

External Review Report on the ePortfolio Program at Salt Lake City Community College (SLCC)

The following is a report from the external review team (see members below) that took place on Oct 11-12, 2018. For a detailed list of the meetings and participants that were a part of this process, see appendix A. The report opens with the driving questions organized in three focus areas (strategic alignment, services & structure, and clients & culture) that were identified in the internal review self-study. Next, key themes were identified and described from all the stakeholder meetings. The report closes by returning to the driving questions with answers and accompanying recommended actions derived from stakeholder input and external expert experience.

External Reviewer #1	External Reviewer #2	Internal Liaison
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Driving Questions

Strategic Alignment

- Overall, how well is the ePortfolio program *meeting its stated purpose* in the context of SLCC's mission, vision, values, and goals?
- What *changes and improvements* should be made in the ePortfolio program to improve services and advance the College's and program's purpose?

Services & Structure

- How *effective* is ePortfolio *in providing its services and programs*? Are the services offered professional and meeting current practice standards? Are there ways/areas we could work on to improve this?
- Does the program have adequate processes in place to continually *assess its services and respond* to assessment data?
- How effectively is the ePortfolio program *structured and administered*?
- What are the *major limiting factors in the quality, effectiveness, and efficiency* of current services as well as the future growth of services for the ePortfolio initiative?
- Does the ePortfolio program have *adequate resources* to accommodate future growth and use at the College?

Clients & Culture

- To what extent has our vision of ePortfolio as an "*expected norm*" permeated SLCC as an institution? How would you recommend we move forward with the execution of improving the ePortfolio culture at SLCC in the future?
- How well does ePortfolio *serve its clients*?
- Are there *potential clients* who are not being served who should/could be considered for future services?
- How well does ePortfolio *cooperate and collaborate* with other departments?
- Are there areas of the College *we should/could be collaborating* with?

Stakeholder Themes

ePortfolio Support Staff and Lab Visit

Staff & Lab. The first meeting was with the ePortfolio support team. This team is currently staffed by two full-time staff members and five part-time student workers. One of the computer labs is housed in the library.

Patterns of Use. Students know that there is support and where to find it. There are a wide range of students who utilize the lab, with a noticeable higher trend of international/English as a Second Language student users. The clear high-traffic periods occur at the beginning and, especially so, at the end of the semester when the required ePortfolio assignments are being completed.

Student needs. Students arrive to the lab not knowing how and where to start. Problems are rarely technical snags (though the most common of those is with ePortfolio privacy settings); instead, they arrive with an overall question of “how do I do this?” It is challenging for the ePortfolio support team because, although all Gen Ed courses are required to use the ePortfolio, each course and instructor uses the technology in their own slightly different way so they need to figure out and interpret the nature of the assignment for each professor’s class. Staff spend a great deal of time walking students through each page of the template, providing coaching for students as they develop pages on the spot (see Campus Template in figure 1). Staff see this as an opportunity for instructors to help students make greater connections between student learning outcomes (SLOs) and their course page on the template. ePortfolio staff also report a disconnect between the Goals & Outcomes page and the Coursework page.

