

Name and location of Institution: Southern Oregon University, Ashland, OR

Carnegie Classification: Basic = Master's Colleges & Universities: Larger Programs .

Undergraduate enrollment – Headcount: 4166. **FTE:** 2962.4. **% Residential:** 19.6%. **%Commuter:** 80.4%.

Degrees offered: 47 degree programs, including a Bachelor of Science Degree (BS), a Bachelor of Applied Science Degree (BAS), a Bachelor of Arts Degree (BA), a Bachelor of Fine Arts Degree (BFA), and a Bachelor of Music (B).

Institutional structure: SOU is divided into seven academic divisions: Business, Communication, and the Environment; Education, Health, and Leadership; Humanities & Culture; Oregon Center for the Arts; Social Sciences; STEM; and Undergraduate Studies.

Stage of ePortfolio Project: Consensus building / Implementation.

Southern Oregon University is in the midst of a significant transformation of its general education curriculum and seeks to incorporate ePortfolios as a core element of this transformation while working with limited resources. We expect that the support of this institute would help us creatively address needs, institutional priorities and approaches, and devise a project design and implementation strategy that will ensure that we apply intentional design and best practices to successfully introduce a general education ePortfolio that is meaningful and rewarding for students and faculty alike.

Our Transforming General Education Task Force, a group made up of faculty from every academic division as well as students, administrators, and support staff, has worked on our new curricular model for two years. The Faculty Senate recently approved the proposed model, including the development of a general education ePortfolio requirement, after extended campus-wide consultation with numerous constituencies. While the ePortfolio is a key component of the new curriculum, specific aspects of its design, structure, administration, and assessment are largely still to be developed.

In addition to the recommendations of the GE Task Force, we will apply findings from an ePortfolio Task Force which convened several years ago to examine pedagogical and institutional needs related to ePortfolios, including proven practices and approaches to implementation and assessment. One of its findings was the identification of the first-year experience as a suitable platform for initial design and implementation.

Our specific goals are as follows:

1. To identify an ePortfolio platform and design an accessible, dynamic, and engaging template for our student ePortfolios that helps them capture their general education learning and make connections between that learning and their individually defined goals.
2. To create an ePortfolio onboarding, training, and support process that covers all students (traditional, transfer, and adult learners) and faculty.
3. To develop a system by which students will receive meaningful faculty and advisor feedback on their ePortfolios without significantly increasing workloads for faculty and advisors.
4. To develop a system to effectively assess student ePortfolios to evaluate the effectiveness of our new GE curriculum.

Our top concern is how best an institution of our type and size (a small, regional, public liberal arts institution) and with our current financial constraints (due both to decades of state divestment and more recent learner demographic shifts) can realistically launch an effective ePortfolio initiative, especially at a time when the faculty are already fatigued from more than a year of pandemic-instigated change and uncertainty.