

General Studies ePortfolio Exploratory Pilot – Overview and Update

Phase 1- Overview and Update (Fall 2015-Spring 2017)

The General Studies eportfolio pilot is an exploratory pilot, which began in Fall 2015 with approximately 15 faculty members.

The purpose of the using ePortfolios is to:

- Stimulate deeper learning and transfer of skills and knowledge
- Give students the opportunity to integrate their personal academic and professional goals with their learning
- Promote reflective and critical thinking
- Give students a vehicle to articulate how their educational experience at Montgomery College prepares them for future academic and career growth
- Create an authentic learning artifact that can be used for program assessment

The goals of the eportfolio pilot are to:

- Determine feasibility of using ePortfolios: value for learning and student success, engagement, and retention and practical feasibility
- Build capacity for ePortfolios

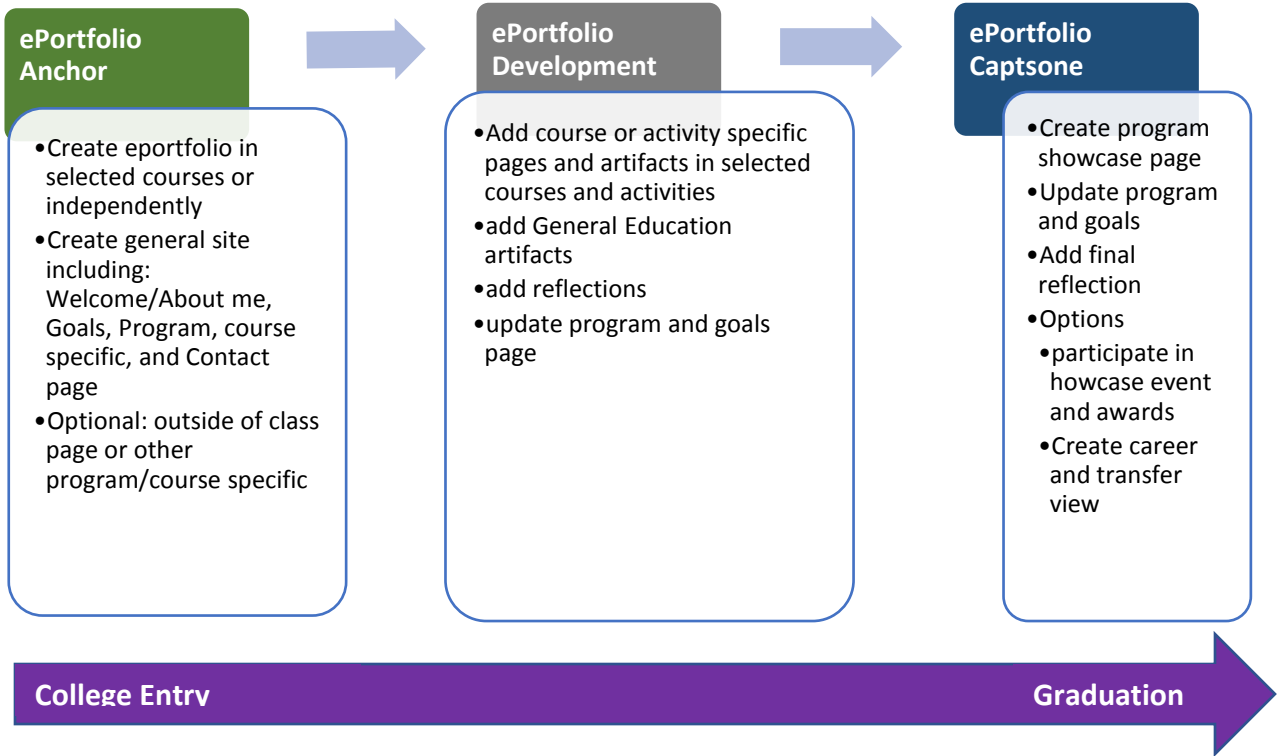
In the three semesters of piloting, courses from a range of disciplines including English, Biology, Math, Communications, Sociology, Spanish, Art, and Education. In that time, we have developed resources for faculty (<http://eportfoliomontgomerycollege.weebly.com/>) and students (<http://mcstudenteportfolioresources.weebly.com/>). We have partnered with the Writing, Reading, and Language Centers, the Digital Learning Labs, and the Libraries to provide outside of class support. We have held information sessions, eportfolio labs, and getting started sessions for faculty each semester.

