



## ePortfolio Consortium Meeting at CSM Agenda for October 19, 2006

### **Item #1 Marking Milestones**

***It is important to recognize that this consortium has the potential to accomplish far more than would be possible for any one campus (or system). While we participate because of the particular benefits to our individual institutions and our students' learning, we also ought to act toward a common vision of what this group could do beyond our own walls.***

- What should the long-term goal(s) of this consortium be?
- What measurable interim goals can we identify along the way?
- What existing resources should be investigated (campus models and/or commercial products) as models or for incorporation?
- What sorts of leadership and development policies should we enact to accomplish these goals?
- What sort of timeline would be ideal for these milestones; what would be practical? ?
- **DISCUSSION: Our goals include the following:**
  - Long-term understanding of student learning through the entire process so that we can understand what we are doing well and what we can do better; to move beyond the walls of our institutions
  - To address the Spellings Report, going beyond to know more about our students and who they are. To have open conversations about what we do on both ends of this continuum for our students. To consider broader issues of assessment and accountability.
  - To give students something that they can take beyond graduation to jobs, careers, the workforce; to also connect with K-12 system, supporting lifelong learning; high employer interest, all as in the Minnesota models & Ruth's example of public health students. To foster collaboration around processes that help students flow into society (Ohio, SUNY models as well)
  - To help address the drop-out rate & retention issues
  - To work with curriculum to align it more perfectly with what knowledge and skills students should have.
  - To create opportunities for people by leveling the playing field; create something that benefits the public
  - To find grant funding opportunities; having partners will make it easier to seek funding. Collaboration will make the project cheaper and more useful. Vendors should be willing to meet our needs. S/b cost sustainable. Money should not drive the goals.

### **Item #2 Pedagogical Benefits of System-to-System Compatible ePortfolio Systems**

***In articulating this vision of our consortium, we must consider the needs of transferring students. The current transcript/ checked-boxes paradigm is an inadequate indicator of student learning from one institution to another or from one system to another. EPortfolios are potentially a much better indicator of student learning and, more importantly, the deficiencies or gaps in that learning.***

- What questions do we have about transfer students' learning that ePortfolios might help us answer?

- Can transfer institutions use ePortfolios as an assessment tool for placement?
- How can we use ePortfolios and the information in them to have a system-to-system dialog about student learning and institutional expectations?

**DISCUSSION:** EPortfolios can be

- an artifact that demonstrates what students learn; the important reflection piece asks students to think more deeply about what they have learned and take learning more seriously, also make it easier to find the pathways for each student
- a way to break out of the check-the-box mentality and foster integrative and intentional learning. “Assets” might be preferred to “artifacts.”
- Electronic medium expands the types media that can be used to demonstrate learning.
- going public and showcasing engages students in their own learning; teacher has opportunity to become a coach.
- Students want an online identity—a way to catch MySpace energy and use it for educational purposes.
- Technological compatibility and philosophical compatibility are both important.
- a way to encourage collaboration among students; tapping into different skill sets and learning styles
- a way of showing growth over time
- a potentially disruptive activity.
- at CC’s we are removed from understanding what students need to be doing in upper-division courses and need to have that contact.
- SLOs have brought us closer to a common language to describe what students are supposed to be learning.
- CSU needs assessment study looked at functionality of how it works as a pedagogical tool. Hyperlinking as a way of making connections across their learning; students themselves can use their artifacts in ways we don’t initially predict. Enact—Sonoma’s goal to teach every student, allowing students the mechanism by which they would like to be assessed. How do we have technical interoperability and the pedagogical interoperability? We can still be working on the technology before we have all the other issues aligned.
- if we want to make student tutorials we will have different groups make them.
- we can train faculty and students, by putting it on line & training across campuses. Share the workload – break out of the silos.
- Desirability of a system that works with Moodle

**• Item #3 Fundraising and Grant Writing**

***This consortium offers the opportunity to share the cost in achieving a common goal, greatly reducing the financial burden on individual institutions. Our consortium also increases the possibility of securing outside funding—a possibility far greater than for any single institution or system.***

- Whom can we contact?
- How do we best collaborate on grant applications? Can we form a subcommittee to put proposals together?

What first steps can we take over the next six months?

**DISCUSSION:**

- by joining forces we are showing a model of collaboration. Giving presentations at conferences together may attract funding.
- we need to look at the state chancellor’s office for coordination and funding.
- Hewlett grant? Hewlett has presented grants about open content. We could approach them about working the assessment piece.
- approach a venture capitalist (vc) or, regionally, Google and others interested in y-fi around Bay Area with a way to use y-fi, making people aware of tools they will be asked to use.

- Also work force aspects
- buzz word: access
- discussions with AAC&U – for funding or pointing to funding, and Carnegie; Washington, D.C.
- FIPSE--formal set-aside – talk to representatives
- day of dialog about eportfolio for region
- conceptual limitations, funding limitations, fund shifting, getting funds to understand how to shift already existing funds.

**• Item #4 Structuring Working Together (Summing Up and Assigning Tasks)**

- Identifying Leads
- Reviewing Developed Action Items
  - DISCUSSION:
    - We agreed to be a consortium
    - We need a name and some formal structure: Kevin to lead; will set up something for choosing a name before November 7.
    - We need to identify others who want to participate
    - We set up the following subcommittees:

**Technological**  
**Pedagogical**  
**Articulation / transfer**  
**Funding**  
**Implementation**  
**System-wide.**