



# From Initiation to Continuation: Creating Maintainable Gateway-to- Capstone ePortfolio Initiatives

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Drs. Maria Brann, Elizabeth Goering, and Kim White-Mills

INDIANA UNIVERSITY SCHOOL OF LIBERAL ARTS

# OUR GATEWAY-TO-CAPSTONE EPORTFOLIO INITIATIVE

The Gateway:  
COMM-G100



A Core  
Requirement:  
COMM-G201:  
Comm Theory



A Core  
Requirement:  
COMM-G310:  
Comm  
Research  
Methods



Elective  
in the  
Major

Elective  
in the  
Major

Elective  
in the  
Major

Elective  
in the  
Major





The  
Capstone:  
COMM-G480



# THE CHALLENGE OF SUSTAINABILITY

1. Student and faculty buy-in
2. Training of students and faculty
3. Assessment





# **PROBLEM #1:**

## **SUSTAINABLE BUY-IN**

# SUSTAINABLE BUY-IN: Your Experiences

1. What sources of resistance have you encountered from students?





# **SUSTAINABLE BUY-IN: Your Experiences**

2. What sources of resistance have you encountered from faculty?



# SUSTAINABLE BUY-IN

Faculty and students are more likely to engage if:

- They see value in the task
- They feel equipped to succeed
- They enjoy doing the task
- The task is affirmed and reinforced through social norms



# SUSTAINABLE BUY-IN: Our Strategies

Engagement Themes	Our Sustainable Buy-in Strategies
See value in the task	<ul style="list-style-type: none"><li>• Readings included in course</li><li>• Peer testimony</li></ul>
Feel equipped to succeed	<ul style="list-style-type: none"><li>• Adapt training to meet needs</li><li>• Peer mentoring</li></ul>
Find task enjoyable	<ul style="list-style-type: none"><li>• In-class ePortfolio workshops</li><li>• Peer feedback</li></ul>
Social norms reinforce the task	<ul style="list-style-type: none"><li>• Utilize existing institutional support</li><li>• Leverage support of “early adopters”</li></ul>





# **PROBLEM #2:**

## **SUSTAINABLE TRAINING**

# SUSTAINABLE TRAINING

1. Your experience
2. Our training opportunities for students and faculty

DEVELOPING A SUSTAINABLE  
TRAINING PLAN



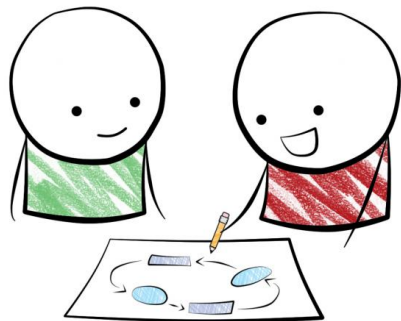
## SUSTAINABLE TRAINING

1. What ePortfolio training have you received?  
(Who provided that training?)
2. What type of ePortfolio training does your organization offer for faculty?
3. What type of ePortfolio training does your organization offer for students?



# SUSTAINABLE STUDENT TRAINING

1. ePortfolio workshops in classes
  - Interrupted by COVID
    - Moved training online
    - Videotaped training modules
2. Institutional resources
  - ePortfolio Studio
3. Departmental student mentors



# SUSTAINABLE FACULTY TRAINING

1. Faculty meetings & brownbag sessions
  - How to create an ePortfolio
  - Creating signature assignments
  - Transforming traditional assignments for digital showcasing
  - Refresher courses





