February 27, 2004

Philip Spike,
Chair of Computations Advisory Committee
79 Durham, Iowa State University

Dear Dr. Spike:

Thank you for the opportunity to submit an eDoc Phase II and III proposal addressing a campus-wide initiative for electronic portfolios. eDoc is a democratic collaboration involving faculty and students from multiple ISU colleges as well as service units. It also has strong support from the Alumni Association and the Center for Teaching Excellence. This proposal requests funding for two years to scale up the e-Doc initiative covering a larger student body. Such a portfolio system will benefit all ISU students and alumni within and beyond campus in helping them to collect, organize and present digital information reflecting their academic and professional competencies.

Since this proposal builds upon last year’s, the format has been modified. Appendixes A and B of our proposal contain sections from Phase I that are still pertinent to Phases II and III. The proposal also features reflections on Phase I successes. As per your advice, we have enclosed separate signature pages from each participating college with signatures of college officials supporting the eDoc initiative.

We would like to emphasize the critical role of graduate assistants in this project. Phase I demonstrated that without their valuable contribution to the development and design of the themes and overall coordination of the project, its realization would have been inconceivable. It also demonstrated the additional challenges when colleges had only central support for the early stages of this innovation. For example, ISUComm was particularly affected; the speed of their progress and number of students they could work with was decreased by the choice of minimum funding by CAC for phase I.

We would like to thank CAC members for their time and consideration and look forward to an opportunity to present our e-Doc proposal to the committee. If you have any questions or need further information about e-Doc initiative, please contact me at 294-5596 or at nedavis@iastate.edu.

Sincerely,

Dr. Niki Davis
eDoc Project Leader & Director of ISU College of Education Center for Technology in Learning and Teaching

Encl:
• Cover page
• 1 page identifying all eDoc partners for Phase II and III and endorsing units
• Proposal (includes full itemized and minimum feasible budget)
• Appendixes A, B, and C
• Nine individual signature pages for each partner and endorsing unit
PHASE II & III

eDoc: A Cross-disciplinary ePortfolio Project

A campus-wide initiative addressing the need for
campus computing capability and student involvement

A proposal submitted to the University Computation Advisory Committee

by

The eDoc Group
College of Agriculture, College of Business, College of Design
College of Education, College of Family and Consumer Sciences,
Academic Information Technologies, and Instructional Technology Center

February 27, 2004

Proposed by
Niki Davis (COE)
Bonnie Glatz (CFCS and AG)
Joe Colletti (AG)
Ann Farni (BUS)
Roger Baer (DSN)

Niki Davis
Project Leader
Director of Center for Technology in Learning and Teaching
294-5596
nedavis@iastate.edu
eDoc Partners and Endorsing Units

**eDoc Partners:**

**COLLEGE OF AGRICULTURE**
Catherine Woteki, Dean
Michael Kelly, Chair Natural Resource Ecology & Management

**COLLEGE OF BUSINESS**
Labh Hira, Dean
Ann Farni, Director Undergraduate Programs

**COLLEGE OF DESIGN**
Mark Engelbrecht, Dean
Roger Baer, Chair Art & Design

**COLLEGE OF EDUCATION**
Walt Gmelch, Dean
John Schuh, Chair Educational Leadership & Policy Studies
Tom Andre, Chair Curriculum & Instruction

**COLLEGE OF FAMILY & CONSUMER SCIENCES**
Pamela White, Interim Dean
Diane Birt, Chair Food Science & Human Nutrition

**ACADEMIC INFORMATION TECHNOLOGIES**
James Davis, Interim Director

**INSTRUCTIONAL TECHNOLOGY CENTER**
Don Rieck, Director

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**Endorsed by:**

**VICE PROVOST**
Howard Shapiro

**ALUMNI ASSOCIATION**
Jeff Johnson, President

**CENTER FOR TEACHING EXCELLENCE**
Susan Yager, Associate Director
The proposal format has been modified to address the continuing nature of this project as it involves Phase II and III of the eDoc project first funded by CAC in 2003.