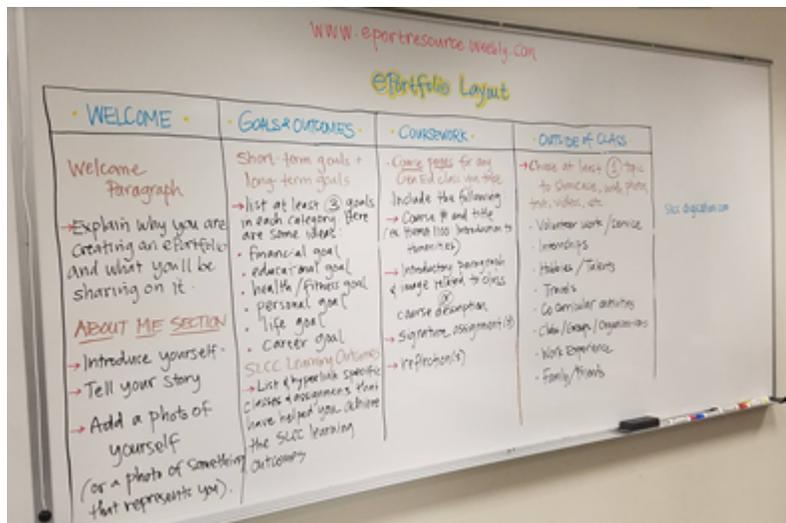


Figure 1: SLCC Campus ePortfolio Template

Resources, support, & staffing. It became clear that this small support team is taking on a heavy load at clear high points to shoulder the campus's goal to not only implement but also *interpret* the ePortfolio general education requirement. They feel as though adequate resourcing is available to "get by," but an additional 1-2 more personnel would help.

ePortfolio usability. It was pointed out that the institution defaults ePortfolio access to "private". Altering the default access to an internal campus audience (at least the faculty member) and direct encouragements to students to make their sites more public would prevent snags in access (the most common technical issue reported). After reviewing the ePortfolio web presences online from both a student and a faculty prescriptive, we recommend consolidating the range of websites (SLCC official website, Weebly student guide website, Canvas ePortfolio module) into one cohesive and streamlined site. Particular attention should be paid to making a one clear and concise "on ramp" pathway page for students that would get their ePortfolio template downloaded, access set-up, and welcome/personal pages set-up with a "walk along" screencast video tutorial. In addition, faculty would benefit from a collection of exemplary ePortfolio signature assignments and sample rubrics. Staff and reviewers recommend that the campus-wide required template should be leaned down to the absolute minimum to allow both students and faculty to personalize their sites. It is recommended that the personal "goals" be separated from the essential "outcomes" page and put in an optional section with the "outside of class." In addition, it would be beneficial to faculty and students if there was a clear and simple workflow process in completing the signature assignments for each class that separates the start-up, essentials, and extra elements.

OIT & eLearning Meeting

Staff. We meet with 4 members of the OIT team for an hour. The listening session started with us sharing the first two pages of the self-study--in particular, the ePortfolio program mission, vision, goals, and self-assessment.

Collaboration, integration, & next steps. It became clear that, at present, there is very little collaboration or support for ePortfolio in OIT. We spent the meeting brainstorming ways that ePortfolio, with its 100% enterprise-wide technology reach across all students and faculty, absolutely needs to be better supported by OIT. The OIT knows better than anyone else that, year after year, initiatives and new tools get added and adopted without any parallel investment in human capital. If this effort was vetted and five years of investment have been committed, it is no longer a "pilot." By that logic, the focus should be on the next 3-5 year plan: what are the milestones and resources (especially people) necessary to accomplish the vision and goal? The Canvas team was not aware that Digication currently has an LTI plug in. It was recommended that the canvas team explore this integration because it could provide 1) an easier single sign-on experience 2) automatic roster and account generation with automatic permissions. This would allow faculty to see the Digication tool as a seamless add-on that would make adoption easier and more integrated. Apparently, the instructional design team did make a Canvas module called "ePortfolio 101-500" to help with onboarding and raising ePortfolio digital literacy.

However, Canvas analytics revealed during the meeting there has been minimal use. Having a Canvas “ePortfolio 101” mini-course embedded in course sites, like library resources, could be a potential area of opportunity to have a single on-boarding pathway for students and new faculty with clear training goals. It was surprising given the scale and importance of this major technology platform with no integration or support from the OIT. It is recommended that at least the OIT Help Desk be integrated by having the ePortfolio Support Team load Digication Getting Started Guides and typical FAQ troubleshoot guides into the Help Desk system to outsource help for the majority of tier 1 low level technical troubleshooting. This would free up and maximize ePortfolio staff to focus on the pedagogical support to faculty and students and help during those high peak points.

