learning and success. The

Indiana Commission on Higher Education and other organizations responsible for higher

education policy, such as accrediting associations, make up a second audience.

My Matrix Tool   edit

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  - Comparative Religion Matrix
  - Community Service Matrix
  - Research Methods Matrix
  - Chess Club Matrix

PUL Learning Matrix

PULS	Introductory	Intermediate	Advanced	Experiential
Core Communication & Quantitative Skills				
Critical Thinking				
Integration & Application of Knowledge				
Intellectual Depth, Breadth, & Adaptiveness				
Understanding Society & Culture				
Values & Ethics				

Brief Biography for Susan Kahn

Susan Kahn, who will serve as PI for the proposed project, has extensive experience working with issues related to student success. For ten years, she directed a University of Wisconsin System-wide faculty development office whose programs focused on effective teaching and learning. Currently, she is founding director of IUPUI's Office of Institutional Effectiveness, which addresses effectiveness in all aspects of the campus mission, but works primarily with planning and assessment of student learning. She also carries out such accountability functions as coordinating IUPUI's accreditation review and developing an annual campus Performance Report that summarizes the campus's progress on key performance indicators. Working with IUPUI's Office of Information Management and Institutional Research, she develops periodic Research Briefs that interpret the results of important campus studies and surveys for campus faculty and administrators. She is involved with various committees and initiatives related to institutional and educational effectiveness on campus and is a member of the Core Committee for the electronic student portfolio initiative.

Dr. Kahn first joined IUPUI as national director of the Urban Universities Portfolio Project. In that capacity, she coordinated a six-campus collaborative project that produced the first generation of electronic institutional portfolios focused on demonstrating student learning and accomplishment. The portfolios include examples of student learning and development in multiple media, aggregated assessment findings, and performance indicators, with supporting data. Upon the conclusion of that project, Dr. Kahn moved into her current position, which includes responsibility for continuing to develop and maintain IUPUI's electronic institutional portfolio (iPort).

Dr. Kahn publishes and presents extensively on faculty development, assessment, and electronic portfolios.

Condensed Vita for Susan Kahn

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Education

University of Wisconsin-Madison, Ph.D., English, 1981.

University of Wisconsin-Madison, M.A., English, 1975.

Smith College, Northampton, Massachusetts, A.B., English, 1974

Professional Appointments

Director, Office of Institutional Effectiveness, Division of Planning and Institutional Improvement, IUPUI, 2001-present.

Director, "The Urban Universities Portfolio Project: Assuring Quality for Multiple Publics," national project based at IUPUI, 1998-2001.

Senior Academic Planner and Special Assistant to the Senior Vice President for Academic Affairs, University of Wisconsin System, 1995-1998.

Director, Office of Professional and Instructional Development, University of Wisconsin System, Office of Academic Affairs, 1988-1998.

Academic Planner, University of Wisconsin System, 1988-1995.

Senior Program Manager and Assistant Director, Office of Professional and Instructional Development, University of Wisconsin System, 1986-1988.

Staff Specialist, Office of Professional and Instructional Development, University of Wisconsin System, 1985-1986.

Assistant to Director, National Nonpoint Source Institute and Dane County Natural Heritage Foundation, 1982-1985.

Teaching Assistant, Department of English, University of Wisconsin-Madison, 1975-1981.

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Selected Publications

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"Making Good Work Public Through Electronic Teaching Portfolios," in *The Teaching Portfolio*, Third Edition, ed. Peter Seldin, Anker Publishing Company, Boston: 2004.

Metropolitan Universities, guest editor, special issue on the Urban Universities Portfolio Project, Vol. 13, No. 3, September 2002.

"Using Portfolios to Coordinate Teaching and Assessment of Student Learning," co-author with Sharon Hamilton, in *Student Learning: A Central Focus for Institutions of Higher Education*, eds. Austin Doherty, Tim Riordan, and James Roth, Milwaukee: Alverno College Institute, 2002.

