Project Charter
Version 1.1
(updated 1/10/2013)

Project Title: Achieve University Learning Outcomes

<table>
<thead>
<tr>
<th>Sponsor</th>
<th>Marty Schimpf</th>
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<tr>
<td>Project Leader</td>
<td>Vicki Stieha</td>
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Project Description <This section should provide a high-level summary of what the project is attempting to achieve and why. Please answer each of the following questions as clearly and concisely as you can.>

- **What is the Challenge?**
  - An authentic assessment program to demonstrate students’ learning connected to our University Learning Outcomes is a key continuous improvement of student learning.¹
    - In order to embrace authentic assessment, faculty need to see institutional support for it and to experience the benefits that are associated with proactive and supportive sharing and acting upon assessment outcomes.
  - A transparent system for assessing these learning outcomes will foster understanding of our students’ progress toward mastery, fuel collaboration across the curriculum & co-curriculum and support our institutional goals for students’ success.² EPortfolios meet these criteria for assessment and a growing number of institutions are turning to this strategy. (75% of those surveyed by AAC&U either already use or are considering using ePortfolios to assess students’ learning outcomes.)³
  - Demonstrating that we have a dynamic and responsive system of assessment to achieve key performance indicators is an accreditation necessity not only for regional accreditation, but also for many areas of the curriculum (business, health sciences, education, engineering).
  - Linking an ePortfolio assessment strategy to Program Learning Goals creates ownership for assessment at the program level and links assessment activities to faculty reward structures (which are departmentally based).
  - Successful ePortfolio programs require extensive faculty development and patience to build a university culture for assessment. Often faculty need assistance to redesign assignments and to understand how to interact with technology to provide feedback to students.
    - Working steadily toward implementation of an institution-wide system of ULO assessment that includes ePortfolios as well as other measures will require several phases. The first phase (selection and first-stage implementation) will be discussed here.

- **Describe the specific achievements of the project. This bullet should also describe the benefits that will justify the cost of the project.**
  - The project will support the institution’s achievement of key performance indicators for students’ learning. Specifically, the project will provide the following benefits to the university:
    - A readily accessible and public display of student learning that will support efforts to create an integrated and coherent curriculum.
    - A showcase of Boise State University students learning projects so that employers and the public will have a concrete image of students’ preparedness for 21st century work and lifelong learning.
    - A vehicle for incoming transfer students to demonstrate their prior learning so that it can be readily assessed by faculty for achievement of desired learning outcomes (thereby meeting a need to better articulate transfer credits and prior learning).
      - The program will support the integration of Program Learning Goals with University Learning Outcomes.
• What activities will the project involve?  <What actions will we take to achieve our desired outcome?>
  o The first phase of this project will involve three primary objectives
    ▪ (1) Identifying an ePortfolio platform(s) – to be completed in FY 2013
      • Identify faculty to pilot portfolio (completed December 2012)
    ▪ (2) Identifying departments as ePortfolio early adopters. [FY 2014] This group of 4-5 departments in addition to Foundational Studies (UF courses) will receive training and development support and, in turn, will help us identify the necessary structures for institution-wide implementation.
    ▪ (3) Creating structures for cross-institutional sharing of instructional practices and evidence of student learning. (e.g. Great Ideas for Teaching annual strand for assessment) – initial steps taking place January 2013
    ▪ Hire assessment professional to guide project [HIRE to take place in FY 2013]
    ▪ Research costs associated with ePortfolios [to be completed in FY 2013]
  o The second phase of the project will be determining permanent structures for institutionalizing the processes involved. For example, one department or office will need to have permanent oversight of the ULO assessment process. A process for rolling the ePortfolios into second wave adopters will be put into place.

• Who will need to be involved?  <What perspectives should be included in the project team?  What subject matter experts will likely need to be consulted?>
  o The team for this strategic plan project includes individuals identified to bring needed perspectives and backgrounds to bear. In particular the strengths/perspectives sought in team members include insights regarding ePortfolio and general assessment methodology, facilitating intra-and interdepartmental conversations, integrating ULOs with program learning goals/accreditation standards, integration of ULOs with co-curricular learning. Accordingly, the following people have been invited to participate on the team:
    ▪ Eric Landrum
    ▪ Michelle Payne
    ▪ Peter Mullner (has asked to be on a “sub-team”)
    ▪ Shauna Anderson
    ▪ Melissa Wintrow
    ▪ Sasha Wang
    ▪ Dale Pike
    ▪ Brian McDevitt

• How Will We Know the Project is Over?  <Will a report be submitted?  Will a decision be made?  Will a new structure or process be created?  Will there be a “hand-off” to another group?>
  o The first phase of the project will conclude when an ePortfolio is being used by 4-5 departments and we have held two Great Ideas for Teaching symposia to share assessment outcomes data with the university community.
    ▪ At the conclusion of phase one a determination will be made about the ongoing support structures for ePortfolio assessment.
    ▪ Phase two of the ePortfolio portion of this project will commence and will include the
institutionalization of ePortfolios beyond the Foundational Studies Program. Phase two will also involve the creation of an Assessment Day designed to bring faculty together to assess learning outcomes on a programmatic level for the Foundational Studies Program.