Campus Partners Discussion

Partners and programs. We met with five co-curricular partners across the campus. There are strong pockets of specialized programs (i.e. documenting service learning, information literacy assessment in the library, writing across the curriculum) that have taken to the “bottom up” initiative in organically implementing ePortfolio.

Promising possibilities. The civic engaged scholar program shows a lot of promise for deeper and future ePortfolio collaboration, especially through the co-curricular service transcript. Other institutions are beginning to use ePortfolio to house evidence that can be credentialed on the transcript to add value, meaning, and differentiation to the traditional transcript. The engaged learner celebration and scholarships seem to be showing some promising numbers and harvesting inspiring exemplars that could be better showcased across campus.

Barriers and challenges. One barrier that was identified was the way that the ePortfolio scholarship tuition waivers are organized such that students who do not qualify for financial aid are not eligible to participate. It was recommended that this barrier should be reexamined with possible conversion into a cash award incentive that would be inclusive to all students. Issues with spaces emerged with ePortfolio use in the library: ie. over-used during peak times but not maximized during non-peak times of the semester. The library also reported that librarians are taking on last-minute and after-hours “crisis” support for students and adjunct faculty when the lab is closed later in the night. They recommend offering training on “basic support” triage as well as shifting the lab hours until 9pm to accommodate peak demand. There were also recommendations to improve the online help resources so that they have one specific page to direct students.

Faculty engagement. It was reported that there is low attendance in faculty development classes because of overload. It was recommended to focus on a few skills a year and record these trainings that could be published on the ePortfolio faculty guide website. ADs could be more helpful in offering clearer guidance and making links for faculty regarding tenure and promotion and faculty development. Other brainstormed ideas included training on assessment,

assignment, reflection, and rubric design as well as recording key trainings to make them accessible to more faculty, which would help improve the onboarding.

Deans & ADs Discussion

Goals, past & present. The external team provided the Deans & AD with the first two pages of the ePortfolio Self Study (program goals, support of mission, and self-assessment) as a starting point to get feedback and organize the discussion. The Deans were surprised not to see the origins of the ePortfolio (as a student engagement and Gen Ed assessment tool) made clear in the mission. Some Deans reported that now would be a good time re-examine the goals and outcomes expected from this initiative.

Context & a critical perspective. The Deans & AD wanted to know more about how ePortfolio use compares with other institutions, particularly beyond the Gen Ed requirement. There was some surprise and pride that SLCC is the biggest and most comprehensive example of a campus-wide ePortfolio requirement. It was mentioned that, nonetheless, students are not equipped to understand the “what” and “why” of ePortfolios. There is a need for a clear on-ramping and orienting process. Additionally, questions were asked when and where this should happen. There seemed to be genuine interest in the idea of advisors and institution-wide courses (like COMM 1010) playing a greater cross-campus role in deepening the institutionalization of ePortfolio culture. There was a need for greater faculty (especially part-time) and student buy-in. But then others push back. Given that the ePortfolio requirement was extensively debated and passed by all the shared governance bodies, at what point is this not a pilot but an established initiative? If we already vetted, agreed to, and invested in this endeavor, what do we need to *next* if we are going to continue? The group was encouraged by this self-study and external review as offering opportunities to reflect back and forward to commit a clear plan with measures and milestones for the next five years. For example, this might provide opportunity to meet the top-down ePortfolio Gen Ed requirement with a department-level bottom-up effort that would give more autonomy and customization for each individual department to tailor the ePortfolio application to meet their individual needs and goals.

Evidence. Administrators have been asked to be “enforcers” without enough focus and evidence to promote buy-in. The administrators asked for more evidence of ePortfolio assessment data use in making conclusions and improvements to the Gen Ed program. They favored having more of a voice in crafting assessment research questions that could be answered with ePortfolio data (i.e. making programs and pathways more coherent). They also would like to see greater transparency of how the ePortfolio samples are being chosen to prevent claims of “cherry-picking” outliers and insiders.