**PROBLEM #3:**

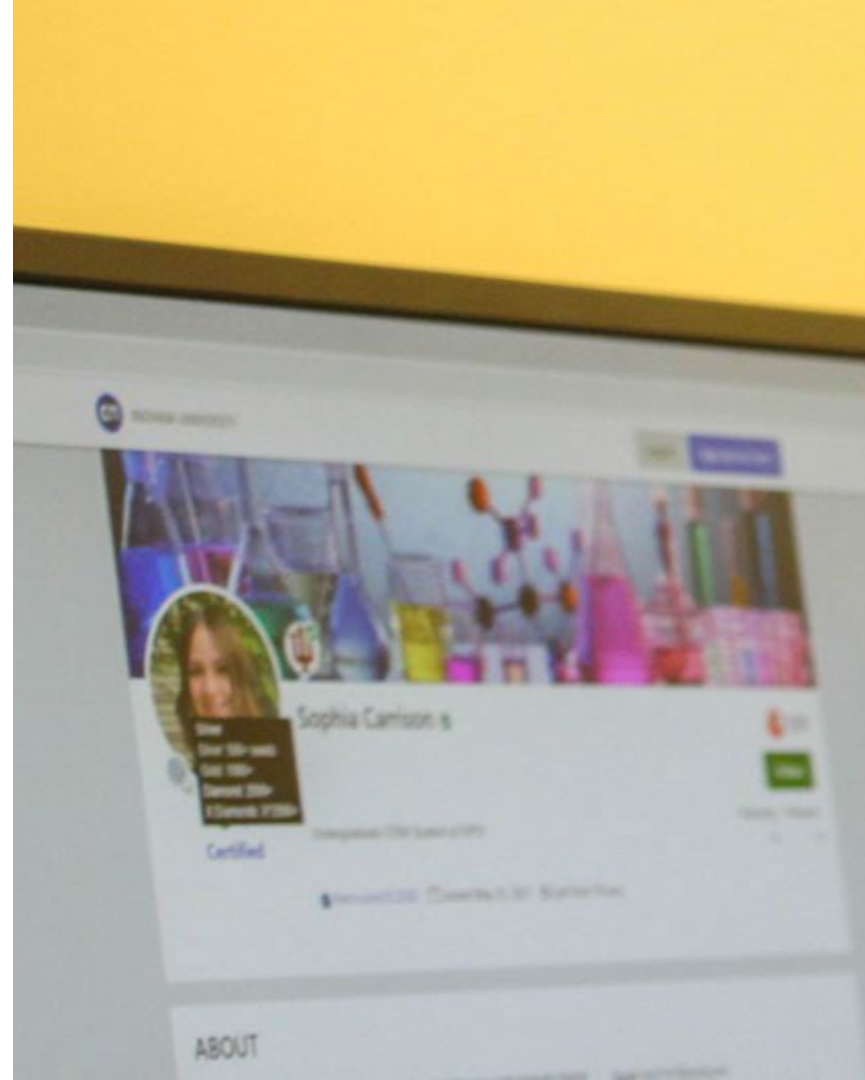
**CREATING A SUSTAINABLE  
ASSESSMENT STRATEGY**

# CREATING A SUSTAINABLE ASSESSMENT STRATEGY

1. What challenges have you faced?
2. Our original assessment strategy
3. Our 2-pronged plan to address the challenge of creating a sustainable assessment strategy
4. Preliminary results of the pilot test



What challenges  
have you faced in  
creating a  
sustainable  
assessment  
strategy?

