

Developing a Senior Assessment for Communication Disorders

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Abstract

The purpose of this project was to re-evaluate the assessment tools and procedures currently in use by the CMDS undergraduate program, and to update them with more effective alternatives. For the past several years, CMDS majors have taken the GRE in lieu of a more specific nationally-normed major test. In keeping with new trends in assessment, new initiatives within the university community, as well as the success of our recently revised graduate level assessment package, re-evaluation and development at the undergraduate level is crucial at this time.

This project resulted in an undergraduate assessment package specific to Communication Disorders, that will serve as the senior test. We envision a process that will begin with orienting freshmen to the major, its mission and objectives. The process will be ongoing as students progress through the major and regularly consult with their advisors. The assessment package will culminate in a final product that demonstrates the accomplishment of program objectives and is suitable for faculty and external review. Because the assessment is tailored to the Truman CMDS program, it will be valuable for informing curricular review and modification. It will also be clear to students that the assessment process has been valuable to them.

Dissemination will include all faculty and students in CMDS and possibly others. The outcomes of this project will address both university-wide priorities and discipline-directed issues. It will put CMDS in line with assessment goals being implemented across campus at both the undergraduate and graduate levels (e.g., assessment that involves multiple faculty, both qualitative and quantitative data, external review, and student self-evaluation).

Proposed Objectives for the Project

1. To develop a senior assessment that is aligned with the existing CMDS program mission and objectives (revised and approved 2-05) and university assessments (e.g., portfolios).
2. To develop an undergraduate assessment process that documents the CMDS program emphasis on advising, mentoring, and support of individual student goals
3. To develop a senior assessment for CMDS that acknowledges the interdisciplinary nature of the major and the diverse long-term goals and interests of CMDS undergraduates.
4. To address both the need for outside review and the goal of helping current students see the impact of a Truman education and the value of lifelong learning, by involving alumni in our assessment process.
5. To develop the elements of a senior assessment that are necessary for implementation; the outcomes of this project will include:

- newly developed assessment tools, including a rubric for portfolio evaluation by faculty and an external reviewer
- rationale and directions for students, including overview of assessment components and reminders for each student level (freshmen, sophomores, juniors, seniors)
- policies and procedures to ensure that assessment results are reviewed and used to effect improvements [to be approved by CMDS faculty],
- timeline for implementation, and
- description of an appropriate outside reviewer component;
- overview description of the assessment package that would be understandable to outside reviewers.

Project Progress to date:

- Large posters of the mission statement and objectives were developed and are now displayed prominently in the program office and on the CMDS website. Incoming majors will receive a newly developed **CMDS Freshmen and New Major Orientation Packet (see attached)** which includes a copy of the mission and objectives. In the Senior Capstone Seminar, the mission statement and objectives are discussed in conjunction with a broader consideration of the Truman State University Mission Statement and a comparison to the mission statements of other universities.
- We collected course syllabi and discussed key assignments in existing courses that might serve as the foundation for portfolio assessment in collaboration with CMDS faculty (CMDS Faculty Meetings, October – November, 2007). A rubric for a senior CMDS portfolio (major-specific, apart from the University Portfolio) was developed (see attached). The CMDS portfolio prompts will be designed to help assess not only individual student outcomes (knowledge and skills and attitudes) but also broader program objectives, including advising.

We plan to collect, assess, and return student work prior to their graduation which eliminates storage issues and allows student feedback to occur in a timely manner. At this time, we are planning to rotate prompts so that in any given year, only some questions are addressed, but over time we get a complete picture.

- We surveyed 117 CMDS students on campus Fall 2007 regarding meaningful assignments and experiences in the major. Results of the survey were tabulated and the survey itself now forms the **CMDS Senior Survey** (see attached). The intent at this time is to administer the survey to all incoming CMDS majors when they first declare, and then again during their final semester on campus.