II A. Project Overview and Expected Benefit

eDoc phase I (funded by CAC 2003) is successfully demonstrating the potential for student and faculty designed electronic portfolios to enhance student learning and meet program specific outcomes in 4 colleges and 350 students as planned (see Appendix A for details and alignment with CAC 2003 and 2004 criteria). Phase I has also fueled demand to scale up and embed this innovation to become accessible to all ISU students within and beyond the campus and also after graduation. This proposal requests funding for two years (eDoc Phase II and III) to accomplish the goal of scaling up eDoc to cover larger numbers of students as well as embed it in academic programs across ISU. Activities during Phase I, II, and III (see Table 1) together will result in a campus-wide electronic portfolio system helping ISU students collect and present digital information demonstrating their academic and professional competencies to advisors, departments, and potential employers. eDoc will be supported and maintained by AIT and ITC. Similar to WebMail and WebCT, it is integrated with ISU’s existing computing system. It offers a cost effective way of storing data that can be repurposed for multiple needs benefiting students, faculty, and the university. (For further details please see eDoc’s 2003 proposal in Appendix A).

B. Current Status of eDoc & its Future (Phases II & III)

As planned, the eDoc team with support from AIT and ITC is currently testing user-designed prototype themes with students in partner colleges. Faculty, staff and students are excited by the potential demonstrated by the first four themes for undergraduate and graduate education (Please see Appendix B for Phase I Successes). For example, during Phase I ISUComm in the College of LAS successfully developed its eDoc theme (interface) to be applied in two courses and feels confident to launch it on March 1 with 90 students. Further plans will be based on that pilot.

eDoc Phase II (2004-2005): The eDoc project in Phase II includes the College of Business, College of Design, departments of Natural Resource Ecology & Management (NREM), Food Science and Human Nutrition (FSHN), Education Leadership & Policy Studies (ELPS), and Curriculum & Instruction (CI). New eDoc themes will be developed in Phase II. ELPS and CI would like to develop a new theme for Masters programs in addition to the doctoral themes developed in Phase I. NREM wishes to develop a theme for its over 400 undergraduate majors and 75-100 graduate students. College of Business plans to develop eDoc for its undergraduate orientation course and Business Learning Teams, and the College of Design will expand its career portfolios into learning portfolios (see examples in Appendix C). We anticipate this trend to continue as more departments become aware of the potential of eDoc. Teams that have already developed their specific eDoc themes will continue in Phase II to pilot them and integrate them within their respective programs.

eDoc Phase III (2005-2006): We expect more programs and departments to join the eDoc team in Phase III covering approximately 2,000 undergraduate and graduate students across partner colleges with the full ISU student body being served once eDoc is fully deployed. Phase III will also entail establishing mechanisms to embed eDoc university-wide in order to successfully serve alumni.

C. Funding Key Areas

There is a need for funding that will begin to build the infrastructure required for sustainability and expansion as the eDoc project moves from prototype to implementation and deployment. The funding from CAC will support six key aspects in Phase II and III as specified below and also illustrated in Table 1:
1) Expanding with new themes incorporating a wider range of tools suited to a university of science and technology, such as links with laboratory activities requested by the NREM department. (Phase II)

2) Re-tooling existing theme elements to adhere to pre-defined production standards identified in phase I and to build re-usable elements that will eventually lead to the ability of non-professional designers to create customized portfolios through a familiar drag-and-drop interface. Initially, such designs would be created at the departmental or college level, and the potential exists for students to eventually create customized portfolios to meet employment, professional and alumni needs. (Phase II)

3) Develop tools to help students download their e-portfolios to a CD/DVD for demonstration purposes and view it with a Java viewer providing the same viewing experience afforded by the web Portal. (Phase II)

4) Scaling up trial of the software so it becomes embedded in more academic programs (Phase II & III)

5) Training materials and activities to educate users for good practice, such as showcase events, presentations, workshops, multimedia training materials, and live phone or e-mail support capabilities. (Phase II & III)

6) Discuss with upper management relating to ongoing deployment and policy support. (Phase III)

The large scale trial of eDoc themes in several colleges will give ISU detailed evidence of the level of support, facilities, and storage required by students in a wide range of programs. For example, students in education and design may wish to negotiate increased storage to hold multimedia files, such as short clips of professional practice. eDoc will provide many opportunities to gather and analyze a representative range of evidence for guidance on good practice, including the development of academic communication around portfolio artifacts. eDoc also plans to explore challenges noted in Table 1 below.

eDoc phase II/III wishes to work with the help of graduate students located within departments to establish these new practices with shared leadership by CTLT (Center for Technology in Learning and Teaching) and AIT. ITC and the Alumni Association have agreed to provide strategic support and collaboration with the Center for Teaching Excellence is already under negotiation.

