About Our Program
The Communication Department’s mission is to meet the challenges and opportunities of communication in the emerging technological, multicultural, and global context of the twenty-first century. We offer one of two undergraduate programs in the School of Communications (College of Social Sciences), serving approximately 200 active Communication Department undergraduates, with an average of 80 graduates per year. Our program offers three area tracks with four senior capstones.

Program Assessment
Assessment is built into our curriculum, with seven program SLOs linked to institutional ILOs.

Method of Assessment
During their capstone experience, seniors complete an e-portfolio to demonstrate mastery of the SLOs. Each portfolio contains 6-8 artifacts (papers or digital media) that are used to assess our program SLOs. By encouraging students to reflect on their own learning processes, we seek to encourage metacognitive and critical thinking.

We have developed a rubric with measurable items associated with our SLOs. Each SLOs for each portfolio is assessed as being “Unacceptable,” “Marginal,” “Proficient,” or “Exemplary.” We strive for at least 80% of our graduates to achieve “Proficient” or “Exemplary” ratings.

In 2013, we assessed all the portfolios in the Communication in Communities track (n=40). In September, as outlined in our prior five-year strategic plan, we convened our assessment panel composed of two members of our Advisory Board (alumni and professionals in the field) and four faculty members who were not directly involved in the courses sampled.

Results for each SLO are presented below. Overall, our graduates are meeting or exceeding our expectations. We noted that some alignment issues were found between the artifacts presented and the rubric (i.e., students may have chosen works that were not ideal matches), so quantitative data should be considered in light of this limitation.

Summary of Results (2013)

<table>
<thead>
<tr>
<th>SLO</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Proficient</th>
<th>Exemplary</th>
<th>Total meeting benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO1</td>
<td>3%</td>
<td>8%</td>
<td>55%</td>
<td>35%</td>
<td>90%</td>
</tr>
<tr>
<td>SLO2</td>
<td>0%</td>
<td>5%</td>
<td>77%</td>
<td>18%</td>
<td>95%</td>
</tr>
<tr>
<td>SLO3</td>
<td>0%</td>
<td>15%</td>
<td>65%</td>
<td>20%</td>
<td>85%</td>
</tr>
<tr>
<td>SLO4</td>
<td>5%</td>
<td>18%</td>
<td>51%</td>
<td>26%</td>
<td>77%</td>
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<tr>
<td>SLO5</td>
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<td>0%</td>
<td>69%</td>
<td>28%</td>
<td>97%</td>
</tr>
<tr>
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<td>37%</td>
<td>42%</td>
<td>16%</td>
<td>58%</td>
</tr>
<tr>
<td>SLO7</td>
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<td>18%</td>
<td>67%</td>
<td>13%</td>
<td>80%</td>
</tr>
</tbody>
</table>

Next Steps
A summary report was created and shared with Communication faculty at an assessment meeting in November. We have started implementing the following strategies that we feel would have the greatest impact:

1. Introduction of a hallmark assignment for each track (as part of the required course for that track).
2. Integration of more assignments related to ethical considerations throughout the curriculum/update of curriculum map.
3. Creating strategies to assist students/instructors in selection of artifacts (to ensure alignment).
4. Rubric revision (for clarity and alignment).
5. Considering a new SLO based on civic engagement.

Acknowledgements
We wish to thank the Mānoa Assessment Office, the Center for Teaching Excellence, and our Communication Advisory Board for their assistance.