Survey Item	No. of CMDS students responding affirmatively
Have attended University Student Research Conference	69/117 (includes freshmen and transfer students who have not yet had an opportunity)
Have had a meaningful conversation with my academic advisor	82/117 (includes freshmen and new transfer students)
Applied knowledge and skills from my major in activities in the community	22/117 (includes freshmen and new transfer students)
Became informed about a professional code of conduct and ethical standards	80/117 (includes freshmen and new transfer students)

These sample items are illustrative of the potential that the survey has to guide curriculum-related goals for the CMDS undergraduate program.

- We have developed specific strategies, directions, methods of implementation, timeline, portfolio review rubrics, and CMDS Senior Assessment Overview for presentation to the CMDS faculty/staff and for the purpose of explaining the assessment to others. Parts of the assessment will begin in Fall, 2008; **the class of 2011** (sophomores now) will be the first class to complete all components.
- A preliminary plan for recruiting and rewarding external reviewers has been developed (see attached)
- We submitted a written the preliminary report for VPAA Dec 1, 2007 .
- We piloted part of the new assessment with seniors in the Spring 2008 Capstone Seminar.

Summary

We believe that the goals of this project as initially outline have been met. We anticipate that it will take 3-4 years to fully implement the new CMDS Senior Assessment (see Timeline attached). During those years, frequent formative assessment of the assessment will take place, primarily during the annual fall CMDS faculty retreat and at a regularly scheduled CMDS faculty meeting in the spring.

We appreciate the University's support for our work on this project, and especially Sue Peeper's open-minded perspective that inspired us to set authentic assessment of our students as a realistic goal (rather than more traditional, but much less appropriate, approaches).

Respectfully submitted,

Paula S. Cochran, Ph.D., CCC-SLP
Professor

Janet Gooch, Ph.D., CCC-SLP
Chair

Overview of Truman Undergraduate Assessment Program (Senior Test) (Newly revised, August, 2008)

Rationale

The CMDS Senior Assessment is an undergraduate assessment package specific to Communication Disorders and will serve in lieu of a senior test. We envision a process that will begin with orienting freshmen to the major, its mission and objectives. The process will be ongoing as students progress through the major and regularly consult with their advisors. The assessment package will culminate in a final product that demonstrates the accomplishment of CMDS program objectives and is suitable for internal faculty and external review. Because the assessment is tailored to the Truman CMDS program, it will be valuable for informing curricular review and modification. It will also be clear to students that the assessment process has been valuable to them.

Dissemination will include all faculty and students in CMDS and possibly others. The outcomes of this project will address both university-wide priorities and discipline-directed issues. It puts CMDS in line with assessment goals being implemented across campus at both the undergraduate and graduate levels (e.g., assessment that involves multiple faculty, both qualitative and quantitative data, external review, and student self-evaluation).

CMDS Freshmen and New Major Orientation Packet

Communication Disorders Undergraduate Program Mission (they keep)

Communication Disorders Undergraduate Program Objectives (they keep)

CMDS Portfolio Freshmen/New Major Guidelines (they keep)

What I Did In College Checklist (they keep)

CMDS New Major Survey (we collect – decide whether or not identification will be used)

Sophomores will receive:

CMDS Major Portfolio Sophomore Guidelines

Juniors will receive:

CMDS Major Portfolio Junior Guidelines

Seniors will receive: CMDS Senior Assessment Packet

Table of contents:

CMDS Major Portfolio Senior Guidelines (including CMDS Mission and Objectives)

CMDS Major Senior Portfolio Cover Sheet and Checklist

CMDS Major Senior Portfolio Artifact Cover Sheet

CMDS Major Senior Portfolio Missing Artifact Form

CMDS Major Senior Survey (we collect – decide whether or not identification will be used)

Faculty will receive

CMDS Undergraduate Assessment Manual

Table of Contents

- Overview of CMDS Undergraduate Assessment Program (Senior Test)

