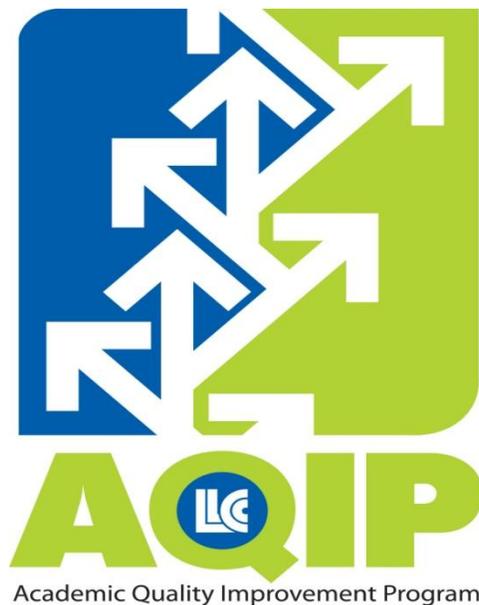


PROJECT CHARTER

ELECTRONIC PORTFOLIO

PILOT PROJECT



LINCOLN LAND COMMUNITY COLLEGE
SPRINGFIELD, ILLINOIS

Section 1. Project Overview

1.1 Problem Statement

In a brief summary statement, describe the reason(s) for initiating the project, specifically stating the issue or need.

There is a need for LLCC to employ more broadly-used assessment measures which could effectively assess learning outcomes and provide documented results for the improvement of student learning, especially at the program level. As an extensively promoted approach in the assessment community, e-portfolios provide a systematic and continuous method of assessment. By way of this pilot project, students will be able to use electronic portfolios as an additional way to document learning at the program and college levels; program faculty will be able to employ electronic portfolios to enhance their assessment of established program outcomes in comparison with assigned projects/assignments; and LLCC faculty will be able to determine the suitability of this method for widespread implementation at LLCC.

1.2 Rationale and Opportunity

Describe the origin and purpose of the project (e.g. history, how identified, etc.), additional detail on the problem to be addressed, and the opportunity to be leveraged.

The implementation of electronic portfolios has been under study at LLCC for the past several years. Recently, the college successfully completed a four-year commitment with HLC's Assessment Academy. Throughout our time in the Academy, the idea of pursuing a project related to electronic portfolios surfaced often, but there were other foundational projects that needed to be accomplished first. The college gained some experience with paper-based portfolios many years ago, and there have been more recent experimental approaches with electronic portfolios which has led the Academic Assessment Team to believe this is the right time for a systematic, across-college pilot project to determine the efficacy of electronic portfolios in regard to academic assessment.

1.3 Strategic Alignment

Describe the alignment and linkage with AQIP categories, institutional core values/goals/practices, and key institutional initiatives such as strategic plan projects, other AQIP action projects, FoE, etc.

This Action Project addresses two AQIP Categories:

Category One: Helping Students Learn

Category Seven: Measuring Effectiveness

HLC Criteria for Accreditation – This Action Project supports Criterion Four (Teaching and Learning: Evaluation and Improvement), Core Component 4B (The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.) This Action Project also supports the Criteria for Accreditation: Guiding

Values # 4 (A culture of continuous improvement) and # 5 (Evidence-based institutional learning and self-presentation).

This Action Project supports LLCC's core values:

Innovation: We will value, recognize and support new ideas and original thinking. We will be aware of the changes taking place in the global marketplace in order to assess and adapt to evolving expectations.

Learning: We will promote a learner-centered environment to foster innovation, critical thinking, open inquiry and lifelong learning that is accessible and affordable.

This Action Project supports LLCC's College Goal 1 (Student Access and Success) and Goal 6 (Operational Strength).

1.4 Goals and Objectives

Describe the goals and objectives of the project such as key organizational process(es) to be changed/improved. Include overall measures of success.

Goal: To improve/enhance student learning assessment activities in regard to documentation and making improvements.

Objectives:

1. To engage program faculty and their students in using the electronic portfolio as a means to document the improvement of student learning primarily at the program level, secondarily at the college level.
2. To help program faculty evaluate their established program outcomes in comparison with their assigned projects/assignments and assess the effectiveness of both. Possible changes or improvements in outcomes or assignments may occur as a result of participation in this project.
3. To determine the suitability of this method for widespread implementation at LLCC at the conclusion of the project.

Overall Measure of Success:

There is adequate participation with pilot project to make an informed recommendation regarding suitability of the e-portfolio method for widespread implementation at LLCC.

1.5 Project Scope

Describe the project scope. The scope defines project limits, establishing the boundaries of the project. Identify the expected outcomes of the project, stating what the project should include, while also identifying processes and other areas considered outside of the project scope.

It is helpful to clarify a few important terms prior to providing a description of the Action Project scope. Please note the italicized terms in the remainder of this paragraph. A *portfolio* is

a collection of evidence that is gathered to show an individual's journey of learning over time and/or to demonstrate one's abilities. Utilizing an electronic portfolio (or *e-portfolio*) indicates that the collection of evidence is web-based utilizing a software tool. In order to have a reliable means with which to showcase student work and demonstrate learning achievements, *TaskStream*® was selected as the software and supporting services provider for this Action Project. TaskStream provides a web-based software tool specifically developed for electronic portfolios. This software tool is classified as a Learning Achievement Tool (LAT) and it allows instructors to design portfolios that meet the needs of learners. Providing more than just a repository of information, faculty members are able to design what is called the *directed response folio (DRF)* that defines learning and study needs. Students then respond to the DRFs and have the ability to publish their work to the web.