Assessment & SLOs. The group had some very productive suggestions for making the existing Gen Ed assessment process less disconnected and more meaningful. Currently administrations and faculty do not know which SLOs will be “surprise audited” each year, so the samplings seem random and questionable without prior notification of focus. Midterm planning (scheduling

a 3 to 5-year cycle) that names SLO targets for each year would help all groups to understand and proactively prepare for and plan each annual SLO emphasis. There was agreement across departments for the need of the SLOs to be more deeply anchored in the discipline of the course being taught. Asking students to generate evidence of SLO without deep application and intersection within a content area seems too “abstract”, something of a “silo’ed one-off,” and “lacks deeper rigor.” This also could prevent “fluffy” reflections to tell the professor what they wanted to hear. This led to a discussion that identified more faculty development resources to onboard new and part-time faculty as well as support veteran faculty with continual professional development on ePortfolio signature assignments, prompts, and rubric designs. This could be done through tighter integration with the SLCC Center for Teaching and Learning. When asked if not ePortfolio assessment would there be a better alternative, all agreed that it was the most fair attempt to capture and measure learning.

Provost Meeting

The external review team sat with Provost Clifton Sanders for 20 minutes to get the history, vision, and strategic alignment goals of the ePortfolio. We learned that the origins of the ePortfolio at SLCC was in response to an accreditation visit and quest to improve the Gen Ed evaluation system (reviewers could not see coherence in the Gen Ed system or a process in place for assessment). Provost Sanders shared some ideas on how to improve current faculty buy-in by updating and enhancing the original goal of the SLCC ePortfolio from Gen Ed-only assessment to a better integrated tool. In particular, this might occur by working with the College’s mission to tailor and become more inclusive to the shifting demographics of the non-monolithic SLCC student population. In addition, students, too, should see their ePortfolio not as a mere depository of signature assignments but as a story and synthesis of learning across their college experience. This would help them develop their identity and construct their voice in relation to their institution and learning. The ePortfolio should help all students refine how they can contribute to the community’s good and shape their own “American dream”.

Students Focus Group

Exercises. Six students participated in the focus group. Students were asked to independently generate areas of strengths and opportunities on sticky notes. Following this exercise, we discussed and unpacked the themes as a group. The focus group concluded with small group design challenges regarding the three areas that emerged.

Areas of Strength:

- The ePortfolio allows students to see the difference in their writing growth over the semester.
- The ePortfolio allows students to tell and show their own unique learning story.
- Most of the students saw the possibility for career development and enhanced resume production that could help them showcase their talents to a potential employer.

- A great range of departmentally-specific responses was evident. For the classes that had a supportive instructor, students saw great benefits, but, for others from courses or departments offering less positive or enthusiastic endorsement, they felt like the professors were just complying to a check-the-box requirement.

Areas for Opportunity & Growth:

- There is room for empowering students to understand the power and potential of ePortfolios for themselves (especially on making sense of and transferring their learning toward a career paths).
- Many students confirmed what was mentioned in the ePortfolio support team meeting: there is confusion and redundancy around the template and the signature assignment requirement.
- Currently, ePortfolio implementation functions more like an extra “add on” rather than as a more effective/authentic capstone assignment. Students remark that it appears to be “something extra we have to do on top of the work” rather than as a transformative replacement to traditional classroom work.
- Students want more positive faculty engagement and more connection to career services to emphasize the philosophy and purpose of the technology (critical thinking, career development).
- There was interest in a simple, video screencast tutorial walking students through the steps.
- Issues with template and assignment redundancy and clarity surfaced

Design Challenge #1: Recommendations to improve template and assignment

- Give students more autonomy and choice in picking which work functions as their best evidence
- Create expression opportunities (video diaries)
- Slim down template to avoid redundancy, focus on essentials, and establish clear expectations.

