Advancing Learning in the Communication BA through ePortfolios

School of Communications
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Assessment Goals

- To investigate student learning through ePortfolios from all capstone courses in 2016 and 2017,
- To make evaluations across all three program areas, and
- To engage Communication alumni and faculty in the process of assessment.

Communication Program

- 9 faculty in Communication Program
- About 250 majors (as of 2019)
- BA, MA, & Interdisciplinary Ph.D. programs
- Three areas: Communication in Communities, Media Arts, and ICT & Policy
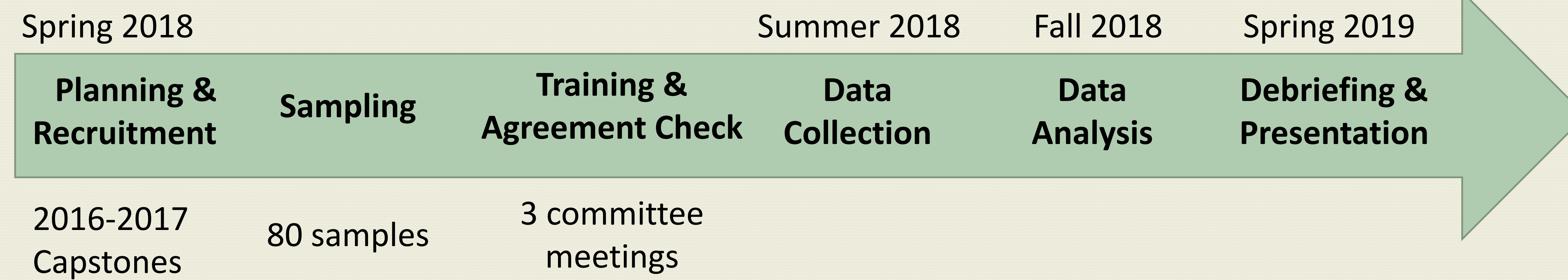- Senior capstone course: Students select the artifacts for their ePortfolios

Alumni and Faculty Committee Collaboration

STEP 1 Evaluation of the Artifacts

- 4 COM alumni invited to join the project
- 3 training sessions provided (2 for faculty and 1 for alumni)
- 4 alumni and 6 faculty completed evaluations on 71 ePortfolios through online Qualtrics survey (reliability tested among 10 raters)
- 1 Undergraduate student intern and 1 COM faculty member were assigned to support data preparation & logistics

STEP 2 Interpretation of the Results

- Debrief meeting (light food provided)
- Alumni described their learning experience and issues identified in the evaluation process
- Faculty reflected their assessment experience on the current COM curriculum
- Alumni and faculty shared strategies
- PLO 6 and PLO 2 were discussed (discussion should be continued for the rest of PLOs)
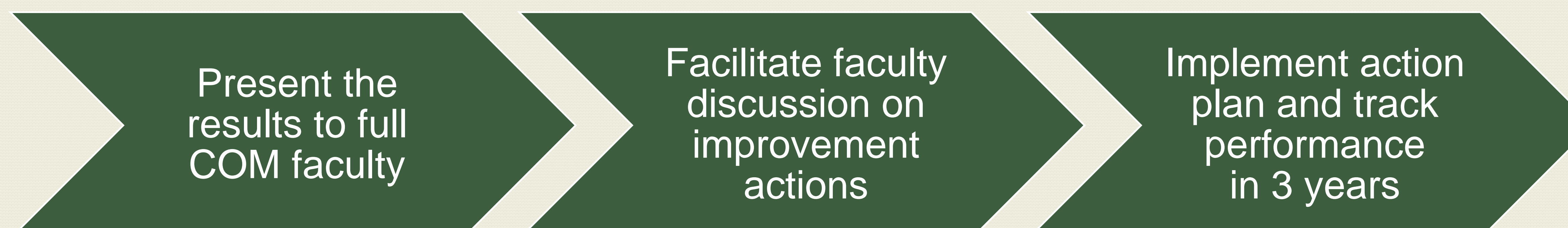
Spring 2018			Summer 2018	Fall 2018	Spring 2019
Planning & Recruitment	Sampling	Training & Agreement Check	Data Collection	Data Analysis	Debriefing & Presentation
2016-2017 Capstones	80 samples	3 committee meetings			

Program Learning Outcomes (PLOs) (aligned with Institutional Learning Objectives)

1. Design communication and media projects to make meaningful contributions to diverse social, professional or academic communities, communicating effectively orally, in writing, and through digital media.
2. Reflect critically on communication products such as media productions, research and policy reports and everyday texts.
3. Demonstrate preparedness for academic and professional careers in communication.
4. Demonstrate global awareness, including an awareness of cultures in the Hawaii-Pacific region and issues related to cross-cultural communication.
5. Engage in collaborative problem solving, both face-to-face and in online environments.
6. Analyze the ethical dimensions of communication.
7. Critically evaluate the use of technology in communication.

Ethical Reasoning

- Topics that evolves ethics are covered throughout the curriculum (e.g., transparency, ethics of codes).
- Explicit connection with ethics needed.
- Only 1 Ethics-focused elective course.
- Students struggle to find artifacts on ethical analysis.
- Rubric criteria can be broadened to include ethical awareness, discussions, and so on.

Curriculum development idea sharing

Critical Reflection

- There are opportunity to learn research skills; but lack of opportunity to explore and do self-initiated inquiry.
- Reflection statement (rationale for choosing an artifact) should be better elaborated in ePortfolios.
- Students should provide adequate evidence to support their argument.
- Explicit instructions (i.e., course syllabus).

What's next?

- Present the results to full COM faculty
- Facilitate faculty discussion on improvement actions
- Implement action plan and track performance in 3 years

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