Project Scope: In order to provide some programmatic structure for this Action project, three to instructional programs will be selected to participate in the project. A lead faculty member for each program area selected will serve as the faculty program coordinator and there may be other program faculty for each respective program who participate and contribute. Another faculty member will be selected to serve as the college-wide E-portfolio Coordinator. For the purposes of this project, the E-portfolio Coordinator will report to the Director of the college's Center for Excellence in Learning and Teaching (CELT).

The early phases of the project will focus on appropriate training for the E-portfolio Coordinator and other faculty participants. Later, the students participating in the project will be provided subscriptions for the e-portfolio tool. The end result is that the participating programs will have artifacts designed to demonstrate how students meet the outcomes for their respective programs, and the college will experience the ability to centrally collect and manage data and documentation that demonstrates a process of utilizing assessment findings for improvement.

1.6 Critical Success Factors and Risks

Describe the factors or characteristics considered critical to the success of the project that, if absent, the project will fail.

The project will require college commitment and support, faculty leadership and participation, student participation, and budgetary/human resources to support the project.

1.7 Assumptions

Describe any project assumptions or guiding principles related to institutional philosophy, process, technology, resources, scope, expectations, or schedules.

The most significant project assumptions are in regard to student benefits. If used to their full potential, portfolios have a number of benefits for students. Specifically, portfolios help to focus student thinking (Wade & Yarbrough, 1996), provide a means to translate theory into practice (Hauge, 2006), and, most importantly, document a learner's progress over time (Abrami & Barrett, 2005; Challis, 2005; Smith & Tillema, 2003). In addition, electronic portfolios

can enhance students' communication and organizational skills; and are a way of identifying and recognizing prior learning, which can lead to new learning outcomes (Brown, 2002). Through the process of portfolio construction, students gain a broader sense of what they are learning (Young, 2002). They can see their learning unfolding (Darling, 2001), acquire an awareness of their accomplishments and come to understand how their learning takes place (Brown, 2002).

1.8 Constraints

Describe any project constraints being imposed in areas such as schedule, budget, resources, products to be acquired, technology to be implemented, etc. List the project constraints based on current knowledge.

Similar to any other project there are budgetary, scheduling, and resource constraints which we need to operate within; however, we are not aware of any significant constraints at this time.

Section 2. Milestones/Timeline and Budget

2.1 Major Milestones and Timeline

List the project's major milestones, deliverables, and the target date for delivery. This list should reflect overall project deliverables/outcomes as well as the delivery of key project management or other project-related work products.

The project began during summer 2012 with some preliminary activities. It is anticipated that the project will last through fall 2014.

Major Milestones and Deliverables:

Summer 2012	E-Folio Coordinator is trained on Taskstream software
Fall 2012	Participating faculty are recruited and programs begin creating their DRFs
Spring 2013	Some programs begin collecting data while others continue developing DRFs and assessment instruments
Fall 2013	Remaining programs begin collecting data
Spring 2014	Data collection is finished
Fall 2014	Data analysis is completed and recommendations for continuing the project are made

2.2 Budget

Identify initial estimated financial and human resource funding needs (new dollars) as well as anticipated source of funding (e.g., operational budget, grant funds, etc.).

Operational dollars will be used to fund the Electronic Portfolio Coordinator position, the benchmarks stipends for the selected program faculty participating in the project, the TaskStream subscriptions, and miscellaneous professional development and travel. Following is a breakdown of the project budget for the first year:

• E-Portfolio Faculty Project Coordinator	\$6,500
• Professional Development & Training	\$2,500
• E-Portfolio 1-semester subscriptions (max of 276)	\$6,900 (some \$ may go into next budget year)
• Incentive stipends for identified program faculty participants who meet benchmarks	\$6,500
Total budgeted for first year of project	\$22,400

Section 3. Project Organization

3.1 Project Oversight

Describe the governance or management control over the project, including any relevant policies and oversight bodies external to the team, such as Cabinet or the Board of Trustees.

The college's shared governance team, Academic Assessment, will provide project oversight for the Electronic Portfolio Project. The Academic Assessment Team relates to the Office of the Vice President of Academic Services.

3.2 Project Team

Identify the project team members. Include name, current title/department, and role on the team.

The project co-chairs are:

- Dr. Aaron Berkowitz, Professor of History, Social Sciences Department
E-Portfolio Faculty Project Coordinator
- Dr. Taiebeh Hosseinali, Professor and Director of Center for Excellence in Learning & Teaching
For the purposes of this pilot project, the E-Portfolio Faculty Project Coordinator reports to Dr. Hosseinali

The remainder of the project team will be made up of the three to five Program Faculty recruited for pilot project. As of the writing of this charter document, the following program faculty have been recruited for the project.

- Ms. Becky Miller-McGrath, Instructor of Psychology
- Ms. Tara Walk, Assistant Professor of Criminal Justice
- Ms. Danyle Watkins, Instructor of Early Childhood Education

Section 4. Revision History

Section 4.1 Revisions to Project

Revisions include any changes to the document that have occurred since initial approval. Consult with your project sponsor when completing this section. Revisions may result from road blocks, resource constraints, research findings, new ideas, etc.