

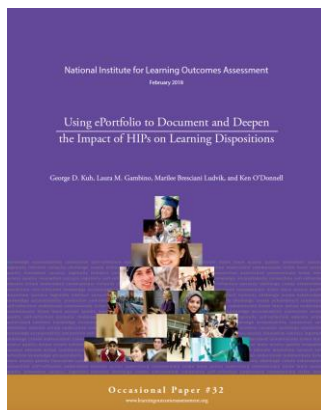
## New Occasional Paper

### *Using ePortfolio to Document and Deepen the Impact of HIPs on Learning Dispositions*

The National Institute for Learning Outcomes Assessment (NILOA) is pleased to announce its 32<sup>nd</sup> Occasional Paper, *Using ePortfolio to Document and Deepen the Impact of HIPs on Learning Dispositions*. The paper is especially timely, given the growing awareness of the importance of dispositional attributes to effective performance, both during college and in the workplace. The authors discuss multiple facets of dispositional learning that are often inaccurately labeled as “soft skills,” including intrapersonal and interpersonal competencies and neuro-cognitive behaviors such as fluid intelligence. They explain why participation in well-designed high-impact practices (HIPs) – activities such as learning communities, service learning, undergraduate research, and community engagement – can help students cultivate curiosity, conscientiousness, flexibility, resilience, self-regulation, reflection, and the ability to work effectively with people from diverse backgrounds, especially those who hold varying perspectives on how to identify and devise solutions to messy, unscripted problems.

The field is in a nascent stage in discovering the most viable approaches to helping students cultivate what are essential but hard to measure dispositional attributes. Fortunately, ePortfolios are a proven approach for engaging students in effective educational practices and enriching learning and personal development. The authors demonstrate how and why the use of ePortfolio reflective practice -- when done well -- can extend, deepen, and document the impact of HIPs on essential but often overlooked outcomes.

Research on the effectiveness of HIPs, attention to dispositional attributes, and the usefulness of the ePortfolio as an assessment approach emerged independently. However, they are primed for a convergence. And as they converge, college and university faculty and staff will obtain learning-rich evidence of the worth of postsecondary education to individuals and the public, and actionable data to guide continuous improvement. In addition, the convergence and adaptation of these concepts will further higher education’s long transition from instruction-centered to learning-centered delivery that Barr and Tagg (1995) called for more than two decades ago.



Kuh, G.D., Gambino, L.M., Bresciani Ludvik, M., & O'Donnell, K. (2018, February). *Using ePortfolio to document and deepen the impact of HIPs on learning dispositions* (Occasional Paper No. 32). Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

<http://learningoutcomesassessment.org/occasionalpaperthirtytwo.html>