Electronic Portfolios: Emerging Practices in Student, Faculty and Institutional Learning, co-editor with Barbara Cambridge, Dan Tompkins, and Kathleen Yancey, Washington, DC: American Association for Higher Education, 2001.

"Enhancing Learning, Assessment, and Accountability Through Communities of Practice," co-author with Scott Evenbeck, *Change*, Vol. 33, No. 3, May/June 2001.

"Reflections on Accreditation, Assessment and Accountability," co-author with David Porter of guest editorial, *Assessment and Accountability Forum*, Vol. 9, No. 3, Fall 1999.

Selected Presentations

"Electronic Institutional Portfolios: The Future of Planning and Assessment?" co-presenter with

   Trudy Banta, Kathi Ketcheson, and Terrel Rhodes, Association for the Study of Higher

   Education, Portland, OR, November 2003.

"Assessing Student and Institutional Learning Using Electronic Portfolios," co-presenter with

   Trudy Banta and Sharon Hamilton, The Assessment Institute in Indianapolis, November

   2003.

"Building Bridges to Constituents: Communicating Through Performance Indicators and

   Electronic Portfolios," co-presenter with Trudy Banta, Victor Borden, and Sharon

   Hamilton, European Association for Institutional Research, Limerick, Ireland, August

   2003.

"Accreditation and the Web: An Electronic Institutional Portfolio at One Urban University,"

   co-presenter with Peter Ewell, Association for Institutional Research, Tampa, FL, May

   2003.

"Deciding How to Approach the Self-Study: Three Campuses, Three Choices," co-presenter

   with Gilbert Atnip and Marilyn Vasquez, Higher Learning Commission, North Central

   Association of Colleges and Schools, Chicago, IL, April 2003.

"Higher Education Collaborations, Policy Issues and Accountability: Linking Learning,

   Improvement, and Accountability Through Electronic Institutional Portfolios," co-

   presenter of track plenary with Kathi Ketcheson and Karl Schilling, Association for

   Institutional Research, Toronto, Canada, June 2002.

"Electronic Institutional Portfolios for Improvement and Accountability," co-presenter with

      Jackie Donath and Kathi Ketcheson, Western Association of Schools and Colleges, San

      Diego, CA, April 2002.

"Using Assessment as a Strategy for Educational Focus and Change," Institute on Campus

      Leadership for Sustainable Innovation, Association of American Colleges and

      Universities, Leesburg, VA, July 2001.

"Mission Dilemma: Making It 'Play in Peoria' and on the Web," co-presenter with Sharon

      Hamilton and William Plater, American Association for Higher Education, Washington,

      DC, March 2001.

Recent Consultancies

Minnesota State Colleges and Universities (electronic portfolios)

Normandale Community College (assessment and accreditation)

Ohio Foundation of Independent Colleges (electronic portfolios)

Western Association of Schools and Colleges, Senior College Commission (electronic portfolios

      and accreditation)

University of Missouri-Kansas City (electronic portfolios and assessment)

St. Xavier University (electronic portfolios and faculty development)

Association of American Colleges and Universities, Greater Expectations Project (assessment)

Brief Biography for Sharon Hamilton

Sharon Hamilton, co-PI for the proposed project, serves as Associate Dean of the Faculties and Chancellor's Professor of English and directs the Indiana University Faculty Colloquium for Excellence in Teaching (FACET) and The Office for Integrating Learning at Indiana University-Purdue University Indianapolis at IUPUI. She has recently completed a three-year term as Campus Director of the IUPUI institutional portfolio as part of a Pew-funded, AAHE- sponsored project that developed the first generation of urban institutional electronic portfolios. Currently, she also directs the campus team overseeing the design and implementation of a campus-wide student electronic portfolio that documents both improvement and achievement in student learning. Dr. Hamilton is one of 23 Carnegie Foundation Scholars selected from across the USA this year to advance the Scholarship of Teaching and Learning. She plays a leadership role, both on campus and nationally, in the assessment and improvement of teaching and learning.