The exploratory pilot has given us an opportunity to explore a number of the questions and concerns raised about ePortfolios. Through instructor feedback and student surveys we have gained perspective on the value, feasibility, and perspective on ePortfolios. For an overview of student feedback see below:

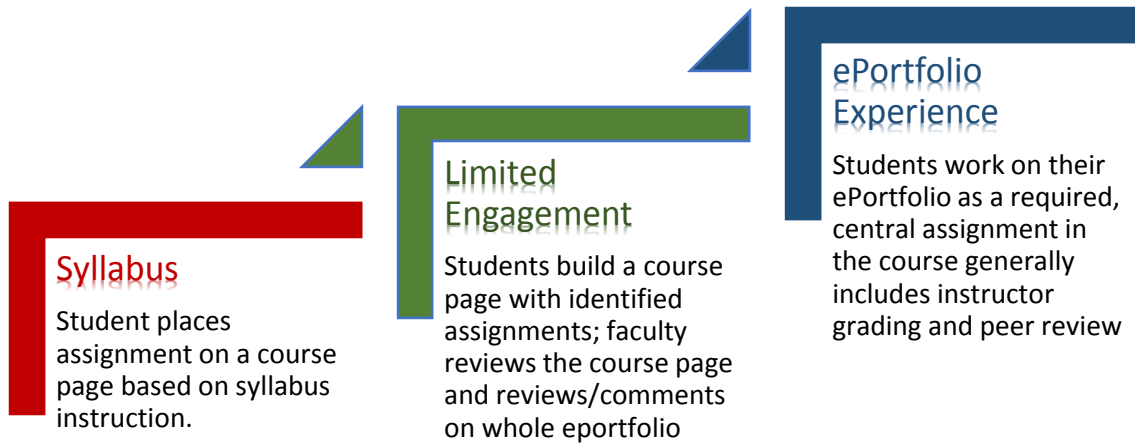
	Fall 2015 (1 st Semester)	Spring 2016 (2 nd Semester)	Fall 2016 (3 rd Semester)
Liked creating eportfolio as part of class	74%	78%	86%
ePortfolio helped develop connections Between			
• Course and other courses	54%	73%	70%
• Course and educational goals	86%	85%	84%

• Course and previous education	57%	69%	69%
• Course and career goals	79%	79%	87%
Clarify Career and edu goals	62%	79%	86%
Site easy to use	91%	91%	93%
Continue to use eportfolio	Yes- 31% Maybe- 44% (75%)	Yes- 25% Maybe- 60% (82%)	Yes- 36% Maybe- 53% (89%)
Would take another class with eportfolio	Yes- 39% Maybe- 48% (87%)	Yes- 31% Maybe 48% (79%)	Yes- 30% Maybe- 57% (87%)
Would not take a class if eportfolio were required	13%	19%	16%
Time spent outside class	1-5 hours- 74% 6-10 Hour- 23% (97%)	1-5 hours- 60% 6-10 Hour- 35% (95%)	1-5 hours- 60% 6-10 Hour- 21% (81%)

The development of an eportfolio is a process that encompasses three distinct phases: anchor, development, and capstone. In the exploratory pilot we have focused on identifying strategies for a clear anchor experience. Moving forward, we will continue to focus on ways to support the anchor experiences which are key to a successful eportfolio experience, but we will also shift to advancing the development and capstone experiences as well.



Creating ePortfolio opportunities for students in the classroom



Phase 2 Goals and Recommendations- General Studies ePortfolio Pilot (Fall 2017- Spring 2019)

1. Increase the number of faculty and students participating in eportfolio
2. Raise awareness of the value of eportfolio among faculty and students and beyond
3. Partner with other programs and initiatives across the College (General Education, Engineering, Nursing, Art, Integrative Studies, Service Learning, Honors, Career Services, etc.)
4. Advance the program experience including development and capstone phases, assessment strategies/infrastructure

Recommendations for the next phase of the ePortfolio pilot

Recommendation	Timeline	Comments
1. Implement eportfolio steering committee	Fall 2017	
2. Build a stand-alone self-paced student module that students can use to set up their eportfolio independent of a course or as an embedded activity in a course.	Implement Fall 2017	In progress
3. Identify one platform to support and develop supporting materials for that platform, while leaving student options open	Implement Fall 2017	In progress

4. Create a standardized core template for Word Press that student can more easily customize and use (supported by Web Services/IT)	Implement Fall 2017	In progress
5. Develop comprehensive student support plan including: Digital Learning Labs, Writing, Reading and Language Centers, and student mentor/tutor support	Fall 2017	Student mentors/tutors- Fall 2018
6. Create a way to capture student eportfolio URL's in student system and link to course rosters (supported by IT)	Pilot Fall 2018	Dependent on Banner upgrade in Jan 2018
7. Create a comprehensive professional development plan to encourage more faculty to participate (in collaboration with ELITE)	Fall 2017- Spring 2018	
8. Create an external advisory board (transfer and career entities)	Spring 2018	
9. Align eportfolio pilot requirements with General Education assessment (in collaboration with General Education Committee)	Fall 2018	
10. Engage additional programs and disciplines around participating in eportfolio initiative	Ongoing	
11. Create and implement student communication plan about eportfolio	Fall 2018	
12. Identify and develop capstone opportunities for eportfolio	Fall 2018	
13. Develop eportfolio assessment plan, strategies, materials, infrastructure for General studies, possibly in coordination with General Education and other programs	Fall 2018	
14. implement student showcases	Spring 2019	
15. Develop full implementation plan for General Studies ePortfolio, as appropriate	Spring 2019	