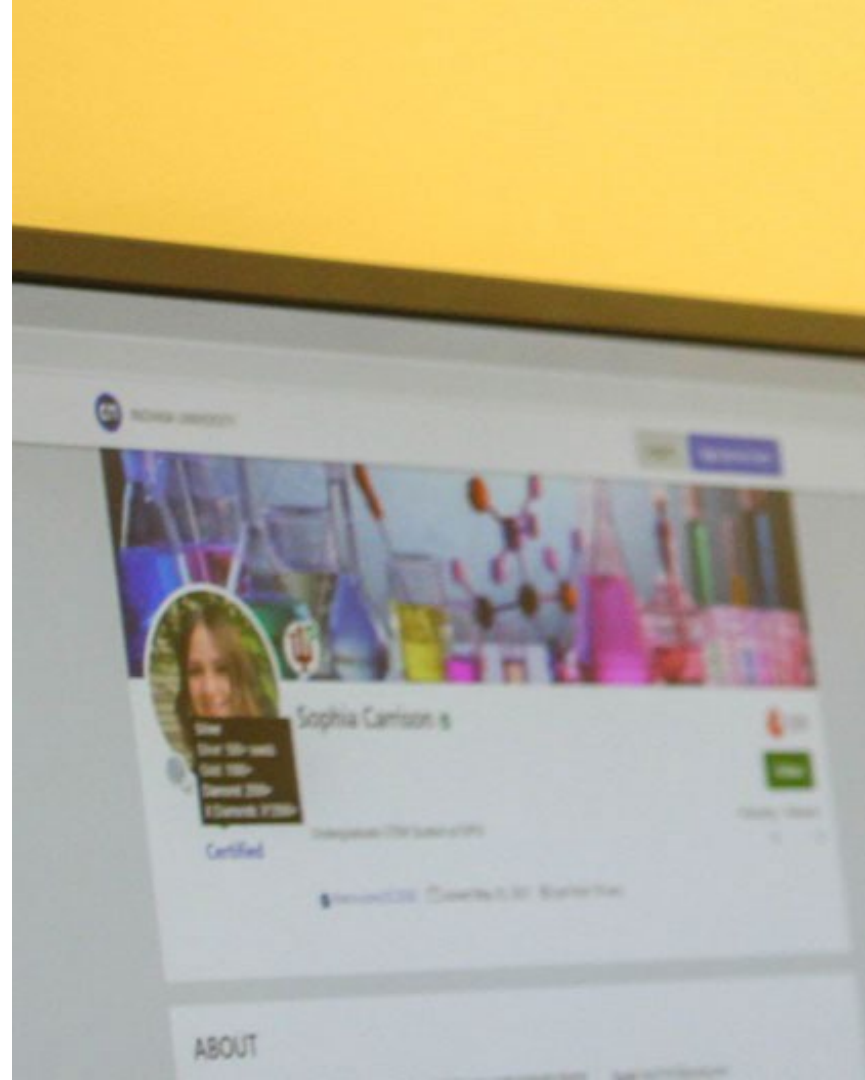


# Our Original Assessment Strategy

- ❖ Assessed the ePortfolio Initiative
  - ❖ Student Feedback
  - ❖ Faculty Review
- ❖ Assessed Student learning
  - ❖ Track number of artifacts in LOC folders
  - ❖ Assess quality of individual artifacts in LOC folders
  - ❖ Track competencies highlighted in Showcases
  - ❖ Assess Showcases as "effective communication"
- ❖ Proved to be unsustainable