Prior to assuming her instructional and administrative responsibilities at IUPUI in 1987, Dr. Hamilton taught for seventeen years in the public school system in Manitoba, beginning in a one-room eight-grade country schoolhouse on the windswept prairies, and concluding as Chair of an English Department in a suburban high school.

Dr. Hamilton has published extensively on writing across the curriculum, collaborative learning, literacy, and portfolios, including *Collaborative Learning in the Arts, Sciences, and Professional Schools, Collaborative Learning in Higher Education: Underlying Processes and Effective Techniques,* and *My Name's Not Susie: A Life Transformed by Literacy.* She has also written a play, *My Brother Was My Mother's Only Child*, and has just completed an edited collection: *Writing in the Arts, Sciences, and Professional Schools.*

Dr. Hamilton received her baccalaureate degree from the University of Winnipeg, her B. Ed. and M. Ed. from the University of Manitoba, and her Ph. D. in language and literature from London University, England.

Condensed Vita for Sharon Hamilton

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Education:

Manitoba Teachers' College, Teaching Certificate, 1963

University of Winnipeg, B.A., English, History, 1969

University of Manitoba, B.Ed., English, Drama, 1978

University of Manitoba, M.Ed., English, Drama, 1982

University of London, Ph.D., Language and Literature, 1986

Administrative and Professional Appointments:

Associate Dean of the Faculties for Integrating Learning, 2003-

Director of Thematic Learning Communities, 2003-

Director of FACET (IU Faculty Colloquium on Excellence in Teaching), 2001-

Director of Campus Writing, 1998-

Director of IUPUI Urban Universities Portfolio Project, 1998-2001

Associate Dean, External Affairs and Alumni Development, 1996-1998

Full Member, Indiana University Graduate Council, 1996

Adjunct Associate Professor, School of Education, 1995

Assistant to the Dean for Development, 1995-1996

Professional Experience:

Chancellor's Professor, 2000

Professor, English, 1997

Associate Professor, English, 1991-1997

Assistant Professor, English, 1987-1991

<div align="center">

Selected Recent Awards

</div>

2003:   Carnegie Scholar

2002:   Chancellor's Award for Excellence in Teaching

2000:   Chancellor's Professor

1999:   Arts Council of Indianapolis Creative Renewal Award, $7500

<div align="center">

Selected Recent Publications

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Books:

Freshman English. Indianapolis. The College Board. 2003.

Freshman Composition Study Guide. Indianapolis: The College Board. 2002.

Writing in the Arts, Sciences, and Professional Schools at IUPUI: Indianapolis: St. Clair Press.

2002 (editor).

My Name's Not Susie: A Life Transformed by Literacy. Portsmouth, New Hampshire: Heinemann:

Boynton/Cook. 1995.

Collaborative Learning in Higher Education: Underlying Processes and Effective Techniques.

Number 59 in series *New Directions for Teaching and Learning*. San Francisco: Jossey-Bass.

1994 (Co-edited with Kris Bosworth).

Book Chapters

"Using Portfolios to Coordinate Teaching and Assessment of Student Learning" (with Susan

Kahn). *Student Learning: A Central Focus for Institutions of Higher Education: A Report*

and Collection of Institutional Practices of the Student Learning Initiative. Eds. Austin

Doherty, Tim Riordan, James Roth. Milwaukee: Alverno College Institute, 2002.

"Barking at Straw Dogma" (with Trudy Banta). *Assessment: Case Studies, Experience and*

Practice from Higher Education. London: Kogan Paul, 2002, 89-96.

 "Snakepit in Cyberspace: The IUPUI Institutional Portfolio." *Electronic Portfolios: Emerging*

Practices in Student, Faculty, and Institutional Learning. Washington, D.C.: AAHE, 2001,

159-177.

 "Planning and Assessing to Improve Campus – Community Engagement." (with Robert G.

Bringle, Julie Hatcher, and Peter Young) *Metropolitan Universities: An International*

Forum. Summer 2001, Volume 12 Number 3, 89-96

Articles

"A Principled Approach to the Assessment of General Education." *Journal of General Education* (in

press).