Design Challenge #2: Recommendations to improve the ePortfolio and start-up

- The physical labs are fine, but students do not respond well to physical and temporal limitations (i.e. having to physically go at certain times). The students prefer better, easier, and shorter supports with online resources.
- Have a YouTube channel with simple and short videos to walk through the steps.
- Create a clearer distinction of what you need to do (requirement) vs what you can do (bonus).

Design Challenge #3: Recommendations to improve the ePortfolio value and career connection

- Allow for the template to not just assess SLOs but to authentically consider employers (as a transfer of learning).
- Get career services involved in ePortfolio.

- Improve usability and options for personalization. (Reviewer note: most of these concerns were alleviated with Digication's upgrade in the last 6 months.)

Faculty Focus Group

ePortfolio Value. We met with 6 faculty from a range of departments for a one-hour discussion. We spent a core of the discussion examining the value of ePortfolios. Many agreed that the shared value message was missing for faculty and students, which leads to people lacking, inventing, or imposing their own personal sense of value (positive or negative). The overall gauge of faculty from this focus group is that buy-in is sporadic and diverse, by faculty and department, and based on differing visions of and engagements with the ePortfolio requirement. The group agreed that they wanted both more and clearer expectations and guidance around the required ePortfolio signature assignment. For example, how much weight should this be (1% to 15% of total grade)? Can there be rubrics for more rigorous grading?

Cross-campus conversation. It became evident from a couple of the faculty focus group members that it was during their rotation on the assessment committee where they really got to see, from a campus perspective, the power of the ePortfolio assessment. They talked about how this experience evolved their stance on ePortfolio, allowing them to change their view, do a better job implementing it in their class, and help others understand. It was recommended that increasing, inviting, and rotating as many other faculty as possible into this ePortfolio general education assessment committee would make it more transparent and help with overall faculty buy-in by giving them a "behind the scenes" and campus-wide perspective on learning. The faculty wanted more opportunities to have cross-campus conversations to help refine and develop consistent and common values and sense of purpose from this campus initiative, which is then communicated across campus.

Training & time. Like the Deans and ADs, the faculty agree that they want more training and evidence (on value and impact of the assessment data) to improve high levels of implementation and buy-in. However, the greatest barrier right now is time. It was agreed that with all the new initiatives and the heavy load of teaching there is no space to invest more deeply in enhancing ePortfolio practice. There is genuine interest to do more and work from the bottom-up (at the class and department level), but there is just no time in the week. It was recommended that at least one person from each department have a course release to work with a cohort of colleagues across campus from other departments to spend at least a semester meeting, discussing, and working to become local embedded leads and subject matter experts within the department. They could spend time tailoring the signature assignments, reflections, rubrics, and templates down to the individual discipline and department.

Promotion & tenure. The other major thread of the focus group discussion was around faculty use of ePortfolios to support the PT process. The faculty appeared to be happy that the PT process allowed them a space and place to collect, reflect, and showcase evidence that would provide a more holistic and authentic view of their teaching and contributions for promotion. The

ePortfolio is preferred to a traditional binder or an over-reliance on a single course evaluation score. However, they mentioned that there was a large range from department to department about what was expected and how clear the expectations were among Deans and ADs.

Summary & Recommendations

Strategic Alignment

What *changes and improvements* should be made in the ePortfolio program to improve services and advance the college's and program's purpose?

Recommendations of changes and improvements will be provided in the summarized answers for each of the following questions.

Overall, how well is the ePortfolio program *meeting its stated purpose* in the context of SLCC's mission, vision, values, and goals?

Multiple groups reported the need to acknowledge in the current ePortfolio mission and goals the original purposes of the ePortfolio—integrating General Education, engaging students, promoting reflective thinking and intentionality, and assessing General Education. Afterwards, supporting faculty promotion has become the second major purpose. For both of these uses, when asked if there would be a better or fairer way to assess and gather evidence for Gen Ed assessment or promotion, nearly all agreed that ePortfolio is the fairest and most accurate assessment method. It was clear from the external review team that the ePortfolio team is delivering the campus commitment to all faculty and students. In this way, SLCC continues to function on a national scale as a lighthouse model for institutional ePortfolio use.