- Having completed phase one, the University (or appropriate units) will be in a position to determine how ULO assessment will be reflected in program review documents.

- How will we know if the project has been successful? [What measures can be used to determine success of our project? If applicable, what targets do we hope our project will achieve?]
  - Measures of success will be connected to the use of ePortfolios and the attitudes about their value. More precisely:
    - students’ use will be widespread and will be characterized in ways that indicate the ePortfolio’s value to reflect upon their learning and to present that learning to multiple audiences
    - The Foundational Studies program will be able to utilize ePortfolios to assess student learning across the program and evaluate learning against our Key Performance Indicators.
    - The faculty will use the ePortfolio as a way to more closely integrate the curriculum within and across programs and majors.
  - Given the above, the ULOs will be evident in units across the university and assessment of learning relative to the ULOs will be standard practice throughout the curriculum and co-curriculum.

### Project Scope

*Provide an initial definition of the boundaries of the project so that it is clear to all involved what key elements will be included in the project and what elements will not be included, and therefore where we will and we will not spend our time and energy. Use the table (as applicable and as helpful) to address specific categories of scope.*

**Broad description of what is and what is not in the scope of the project:**

<table>
<thead>
<tr>
<th>Categories</th>
<th>In Scope</th>
<th>Out of Scope</th>
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<tbody>
<tr>
<td>Processes</td>
<td>• Assessment of student learning in FSP courses emphasizing DLs and UF first</td>
<td>• Assessing courses outside FSP, faculty evaluation</td>
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<tr>
<td>Tools &amp; Technology</td>
<td>• Myboisestate.edu; Blackboard; ePortfolio platform (TBD)</td>
<td>• Digital measures</td>
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<tr>
<td>Divisions/Units</td>
<td>• Academic Affairs; Student Affairs with related co-curricular programming, Undergraduate education</td>
<td>• Remedial education, graduate education</td>
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<tr>
<td>Programs &amp; Services</td>
<td>• Faculty development – part of the Great Ideas for Teaching</td>
<td>•</td>
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<tr>
<td>On-Going Support Structure</td>
<td>• (Phase 2): Assessment Day and Assessment Professional to guide the ongoing process</td>
<td>•</td>
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<tr>
<td>Other</td>
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### Key Documents to be Created (to provide a record of our activities)

- **Standard Documents**: [important to produce for every project]
  - Project Charter
  - Project Work Plan
  - Communication Plan
  - Retrospective
**Additional Documents** <List any documents that you expect produce that are specific to the project you are working on>

- Guiding documents for creating and supporting ePortfolios. This is envisioned as a website that will be dynamic and respond to the needs of the faculty community
    https://sites.google.com/a/boisestate.edu/eportreview/

**Estimated Project Start Date:** Fall 2012

**Estimated Project resources necessary** <Based on your work plan, what is your high-level estimate for resources necessary for FY13? What ongoing costs do you anticipate in FY14 and beyond to sustain the outcomes of the project?>

The team needs to meet to estimate the funds needed. Part of the project itself is determining costs associated with ULO Assessment moving forward.

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<thead>
<tr>
<th></th>
<th>Non-personnel $$</th>
<th>New FTE and cost</th>
<th>Existing FTE</th>
<th>Backfill $$ for existing FTE</th>
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<tr>
<td><strong>FY13:</strong></td>
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<td>Training and development funds for Great Ideas Symposium (amt TBD)</td>
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<td><strong>Ongoing Costs (FY14 and beyond):</strong></td>
<td>Assessment Day $25,500 ($22,500 stipends for 5 FSP categories x 10 faculty; $2,500 food; $500 materials and supplies)</td>
<td>$50K + fringe assessment professional to guide project</td>
<td>$25,500 ($22,500 stipends for 5 FSP categories x 10 faculty; $2,500 food; $500 materials and supplies)</td>
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**Potential Project Funding Source(s):**

A portion of the ePortfolio costs will be covered by adoption of the portfolio presentation software (or license to use via external platform). These costs average $20 per year for student licenses. It is a possibility that a student fee attached to UF 100 and UF 300 could be used, however, this must be deliberated.

**Will non-team personnel be required?**  Y / N

If Yes, what resources will be required and for what purpose?

We do not anticipate resources from non-team personnel.

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