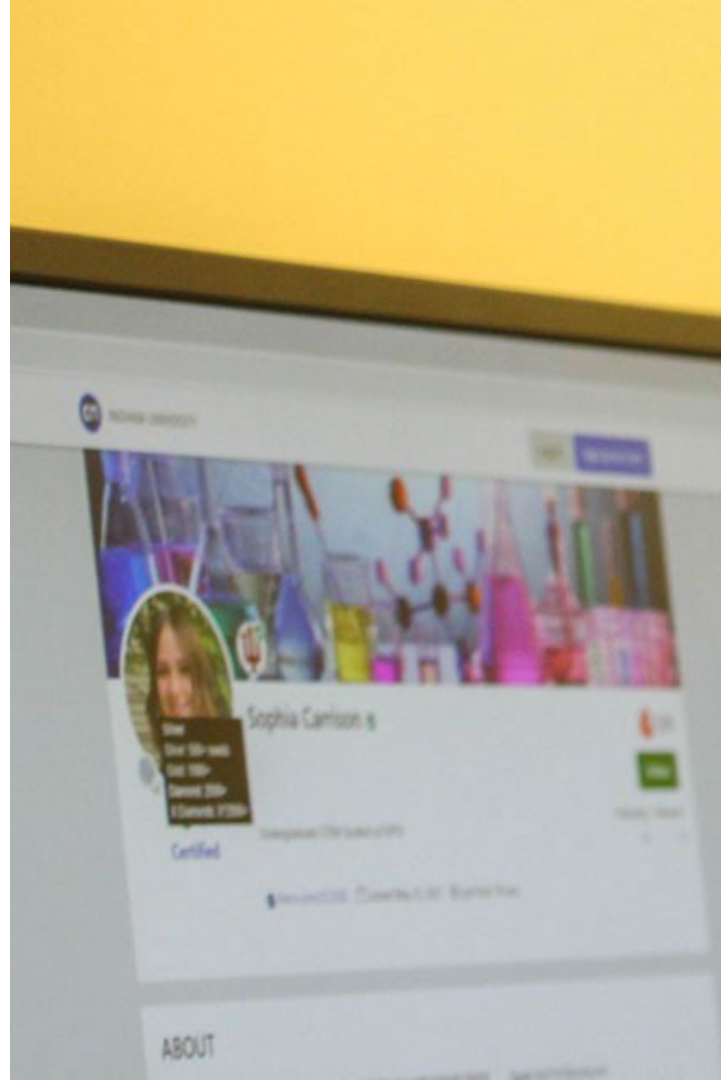


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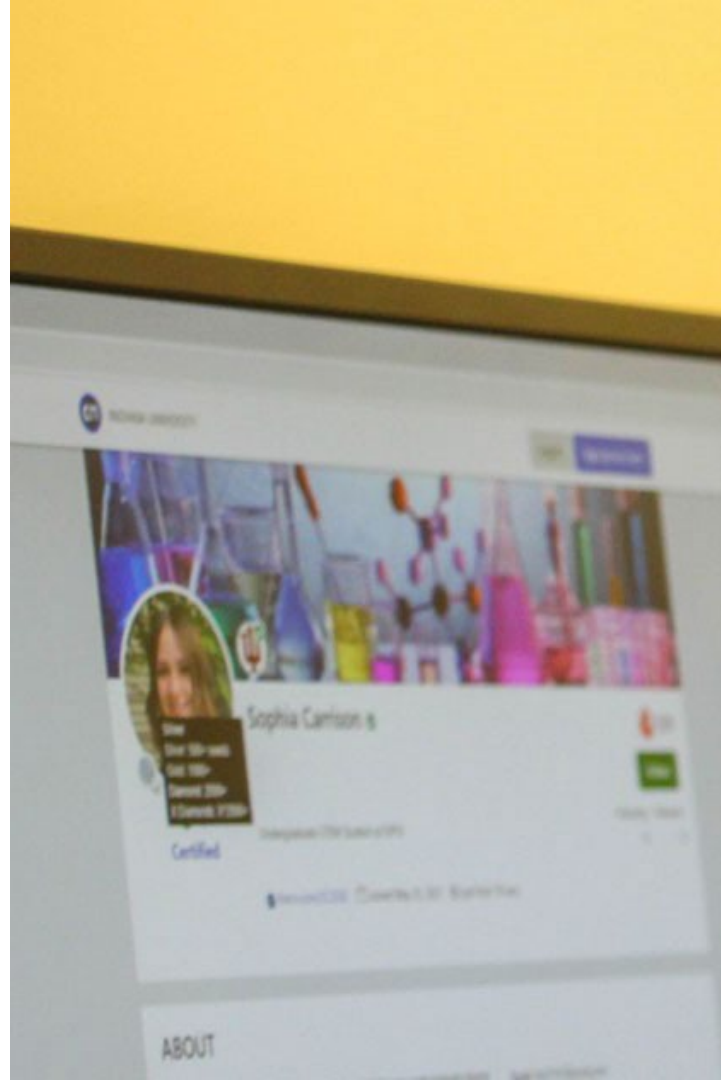
# Our Revised Approach