- Schedule of implementation of new CMDS assessment program and CMDS faculty/academic advisor responsibilities
- CMDS Undergraduate and Graduate Mission Statements
- CMDS Undergraduate and Graduate Program Objectives
- CMDS New Major Survey
- CMDS Portfolio Freshmen Guidelines
- CMDS Portfolio Sophomore Guidelines
- CMDS Portfolio Junior Guidelines
- CMDS Portfolio Senior Guidelines
- CMDS Senior Portfolio Cover Sheet and Checklist
- CMDS Senior Portfolio Artifact Cover Sheet
- CMDS Senior Portfolio Missing Artifact Form
- CMDS Senior Survey (we collect – decide whether or not identification will be used)
- Faculty Senior Portfolio Review Procedures and Feedback Guidelines
- Sample Portfolio Feedback Letter
- External Reviewer Selection and Procedures
- External Reviewer CMDS Portfolio Review and Feedback Guidelines

CMDS Website will include:

CMDS Undergraduate and Graduate Mission Statements

CMDS Undergraduate and Graduate Program Objectives

Overview of CMDS Undergraduate Assessment Program (Senior Test)

Schedule of implementation of new CMDS assessment program and CMDS advisor responsibilities

What happens to portfolios after they are submitted?

Portfolio evaluation:

A rubric for faculty and external reviewer use has been developed. We will use this rubric to review and evaluate student CMDS portfolios and to collect data for the purposes of program assessment. The rubric will not be returned to the student because it is not for the purpose of feedback.

Feedback to student:

The response to the student regarding CMDS senior portfolios will include the following:

- 1) congratulations card signed by faculty
- 2) cover letter from department chair, including thanks and brief specific feedback
- 3) portfolio materials returned prior to the student's graduation

External reviewers:

It is anticipated that external reviewers will be engaged to examine a sample of senior portfolios using the same rubric as the faculty. This will permit a comparison of ratings and possibly some conclusions regarding reliability. In addition, external reviewers will look at previous data collected through the faculty's portfolio review and CMDS Senior Survey data to help us see any trends or important gaps that we may have missed.

CMDS New Major Survey
Your Experiences at Truman State University

Your current student level: Freshman Sophomore Junior Senior Grad
Length of time at Truman so far: 1 2 3 4 5 6 7 8 more (semesters)
Additional major? _____
Minor area completed if any: _____
When did you declare a CMDS major: (1st, 2nd year, transfer, grad) _____
Have you taken (now or before) CMDS 480 Clinical Practicum? _____

Directions: The survey you are about to complete is part of the Communication Disorders major student assessment. We have broad goals for students who complete a major in communication disorders, many of which are not well assessed strictly by traditional academic measures such as tests. For this reason, we're interested in looking at the big picture of the experiences you've chosen as a student, and that have been meaningful to you as part of your major and as a complement to your major (whether you realized it at the time or not).

Please review the items below and check all that apply to what you have experienced as a student at Truman State University. If you're doing this as a new CMDS major, you may not have much to check off yet! You may have had other relevant experiences (e.g., summer jobs at home), but please include ONLY those on-and off-campus activities that have resulted from being a student here at Truman.

- _____ Attended a symphony concert.
- _____ Visited an exhibit at the University Art Gallery.
- _____ Borrowed a painting from the lending collection in Pickler Memorial Library.
- _____ Attended a faculty or student music recital.
- _____ Attended a theatrical production.
- _____ Attended a lecture by a visiting scholar, not in my major.
- _____ Attended the annual McNair Scholars presentation (fall)
- _____ Attended the annual University Student Research Conference (spring)
- _____ Attended a ballet or other dance performance.
- _____ Attended an astronomy/observatory open house.
- _____ Attended a University farm open house, horse show, or livestock event.
- _____ Conducted an experiment.
- _____ Participated in collaborative research with a faculty member.
- _____ Attended a poetry or other literature reading.
- _____ Submitted my writing to a University publication.
- _____ Joined a performance group ____ singing ____ instrumental ____ dance ____ theater
 ____ debate ____ other (explain: _____)
- _____ Attended an international student social event.
- _____ Developed a friendship with a person whose background is very different from my own.
- _____ Attended a performance of the: ____ Unique Ensemble ____ TruMen
 ____ Minor Detail ____ Franklin Street Singers ____ Chamber Choir
 ____ Cantoria ____ University Chorus
- _____ Participated in a study abroad opportunity.