"Mirror, Mirror to the Mind: What We See(k) is What We Find! Writing Reflectively about Teaching

and Learning." *PBL Insight*, 5:1, March 2002.

 "Writing to Learn Quantitative Analysis: Doing Numbers with Words Works!" (with Robert H.

Orr) *Plymouth State College Journal Writing Across the Curriculum*. PSC, Volume 12,

2001.

'Writing to Enhance, Demonstrate, and Evaluate Learning in the First-Year Seminar: A Faculty

   Development Initiative' in *Restructuring for Urban Student Success: Essay Collection*. ERIC:

   ED442922. 2000.

"Expodrama, Technology and Assessment: Effective Stagefellows. " *Ideaction* (Summer 1999).

Professional Consultations

2003:

English Department Program Review: Minnesota State University Mankato

Bowling Green State University: NCA Accreditation Visit

Teaching-Learning Excellence Center. University of Houston, Clear Lake

MNSCU: Electronic Portfolios

Normandale Community College: Learning Outcomes

2002:

AAC&U Task Force on Inquiry-Based Learning

Otterbein College: Student Electronic Portfolios

Dominican University: Assessment of Student Learning Outcomes

University of Wisconsin System Faculty College: Writing Across the Curriculum

University of Texas at Arlington: Professional Writing Consultations with Faculty

Morehead University: Consultation about Course Portfolios

2001:

University of Texas at Arlington: Professional Writing Consultations with Faculty

St. Francis Xavier University: Consultations on Institutional Portfolios

References

American Association for Higher Education (2003). National Research Forum on Electronic

Portfolio Learning. Unpublished request for proposals.

Banta, T.W. (2003). Introduction: Why portfolios? In T.W. Banta (Ed.), *Portfolio assessment:*

Uses, cases, scoring, and impact (pp. 1-5). San Francisco: Jossey-Bass.

Colby, A., Ehrlich, T., Beaumont, E., & Stephens, J. (2003). *Educating citizens: Preparing*

America's undergraduates for lives of moral and civic responsibility. San Francisco:

Jossey-Bass.

Doherty, A., Riordan, T., & Roth, J. (2002). The learning-centered institution: A framework. In

A. Doherty, T. Riordan, & J. Roth (Eds.), *Student learning: A central focus for*

institutions of higher education (pp. 1-26). Milwaukee, WI: Alverno College Institute.

Hamilton, S. & Kahn, S. (in press). Enhancing learning, improvement, and accountability

through electronic portfolios. *Metropolitan Universities.*

Hessler, A.C. & Kuntz, S. Student portfolios: Effective academic advising tools. *Assessment*

Update 4(6), 6-7, 9.

Indiana Commission for Higher Education (2003). *Indiana's blueprint for Policy and Planning*

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Shermis, M. Web assessment project. Retrieved on January 14, 2004 from

http://coeweb.fiu.edu/webassessment/ongoing_project.htm.

Spicuzza, F.J. (1996). An evaluation of portfolio assessment: A student perspective.

Assessment Update 8(6), 4-6, 13.

Yancey, K.B. (2001). Digitized student portfolios. In B.L. Cambridge, S. Kahn, D.P. Tompkins,

& K.B. Yancey (Eds.), *Electronic portfolios: Emerging practices in student, faculty, and*

institutional learning (pp. 60-70). Washington, DC: American Association for Higher

Education.

Zalatan, K.A. (2001). Electronic portfolios in a management major curriculum. In B.L.

Cambridge, S. Kahn, D.P. Tompkins, & K.B. Yancey (Eds.), *Electronic portfolios:*

Emerging practices in student, faculty, and institutional learning (pp. 44-52).

Washington, DC: American Association for Higher Education.