It is recommended that the program, mission, and goals sections be updated to include the original purposes of the ePortfolio, which are to integrate General Education, engage students, promote reflective thinking and intentionality, and assess General Education. In addition, many groups said that now is a good time to update and refine the strategic alignment. Stakeholders suggested a deeper intersection of the ePortfolio mission to SLCC's mission and tailoring specifically to their monolithic student. A more tactical and thoughtful stacking and embedding of high-impact practices (HIPs) (such as ePortfolios and Service Learning) and other major initiatives (i.e. Pathways and Advising) that intersect with campus values (inclusive assessment) would help prevent faculty from getting overloaded and overstretched. This would also ensure a clearer alignment with the goals and mission. Finally, a clear strategic commitment with a clear roadmap is needed. Seven years ago, ePortfolio was vetted and selected: after the external and internal reviews, the plan to continue a clear 3-5 year commitment should be communicated with measurable goals and milestones along the way.

Services & Structure

How effective is ePortfolio in providing its services and programs? Are the services offered professional and meeting current practice standards? Are there ways/areas we could work on to improve this?

Improve Program Website for Streamlined Support & Onboarding: The current website is mashed up with an official College website and Weebly sites. It has example ePortfolios from multiple outdated platforms as well as some sound big-picture ePortfolio philosophy (why). However, what is lacking is clear and concise information on the practical (how) for faculty and students. Time should be dedicated to building up a single onboard that can effectively get most students and faculty up and running. Faculty specifically asked for recorded ePortfolio pedagogy training and more examples of assignments and rubrics. Students want and need simple, easy to follow screencast YouTube videos that walk them through the process of downloading the template, setting up the general welcome page, and instructions on how to set permissions and submit signature assignments for each course.

Simplify the Campus Template: The campus required template should be simplified to eliminate redundancy and make clear the distinctions between requirements and optional elements.

Focus the Signature Assignment: Instructors want guidance on how much to weigh the signature assignment. Students want the option to include self-selected samples that they believe best showcase their learning. Deans and ADs want deeper rigor and application to specific disciplines. A suggested signature assignment workflow could include:

Step 1: Complete and upload the signature required assignment to the “coursework” page of the ePortfolio.

Step 2: Reflect to provide context and justification of the artifact while grounding it into the discipline

Step 3: Link and map to SLOs on the “outcomes” page

Step 4: Optional - continue to personalize the overall look and feel of your ePortfolio and make any updates to your welcome, goals, and “outside the class” pages. Students can also include other samples from the class that they are especially proud of to demonstrate the application of their learning.

Does the program have adequate processes in place to continually assess its services and respond to assessment data?

Faculty and Deans want a Gen Ed SLO assessment schedule in advance. All groups agreed that the current method of executing ePortfolio Gen Ed assessment feels like a random surprise audit. Instead, they favor a 3 to 5-year schedule which lists SLO focus areas for each year. This could be done by the assessment committee so that training and course design for that year can proactively work towards and emphasize these same target areas.

Faculty and Deans want clear and transparent ePortfolio assessment evidence. Faculty that served on the Gen Ed assessment committee agreed that it was a valuable experience that allowed them to see the power of ePortfolio to authentically capture Gen Ed student learning outcomes at the college level. Faculty and Deans that are not on the committee asked for a more transparent process and access to the assessment reports, evidence, and measures.

How effectively is the ePortfolio program *structured and administered*?

The ePortfolio appears to be siloed in the Provost's office without deep integration within other units (see OIT and Library below). For the first seven years, this program administered a mandated top-down ePortfolio requirement. Now that it has been established, it is an optimal time to foster an organic, bottom-up effort (from the course and department levels).

What are the *major limiting factors in the quality, effectiveness and efficiency of current services and in the future growth of services for the ePortfolio initiative*?