- _____ Attended a religious service new to me.
- _____ Watched a foreign film with subtitles.
- _____ Attended an event in honor of a holiday I do not usually celebrate.
- _____ Learned sign language.
- _____ Tasted a new food.
- _____ Attended a special seminar/panel/event related to sexuality or gender issues.
- _____ Noticed universal design features that make activities accessible to people with and without disabilities. Example: _____
- _____ Attended a political rally/speech/debate or club meeting.
- _____ Read an international newspaper [English or not].
- _____ Watched a news broadcast in a language other than English.
- _____ Worked on a student newspaper ____ radio ____ T.V. ____ website _____.
- _____ Voted in student government elections.
- _____ Actively participated in student government.
- _____ Served as a tutor or note taker for a student with special needs (Office for Individuals with Disabilities)
- _____ Took a leadership role in a campus-sponsored organization.
- _____ Participated in planning and implementing activities in a student organization.
- _____ Took a leadership role in an off-campus organization/event/group.
- _____ Participated in a community service activity.
- _____ Participated in a Service Learning (for credit) opportunity on campus and/or in the community. Give example: _____

- _____ Participated in intramural sports.
- _____ Participated in varsity sports.
- _____ Supported a University athletic team by attending their competitions.
- _____ Served with University guides ____ dorm life staff ____ or SAB _____.
- _____ Served as student representative on a University/Faculty Committee.
- _____ Attended an event at a faculty member's home.
- _____ Learned or improved a life-long sport for exercise [swimming, golf, biking, running, tennis, dancing, horseback riding etc.].
- _____ Helped a friend through a crisis.
- _____ Tried to change or improve my diet to become healthier.
- _____ Found a nearby place where I could go to think and be refreshed.
- _____ Stayed in touch with my distant friends and family, especially older relatives.
- _____ Took responsibility for my personal finances and learned to check my credit score.
- _____ Learned to use online *scholarly* resources available through the Library.
- _____ Learned how to obtain books and journals in the library and through inter-library loan.
- _____ Served as the designated driver for my friends.
- _____ Learned to deal with a difficult person.
- _____ Voted in a state or national election either here or at home with absentee ballot.
- _____ Volunteered my time and ability to an important cause.
- _____ Learned CPR and basic first aid.
- _____ Learned the facts about AIDS, HIV, and other sexually transmitted diseases.
- _____ Recycled my garbage.
- _____ Learned at least one stress-management technique.

_____ Began a new life-long recreational activity [photography, piano, astronomy, singing, etc]. Example: _____ -

_____ Had a meaningful conversation with an academic advisor.

_____ Received help from faculty or advisor in thinking about career goals.

_____ Worked collaboratively in a group to address a problem or complete a complex project.

_____ Had a close working relationship with at least one faculty member.

_____ Became informed about professional associations that pertain to my future career goals.

_____ Joined a professionally-related student and/or professional organization.

_____ Attended a conference or workshop related to my future career interests.

_____ Volunteered or presented at a professional conference or workshop.

_____ Presented my own project or research to an audience.

_____ Shadowed a professional in a career of interest to me.

_____ Applied knowledge and skills from my major with a client in the Truman Clinic.

_____ Applied knowledge and skills from my major through other work with people such as:

Example: _____

_____ Considered and discussed questions pertaining to ethical conduct.

_____ Became informed about a professional code of conduct and ethical standards.

_____ Had occasion to deal with an ethical challenge in a way I am now proud of.

_____ Critiqued and/or reflected on the writing and speaking skills of others.

_____ Had meaningful interactions with persons above the age of 70.

_____ Had meaningful interactions with persons under age 12.

_____ Interacted with a person with a disability and/or their close family members.

_____ Selected elective coursework based on its potential to support my major and future goals.

_____ Planned to pursue volunteer or professional activities involving service to others.

Comments:

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____ debate ____ other (explain: _____)
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- _____ Developed a friendship with a person whose background is very different from my own.
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- _____ Attended an event in honor of a holiday I do not usually celebrate.
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- _____ Tasted a new food.
- _____ Attended a special seminar/panel/event related to sexuality or gender issues.
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- _____ Supported a University athletic team by attending their competitions.
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- _____ Served as student representative on a University/Faculty Committee.
- _____ Attended an event at a faculty member's home.
- _____ Learned or improved a life-long sport for exercise [swimming, golf, biking, running, tennis, dancing, horseback riding etc.].
- _____ Helped a friend through a crisis.
- _____ Tried to change or improve my diet to become healthier.
- _____ Found a nearby place where I could go to think and be refreshed.
- _____ Stayed in touch with my distant friends and family, especially older relatives.
- _____ Took responsibility for my personal finances and learned to check my credit score.
- _____ Learned to use online *scholarly* resources available through the Library.
- _____ Learned how to obtain books and journals in the library and through inter-library loan.
- _____ Served as the designated driver for my friends.
- _____ Learned to deal with a difficult person.
- _____ Voted in a state or national election either here or at home with absentee ballot.
- _____ Volunteered my time and ability to an important cause.
- _____ Learned CPR and basic first aid.
- _____ Learned the facts about AIDS, HIV, and other sexually transmitted diseases.
- _____ Recycled my garbage.
- _____ Learned at least one stress-management technique.

_____ Began a new life-long recreational activity [photography, piano, astronomy, singing, etc]. Example: _____ -

_____ Had a meaningful conversation with an academic advisor.

_____ Received help from faculty or advisor in thinking about career goals.

_____ Worked collaboratively in a group to address a problem or complete a complex project.

_____ Had a close working relationship with at least one faculty member.

_____ Became informed about professional associations that pertain to my future career goals.

_____ Joined a professionally-related student and/or professional organization.

_____ Attended a conference or workshop related to my future career interests.

_____ Volunteered or presented at a professional conference or workshop.

_____ Presented my own project or research to an audience.

_____ Shadowed a professional in a career of interest to me.

_____ Applied knowledge and skills from my major with a client in the Truman Clinic.

_____ Applied knowledge and skills from my major through other work with people such as:

Example: _____

_____ Considered and discussed questions pertaining to ethical conduct.

_____ Became informed about a professional code of conduct and ethical standards.

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_____ Critiqued and/or reflected on the writing and speaking skills of others.

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_____ Had meaningful interactions with persons under age 12.

_____ Interacted with a person with a disability and/or their close family members.

_____ Selected elective coursework based on its potential to support my major and future goals.

_____ Planned to pursue volunteer or professional activities involving service to others.

*******Items below For Seniors only *****

Please use the scale below to indicate the extent to which you agree or disagree with the following statements.

Since I became a CMDS major, my appreciation for the value of good communication ability has increased.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I became a CMDS major, I have had opportunities to observe people with communication disorders.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I became a CMDS major, my understanding of the consequences of communication disorders has increased.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I became a CMDS major, my understanding and empathy for persons who have disabilities has increased.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I became a CMDS major, I have worked to improve my own oral and written communication skills.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I have become a CMDS major, my understanding of life stages and how older people view me has changed.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I have become a CMDS major, my understanding of life stages and how younger people view me has changed.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I have become a CMDS major, my understanding of the lives of persons with disabilities and their families has increased.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I have become a CMDS major, I am more certain that I would like a career related to working with people or helping others.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I have become a CMDS major, I have learned about why ethical principles are important when working with people and how some professionals put ethics into practice.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I have become a CMDS major, my awareness of continuing education and the need for a person to keep up-to-date in their chosen field has increased.

Not sure Strongly disagree Disagree Agree Strongly Agree

Since I have become a CMDS major, my interest in personal, professional, and/or political advocacy for important causes or social change has increased.

Not sure Strongly disagree Disagree Agree Strongly Agree

Comments:

CMDS Portfolio Freshmen/New Major Guidelines

The purpose of this document is to provide a quick overview explaining the 3 kinds of portfolio materials which CMDS students could be expected to eventually submit (usually as seniors).