D. Table 1: Activities during Phase I, II, and III (figures do not include ISUcomm in Phase II & III)

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<td>Deploy eDoc university wide</td>
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Table 2. Full Itemized Budget (Costs for the Entire Project) for eDoc Phase II and III

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*GA amount covers salary and tuition. Tuition of $2,400 is covered by departments in their cost sharing amounts.
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*GA amount covers salary and tuition. Tuition of $2,400 is covered by departments in their cost sharing amounts.

** ITC under minimum budget must reduce individual service for programs that proved successful for phase I, and it may adopt a group workshop format for support.
APPENDIX A

eDoc Proposal 2003

We have included below sections of 2003 eDoc proposal to CAC that are still pertinent to 2004 proposal.

A. Describe specifically how the proposed facilities or services will be made available to students

The eDoc system will be developed as a “channel” or application within the myIowaState portal being developed jointly by AIT, ADP, the Library, Student Affairs, and the Alumni office. myIowaState is a campus-wide service to aggregate information from a variety of campus sources into a simple, web-based tool. The myIowaState portal is available to all students, faculty, and staff of Iowa State.

When eDoc is fully deployed, portfolio information will be stored in user lockers maintained by AIT in the same way that user files are maintained now. This central management will provide the economy of scale and reliable support needed to maintain the project. ITC will provide the instructional support to train faculty in the use of eDoc so that they can use it in the classroom and introduce students to its vast capabilities.

1. Specify the hours when this facility or service will be available for general student use.
   Because eDoc is part of myIowaState, it will be available to students at all hours and all days.

2. Identify the number of students that will be able to use the facility or service simultaneously during those hours
   Since myIowaState will be a primary portal to Iowa State information, eDoc should be available like WebMail which hosts thousands of students simultaneously.

3. Identify the student population(s) that should benefit from this proposal. Estimate the number of students to be served.
   All students in the university will benefit from the completed eDoc system. We anticipate that approximately 350 undergraduate and graduate students will be served during the pilot program. This number has now increased to 2,000 with addition of new colleges and departments.

4. If the proposal involves the development of an innovative model, indicate how this model will be disseminated to others in the university.
   This project provides undergraduate and graduate student bodies with a range of disciplines, degrees, and levels of expertise with ePortfolios, including links with the campus-wide initiative ISUComm. In addition, this project will provide participants with significant opportunities for scholarly activities.

   Within this pilot program the partner colleges will work with AIT and ITC to:
   • Promote diffusion of this innovation such as meetings within and across departments and colleges; student mentors, faculty mentors; showcases of success with awards to recognize good practice by students and faculty
   • Assist faculty in using the software through phone, email and face-to-face consultation.
   • Teach workshops and support local student support within colleges
   • Help faculty with multimedia and digital content development in eLAB
   • Coordinate support with AIT
   • Evaluate the project in order to identify gains and challenges

B. If the proposal requires special new technologies, describe how these requirements will be met.

This project requires channel software to be developed by a third party, paid by AIT ($25K). The initial design for this software has already been completed by Dr. Pete Boysen (AIT) and provides a general template-based channel capability, of which eDoc is an example. The eDoc software will be modified as the department themes evolve and requirements change. ITC will assist departments in defining appropriate web designs and AIT will develop the middleware necessary to display the student portfolios. This was developed in Phase I.
C. **Identify university facilities that would be needed for the proposed project. Specify the building(s) and room number.**

   The eDoc servers will be housed in 95 Durham and maintained by AIT staff.

**Support and Maintenance**

This group is committed to supporting this initiative as it develops and has involved AIT and ITC from the beginning. AIT will provide support for the servers and disk space required by students. AIT and ITC will provide training in the use of eDoc for faculty and students. AIT and ITC will also be available on a contract basis to develop portfolio themes for disciplinary units. The project will also develop innovative procedures to maintain open source licenses, with the result that the software and other resources created remain accessible in education rather than becoming an ever-increasing cost distributed with a commercial approach to licensing.
Phase I Successes

With the help of CAC funding we were able to design and develop alpha versions of four unique themes or four portfolio designs for four academic programs: CIT, ELPS, FSHN, and ISUComm. Below are brief comments from team leaders and members regarding their experiences with eDoc in their respective departments.

CIT eDoc
CIT eDoc aims to help Ph.D. students (60 students) in the Curriculum and Instructional Technology (CIT) program create annual portfolios as part of their program requirement while also providing faculty useful information on student progress allowing mentoring and guidance opportunities.