Open up the ePortfolio student award incentive. Currently the only award is eligible to students who qualify for financial aid. This barrier should be removed to allow all students to participate.

More embedded and integrated space. Student workers at the writing, library, and career centers should be trained with basic ePortfolio support to make ePortfolio presences more diffused.

Contain the ePortfolio signature assignment submission to a 2-3 week window. Rather than having an open, rolling required ePortfolio assignment due all semester, consider concentrating the submission process to a 2-3 week period towards the end of the semester to better pool and concentrate resources and support.

Does the ePortfolio program have *adequate resources to accommodate future growth and use at the college*?

Increase support staff by 1-2. The ePortfolio support staff seems to be shouldering a heavy load and reasonably requests an increase in staffing of 1-2 personnel. The team is currently well-equipped in the area of technical support, however they could use more instructional/web design.

Clients & Culture

To what extent has our vision of ePortfolio as an “*expected norm*” permeated SLCC as an institution? How would you recommend we move forward with the execution of improving the ePortfolio culture at SLCC in the future?

As stated above, there is a collective sense that the present moment marks a turning point in ePortfolio culture and integration on campus. It deserves mention that no single stakeholder or

group was universally negative about ePortfolio: there were no calls to “abandon ship”. Instead, there is significant energy and interest in improvement.

With the pilot period completed, It is time for a bottom-up approach that supports the organic use at the program level. Faculty and Deans requested more time dedicated to apply and tailor the ePortfolio at the department level. It is recommended that one person per department get a course release to work in a cohort across campus to develop and refine ePortfolio implementation at the program level.

How well does ePortfolio serve its clients?

Students do not automatically see the use and value. With faculty better informed and with greater faculty buy-in, there would likely be a more positive, transparent “trickle down” effect in communicating the value to students. Students also want and need to see the career connection in applying their learning outside and beyond the classroom to their future careers and identities.

Faculty do not all see the value and proof of ePortfolio as a Gen Ed assessment tool. This could be improved with a more transparent assessment process that plans in advanced SLO focuses each year, invites new committee members and shares the assessment evidence and conclusion. Most faculty see their own portfolio as a necessary qualitative balance to the quantitative instructor feedback score for promotion and tenure. However, they want clearer guidance and expectations from the Deans. Sharing the internal review self-study with updated mission as well as this external review report should help communicate a clearer shared purpose for ePortfolio.

Are there *potential clients* who are not being served who should/could be considered for future services? How well does ePortfolio cooperate and collaborate with other departments? Are there areas of the college we should/could be collaborating with?

In multiple meetings it became evident that Advising and Career Services are the two most frequently requested offices for expanding and enhancing ePortfolio collaboration.

It was clear in the campus partners meeting there are some early adopter/power users that see the advantage the ePortfolio platform can provide their unit. The limited time of staff and faculty along with the size of the ePortfolio team limits the speed of scaling up. Summer institutes, year-long cohorts, assessment research grants, and course releases could be offered to expand to program.

It is essential that ePortfolio develops a deeper core partnership with OIT, library, and faculty development. OIT must support ePortfolio because it is an enterprise-wide initiative with 100% faculty and student reach and assesses the core goals of the institution. At a minimum: the ePortfolio team needs to tie tier 1 technical support into the help desk; the Canvas team needs

to turn on the LTI tool for Digication to improve ease of use; and OIT's instructional designers should help develop the website or Canvas module/course onramp process. The Faculty developers can help with training, assignment and rubric design.

Next Steps

The external review team was extremely impressed with the initiative of SLCC and the ePortfolio program to call for the external review and conduct their own self-study. It is recommended that this report be shared with, minimally, the stakeholders that were represented in this two-day review via a collaborative Google Doc to enable reviewing and commenting. This engagement will ensure that their voices were honored and captured correctly. In addition, it is our recommendation that this report be shared with and discussed by the faculty at the faculty senate as an agenda item in a future meeting to keep the campus transparently engaged in the process. Consideration should be given to having the review team return in two years for a follow-up progress check. Lastly, this process, assessing the assessment, should be highlighted and shared during the next accreditation review. Conducting a self-study and an external review showcases the advanced level of continuing improvement assessment process and reflection on campus. SLCC should also be aware that the institution is seen externally in the field of ePortfolio as a cutting-edge community college, one which serves as a pioneer and shining example of what is possible for next-generation assessment in higher education more broadly.