What is a student portfolio?

A student portfolio is a collection of materials that reflect the experiences, achievements, and growth of the student based on participation in university coursework and/or extracurricular activities. Portfolio items may include papers, reports, tests, photos of artwork, slides, video or audio tapes, etc.

1. University Portfolio Taskforce Guidelines

For several years seniors have been required to submit portfolios of their work to the Liberal Arts and Sciences Portfolio Taskforce. The faculty on this taskforce read and evaluate the portfolios in detail. As a source of data not gleaned from test scores, these observations of actual student products form an important part of the overall assessment program at Truman. Examples of work students have been asked to submit include: works that demonstrate growth as a thinker; a work that shows interdisciplinary thinking; a work showing the application of quantitative reasoning; a work showing the application of scientific reasoning; a work showing the use of interdisciplinary reasoning; a work showing aesthetic analysis and evaluation; a work reflecting the student's most personally satisfying experience at Truman. These requirements change slightly from year to year. Specific directions for how to complete the portfolio graduation requirement are available online each year.

2. CMDS Major Guidelines

Senior CMDS students will be asked to submit additional portfolio items for the purposes of assisting the CMDS faculty in assessing the undergraduate curriculum in communication disorders. Most items requested for this purpose will be generated in CMDS or required support courses. Some items may be submitted for more than one purpose (e.g., a major project may be an ideal candidate for submission as both a CMDS item and a University taskforce item). Examples of items which may be requested for CMDS portfolios include: Clinical Competencies Checklist and a case summary report (if in clinic track); Senior Capstone Project (if in capstone seminar); item demonstrating proficiency in linguistic analysis (e.g., phonetics, pragmatic, syntactic, morphological, or phonological analysis); item demonstrating understanding of normal speech and/or hearing anatomy & physiology; item demonstrating excellent personal communication ability; item demonstrating awareness of developmental changes in normal human communication across the life span; item demonstrating proficient use of technology; item expressing more than one viewpoint of a public issue or health concern related to communication disorders.

3. Personal Portfolio Suggestions

According to comments from seniors submitting portfolios to the university taskforce, the process of reflection and self-assessment involved in choosing items to be officially submitted is rewarding and increases their sense of achievement and closure. It is anticipated, however, that students will benefit from the process of maintaining and occasionally reviewing the items in a portfolio throughout their years at Truman and afterward, whether submitted for outside review

or not. Students are therefore encouraged to keep items that are especially meaningful to them, regardless of whether or not such items are ever submitted to anyone else for review. Examples might include: papers with especially encouraging comments; What I Did At College activity checklist; items from important extra-curricular activities/events; journal entries from study abroad; an especially challenging exam; concert or theater programs; first clinic lesson plan; photo of prize-winning Halloween costume; personal fitness chart; notes from faculty or friends; service project flyers; work-study schedule. Self-evaluation of personal portfolio materials may be initiated and guided occasionally in CMDS required courses.

Portfolio Pointers for CMDS Freshmen and New Majors

What should I do about my portfolio this year?

1. Choose a location/binder in which you can conveniently place portfolio materials as you acquire and develop them. It is also recommended that you back-up important assignments on a CD/disk and/or on your network drive, as well as keeping hard copies. When you start a paper folder, label it and keep it in a safe place.

2. Make it a habit to keep a clean copy of major assignments: for example, print out 2 copies of important papers, so that you can submit 1 to your professor and file 1 in your portfolio. Portfolio benefits aside, this habit can save you a lot of work in an emergency (like, the paper you submitted got lost or your flash drive fails!) It is worth the extra few cents! Many senior students report that they don't have copies of their best work because computers/word processors have changed during their 4 years at Truman or they could no longer find their storage devices from previous years.

3. Try new things; take advantage of as many special events and opportunities on campus as you can, and keep a few souvenirs in your portfolio to remind you about them (make notes on theater and concert programs when something especially meaningful happens).

What examples of my work this year should I keep?