Budget

<u>Personnel</u>

Principal Investigator (Susan Kahn)	$7,642 (1.0 FTE calendar year mos. @ 7,642/mo.)
Co-Principal Investigator (Sharon Hamilton)	2,680 (.33 FTE calendar year mos. @ $8,121/mo.)
Graduate Assistant	6,735 (3.0 academic year months @ $2,245/mo.
Total Salaries and Wages	$17,057

<u>Fringe Benefits and Travel</u>

Fringe Benefits @ 32.27% for PIs	3,331
Fringe Benefits Grad. Asst.	735
Travel (trips to 2005 AIR Forum for both PIs)	2,500
Total Benefits and Travel	6,566

<u>Other Direct Costs</u>

Tuition Remission for Graduate Assistant	5,000
Contract Fee for Intellimetric Scoring Engine	1,000
Materials and supplies	377
Total Other Direct Costs	6,430
Total Amount of Award	**$30,000**

Budget Justification

<u>Personnel</u>

Susan Kahn, Director of Institutional Effectiveness and PI, will administer and oversee the implementation of this project. With Sharon Hamilton, she will coordinate selection of the experimental and control Learning Communities. She will plan and facilitate meetings of the faculty working group, help coordinate portfolio assessment by four faculty Communities of Practice at the end of the Fall and Spring semesters, supervise analysis of assessment data and findings, develop written materials and reports related to the project, arrange for use of the Intellimetric Scoring Engine, and, with Sharon Hamilton, disseminate project work to higher education colleagues. We request compensation for 1.0 FTE calendar months of her time.

Sharon Hamilton, Associate Dean of the Faculties, is overall director of the student electronic portfolio initiative and of IUPUI's Thematic Learning Communities. She will be involved in all aspects of the project, including selection of the experimental and control Learning Communities, meetings of groups involved in the project, assessment activities, analysis of assessment findings, and project dissemination. We request compensation for .33 FTE calendar months of her time, recognizing that while her involvement in project activities will consume more time than this, some of these activities will fall within her ongoing responsibilities.

The Graduate Assistant will conduct analysis of student outcomes, working closely with the IUPUI Office of Information Management and Institutional Research. This staff person will also be responsible for coordinating the logistics of project meetings, taking minutes, helping with preparation of written materials, and providing other assistance as needed to the PIs and faculty

working on the project. The Graduate Assistant will work half-time during the Fall and Spring semesters; the salary request reflects the average salary for Graduate Assistants at IUPUI.

<u>Fringe Benefits and Travel</u>

The fringe benefit rate for Dr. Kahn and Dr. Hamilton is 32.27% of salary. The fringe benefit rate for the Graduate Assistant is $735 for Health Insurance. As required by the terms of the grant program, we are requesting funds for travel to the 2005 AIR Forum for Dr. Kahn and Dr. Hamilton.

<u>Other Direct Costs</u>

We are required by Indiana University policy to provide tuition remission for the Graduate Assistant. For a graduate student in a social science department, we expect that tuition will total approximately $5,000 for the 2004-2005 academic year.

For the project's experiment with using automatic essay scoring to assess portfolio materials, we have selected the Intellimetric scoring engine. Currently being developed with support from FIPSE, Intellimetric is designed to score the kinds of written materials that are typically included in student portfolios, including reflective writing. On of the developers of Intellimetric has provided us with an estimate of approximately $1,000 for a contract to use the scoring engine during the next academic year.

Finally, we are requesting $377 to help cover the costs of duplicating, mailing, telecommunications, and books.

Current and Pending Support

For Susan Kahn:

This proposed project: 1.0 person months/year.

Integrating Assessment into STEM Teaching, Learning, and Curricula Through Electronic Portfolios, proposal pending with the National Science Foundation. Requests support for 2 person months/year.

For Sharon Hamilton:

This proposed project: .33 person months/year.

Facilities, Equipment, and Other Resources

University College is the academic home for IUPUI's freshman-year programs. The Learning Communities, Thematic Learning Communities, and Critical Inquiry sections in which ePort will be piloted are taught and administered through this academic unit.

The Center for Teaching and Learning will provide faculty development support to the ePort initiative, using already-allocated internal resources.

The Program Review and Assessment Committee, administered by the **Office of Planning and Institutional Improvement**, provides faculty guidance and oversight to the ePort initiative.

University Information Technology Services is developing the technological infrastructure for ePort with internal funding and will provide support to faculty and student users.