Students and faculty members in department seminars have welcomed the portfolio with great enthusiasm. They have been impressed by:

• The flexible nature of this software. Students (the portfolio owners) can release their portfolio to selective members of the ISU and non-ISU community. They can thus repurpose their eDoc for different audiences.
• The multiple use of this software. It is a learning tool, a means of professional development, a way to showcase and market one’s work, and also an effective and authentic way to assess student learning.
• The ease and flexibility it offers to upload, download documents, and engage in structured discussions helping create a community of scholars.
• The “democratic” nature of the portfolio that allows students, faculty members, and outside colleagues to collaborate equally and respectfully to enhance each other’s professional growth.

- Rema Nilakanta, doctoral candidate in CIT, CIT design team member, and eDoc facilitator

FSHN
Three faculty members are actively involved in the eDoc project. We expect to have about 25 students (learning community plus dietetic interns) test the electronic portfolio this semester. We demonstrated the FSHN eportfolio at a faculty retreat in January, and generated considerable interest among faculty (about 30 faculty members were present). We expect to institute a portfolio requirement for all of our undergrads (about 250 students) and our dietetic interns (about 40 per year) and we would likely allow them to prepare either a hard copy or an electronic portfolio. Our faculty advisers (about 15 of our faculty advise undergraduates) would all be involved in helping their advisees with their portfolios. FSHN is enthusiastic about the eDoc project and hopes it will continue.

- Bonnie Glatz, professor FSHN and co-team leader

ELPS
The eportfolio has been enthusiastically received by our faculty. We discussed it at a faculty meeting earlier this year and had a demonstration of it for them. We hope to begin testing soon (meaning in the next day or two) and are looking forward to making the eportfolio available to all of our doctoral students since they must complete a portfolio as part of their preliminary oral examination process. We hope the next phase of the project is funded.

- Dr. John Schuh, Professor, Chair ELPS, and ELPS team leader

ISUComm
The ISUCom e-doc pilot program (English 105/UComm 250) involves 90 students and 4 instructors (2 tenured faculty, 1 lecturer, 1 graduate assistant) who will participate in the actual teaching/learning process. In addition, two faculty members from the library and one faculty member from the English Department (Lee) work behind the scenes helping to prepare and deliver electronic instruction.

Currently the "roll-out" is scheduled for March 1. Meanwhile, the group is involved in site usability testing and training of instructors. So far, no feedback has come from students, but the four instructors teaching the class are excited about the potential of the "ections" (collection, selection, reflection) of portfolio teaching and see portfolio as an effective pedagogical tool to enhance the students' electronic communication competencies.

- Maria Cochran, doctoral candidate in the English department and eDoc project facilitator
Listed below are three examples of new themes to be developed in Phase II.

**EAP (Educational Administration Program) eDoc**
Currently the Educational Administration program offers a Master’s degree and a principal licensure program (PreLEAD) that are most typically earned simultaneously by our nearly 90 students. As a vehicle to demonstrate student fulfillment of the various PreLEAD and state licensure requirements, our program has required students to develop learning portfolios since we initiated our restructured PreLEAD program in 1999. Portfolios are growing in popularity among administration program preparations, because they permit demonstration of skills through the display of student artifacts. In addition to traditional assessments that are present in some courses, students’ required clinical activities and internship projects permit the creation of authentic artifacts for inclusion in the portfolios.

Because we wish for our students to develop proficiencies with a variety of technological tools, we intend to require students to develop electronic portfolios. Generally, the electronic portfolio will provide benefits to students not afforded by the current use of non-electronic portfolios including:

- **Improved use of technology** – Using electronic portfolios in lieu of hard-copy portfolios now required for every graduate of our program will require staff as well as students to learn and apply technology in a way that is currently not present in the program.
- **Securing an administrative position** – Having the evidence for student skills in an electronic format would allow student to more easily disaggregate and reconfigure the portfolio components into a more abbreviated and relevant package. Students could provide on-line access to hiring committee members for viewing the portfolio at a later more convenient time and potentially increase their chances of being selected for an administrative position.
- **Improved formative review of portfolios** – Having a portfolio in an electronic format allows multiple formative reviews by not only professors in the program and field supervisors but program committee members, some of whom reside outside the department.
- **More authentic demonstration of skill attainment** – Electronic portfolios are more suited to new program requirements that focus more on authentic, performance-based demonstrations of skill attainment.
- **More convenient for student defense** – Electronic portfolios would allow much more ease of off-site review than is currently possible with hard-copy portfolios.
- **Improved opportunity to display creativity and individuality** – Electronic media open up more opportunities for creative and meaningful expression than traditional hard-copy portfolios.