- Assessing the ePortfolio initiative
  - student feedback
  - faculty review
- Assessing student learning
  - Direct measure – ePortfolio folders
  - Indirect measure – Pre/post tests within each course, and across class levels of the 10 LOCs



# Preliminary Results/Pilot Test

- The Instrument
- Reliability of the instrument
- Assessment of differences across the course levels (G100 to G480)



# The Instrument: 26-item Competency Scale

## Question 5

I can conduct Communication Research.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Not Sure
- ☐ Disagree
- ☐ Strongly Disagree

## Question 6

I know how to create appropriate messages.

- ☐ Strongly Agree
- ☐ Agree
- ☐ Not Sure
- ☐ Disagree
- ☐ Strongly Disagree



# Preliminary Results

Reliability of the items is very good

## Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.923	26

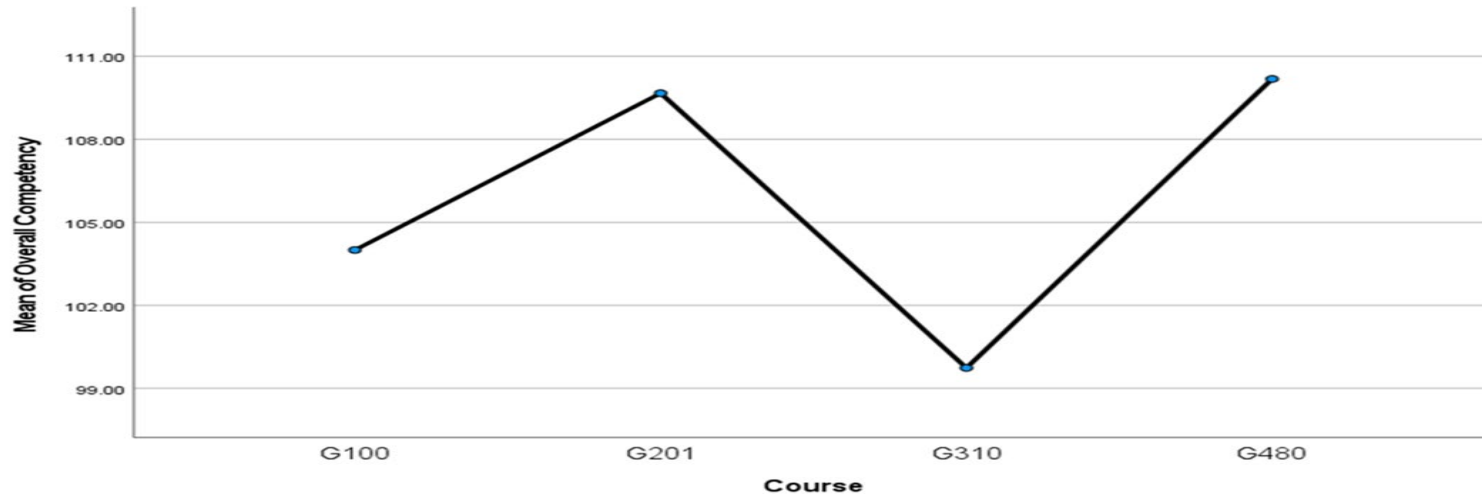




## Preliminary Results

### Assessment of differences across the CORE Courses

G100-Intro, G201-Theory, G310-Comm Research, G480-Capstone



# Preliminary Results

## General Trends:

- ❖ Differences between course levels are significant: ANOVA,  $F = 4.543$ ,  $p < .006$ 
  - ❖ Most acutely between Theory and Methods courses, and between Sophomores and Juniors
- ❖ Overall, seniors reported greater competency



# Recap and Reflect

Recognize the value of a gateway-to-capstone ePortfolio

Identify challenges to sustainability

Generate long-term strategies

Next: Determine the feasibility