Appendix A: ePortfolio Review Agenda

October 11:

8:00 AM: Emily will pick up Paul and Alex from their hotel

8:30-9:30 AM: Welcome, overview and meeting with David

Location: David's Office

Attending: Emily Dibble, David Hubert, Alex Ambrose, Paul Wasko, Robyn Thompson

9:30-10:00 AM: Meeting with Provost

Location: Provost's Office

Attending: David Hubert, Clifton Sanders, Alex Ambrose, Paul Wasko, Robyn Thompson

10:00-11:00 AM: Visit ePortfolio Lab and Q&A with lab specialists

Location: LIB 044

Attending: Victoria Harding, Jacob Erickson, Alex Ambrose, Paul Wasko, Robyn Thompson

11:00 AM-12:00 PM: Meeting with OIT, eLearning

Location: STC 207

Attending: Derek Bitter, Jamie Kelsch, Maryanne Tye, Alex Ambrose, Paul Wasko, Robyn Thompson

12:00-1:30 PM: Lunch

Location: STC 207

Attending: Kati Lewis, Suzanne Jacobs, and Chris Bertram, David Hubert, Emily Dibble, Alex Ambrose, Paul Wasko, Robyn Thompson

1:30-2:30 PM: Meeting with ADs and Deans

Location: STC 207

Attending: Mequette Sorensen, Marianne McKnight, Paul Allen, Suzanne Mozdy, Gary Cox, Nick Burns, Paul Benner, Dennis Bromley, Dave Richardson, Richard Scott, Alex Ambrose, Paul Wasko, Robyn Thompson

2:30-3:30 PM: Meeting with campus partners

Location: STC 207

Attending: Kristin Morley, Zack Allred, Sean Crossland and Tiffany Rousculp, Alex Ambrose, Paul Wasko, Robyn Thompson

3:45-5:00 PM: Review Team debrief

Location: STC 207

Attending: Alex Ambrose, Paul Wasko, Robyn Thompson

5:00-7:00 PM: Dinner

Location: 2060 W Bowling Ave, Taylorsville, UT 84129

Attending: David and Sheila Hubert, Victoria Harding, Emily Dibble, Kristen Taylor, Stephen R., Angie Napper Walker, Rachel Lewis, Mike, Kati, Tiffany, Robyn Thompson, Sarah Billington, Renee Mendenall. Alex Ambrose, Paul Wasko, Robyn Thompson

7:00-7:30 PM: Emily will take Alex and Paul to their hotel

October 12:

8:00 AM: Emily will pick up Alex and Paul from their hotel

8:30-9:30 AM Meeting with student focus group

Location: TB 225D-DF (Conference Room)

Attending: TBD, Alex Ambrose, Paul Wasko, Robyn Thompson

9:30-10:30 AM Meeting with faculty focus group

Attending: Gabe Byars, Jessica Berryman, Jane Drexler, Perparim Gutaj, Alia Maw, Dan Poole, and Kristen Taylor, Alex Ambrose, Paul Wasko, Robyn Thompson

Location: TB 225D-DF (Conference Room)

10:45-12:00 AM: Final Debrief with Review team

Location: TB 225D-DF (Conference Room)

Attending: Alex Ambrose, Paul Wasko, Robyn Thompson

12:00-1:30 PM: Lunch

Location: TB 225D-DF (Conference Room)

Attending: Emily Dibble, Victoria Harding, Alex Ambrose, Paul Wasko, Robyn Thompson

1:45-2:15 PM: Emily will take Paul and Alex to hotel
(they will find their own transportation to the airport)