**NREM (Natural Resource Ecology & Management) eDoc**

**Project Summary:** The Department of Natural Resource Ecology and Management (NREM) proposes to develop a “science-based” theme for all undergraduates in our department. This will be done in phases. The purposes of this new theme as part of eDOC are: 1) to enhance student learning, 2) to guide improvement in undergraduate education, and 3) to provide data and information for assessment of learning outcomes.

**Number of Students Served:** Once developed, assessed and refined, the NREM theme will be applied to over 400 Animal Ecology and Forestry undergraduate majors and 75 to 100 graduate students. This theme should provide a model for other science-based curricula across the College of Agriculture and the university.

**Nature and Scope of NREM eDoc:** We will develop the theme so that it will contain elements designed to fit with a science-based major including laboratory assignments, team management plans, and video clips of student presentations from the sophomore to the senior levels. The prototype E-Portfolio will be developed using four forestry classes, FOR 201, 204, 452, and 475. All courses deal with forest science, decision-making and complex problem solving, and require high levels of communication, quantitative, and analytical skills. The prototype E-Portfolio will be launched in Fall 2004.

**Benefit to Transfer Students:** Because 50 to 60% of our undergraduate majors are transfer students, the choice of using the 201 and 204 courses that are required of all forestry majors (transfer and not) means that we quickly deal with the issue of facilitating E-Portfolios for students who have not had ISUComm English courses and other freshman and sophomore courses that use (or will use) eDOC. This facilitation will be in the form of development of course specific E-Portfolios and training to allow individualized E-Portfolios that grow with each student.

The NREM department is committed to the creation, training, and deployment of eDOC. We see development and use of E-Portfolios as an important blending of advanced technology to facilitate student-centered learning and attainment of instructional goals.
BUS (College of Business) eDoc

The Undergraduate Programs office will use electronic portfolios with freshmen in the Business orientation course. Undergraduate students in College of Business are expected to use this basic orientation course (Busad 101) to design their academic goals and plan out their course work for subsequent semesters. The goal is for all students, starting as freshmen and transfer students, to establish portfolios which will allow them to manage and maintain a history of work relevant to their academic goals as well as the academic and life skill outcomes established by the College of Business. Students would begin creating electronic portfolios starting with English 104 and 105 classes, continuing on through other courses compiling projects, papers, and other deliverables. The portfolio will be a vehicle to demonstrate communication and task skills as well as convey conceptual mastery to faculty, employers, and others who might evaluate the student’s learning and contributions.

We will plan to use the eDoc System developed on campus to support this project. The pilot for the project will be two business orientation classes, one of which is a business learning team course and the second a course designated for transfer students.

The intended outcome is for all business students to have access to an ePortfolio to display their academic outcomes and career-related projects.
Signature Page

PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

COLLEGE OF AGRICULTURE

________________________________________________________________________

Catherine Woteki, Dean

________________________________________________________________________

Michael Kelly, Chair Natural Resource Ecology & Management
Signature Page

PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

COLLEGE OF BUSINESS

Labh Hira, Dean

Ann Farni, Director Undergraduate Programs
Signature Page

PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

COLLEGE OF DESIGN

Mark Engelbrecht, Dean

Roger Baer, Chair Art & Design
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PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

COLLEGE OF EDUCATION

Walt Gmelch, Dean

John Schuh, Chair of Educational Leadership & Policy Studies

Tom Andre, Chair of Curriculum & Instruction
Signature Page

PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

COLLEGE OF FAMILY & CONSUMER SCIENCES

______________________________
Pamela White, Interim Dean

______________________________
Diane Birt, Chair Food Science & Human Nutrition
Signature Page

PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

ACADEMIC INFORMATION TECHNOLOGIES

______________________________
James Davis, Interim Director
Signature Page

PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

INSTRUCTIONAL TECHNOLOGY CENTER

__________________________
Don Rieck, Director
PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

ALUMNI ASSOCIATION

Jeff Johnson, President
PHASE II & III
eDoc: A Cross-disciplinary ePortfolio Project

VICE PROVOST

Howard Shapiro