In general, when in doubt, keep it. Why not? You'll have plenty of opportunity to sort things out and discard materials that no longer seem appropriate. This year, you will probably want to keep a couple of papers from a writing class if you take one; at least one lab report from a science class; a group or individual project from a humanities/art or social science class; notes or tape of a speech from COM 170 Fundamentals of Speech or a project/paper from CMDS Intro to Communication Disorders.

Advising Issues for CMDS Freshmen/ New Majors

- Read the CMDS Undergraduate Program Mission and Objectives
- Learn to do a degree audit on TruView so you can check your progress
- Considering study abroad? Plan this EARLY – best is any summer or spring sophomore year
- Get involved! Join the Communication Disorders Association (CoDA) student group

Communication Disorders Major Portfolio Sophomore Guidelines

What is a student portfolio?

A student portfolio is a collection of materials that reflect the experiences, achievements, and growth of the student based on participation in university coursework and extracurricular activities. Portfolio items may include papers, reports, tests, photos of artwork, slides, video or audio tapes, etc.

1. University Portfolio Taskforce Guidelines

For several years seniors have been required to submit portfolios of their work to the university-wide Liberal Arts and Sciences Portfolio Taskforce. The faculty on this taskforce read and evaluate the portfolios in detail. These requirements change slightly from year to year. Specific directions for how to complete the portfolio graduation requirement are available online each year.

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Senior CMDS students will be asked to submit an additional CMDS Major portfolio for the purposes of assisting the CMDS faculty in assessing the undergraduate curriculum in communication disorders. Most items requested for this purpose will be generated in CMDS or required support courses. Some items may be submitted for more than one purpose (e.g., a major project may be an ideal candidate for submission as both a CMDS item and a University taskforce item). Examples of items which may be requested for CMDS portfolios include: Clinical Competencies Checklist and a case summary report (if in clinic track); Senior Capstone Project (if in capstone seminar); item demonstrating proficiency in linguistic analysis (e.g., phonetics, pragmatic, syntactic, morphological, or phonological analysis); item demonstrating understanding of normal speech and/or hearing anatomy & physiology; item demonstrating excellent personal communication ability; item demonstrating awareness of developmental changes in normal human communication across the life span; item demonstrating proficient use of technology; item expressing more than one viewpoint of a public issue or health concern related to communication disorders.

What should I do about my portfolio this year?

1. If you haven't already, choose a location/folder in which you can conveniently place hardcopies of portfolio materials as you acquire and develop them. Label it and keep it in a safe place. Back-up electronic copies of all major assignments on your network drive, in folders by course or by semester. Be sure the file names will be meaningful to you in a couple of years (BAD: soc paper.doc GOOD: Gender&Ethics paper SOC F09 v.final.doc (translation: my gender and ethics paper, from Sociology in Fall 2009, final version). Get in the habit of TYPING your name, the course name & number, and the date at the top or on the cover page of all major assignments, whether required or not. When possible, include the essay question or prompt that the assignment responds to.

2. Make it a habit to keep a clean copy of major assignments: for example, print out 2 copies of important papers, so that you can submit 1 to your professor and file 1 in your portfolio. Portfolio benefits aside, this habit can save you a lot of work in an emergency (like, the paper

you submitted got lost or your computer fails!) It is worth the extra few cents! Many senior students report that they don't have copies of their best work because computers/word processors have changed during their 4 years at Truman or they could no longer find their storage media from previous years.

3. Try new things; take advantage of as many special events and opportunities on campus as you can, and keep a few souvenirs in your portfolio to remind you about them (make notes on theater and concert programs when something especially meaningful happens).

4. If you have items from last year on a jump drive or scattered around, take a few minutes to collect them on a CD for storage, check your network backup, and/or make new printouts and put them in your portfolio.

What examples of my work this year should I keep?

In general, when in doubt, keep it. You'll have plenty of opportunity to sort things out and discard materials that no longer seem appropriate. This year you should consider keeping examples of your best work from CMDS 261 Phonetics and CMDS 460 Language Development and/or coursework in child development. Also consider items that show interdisciplinary thinking, disability awareness, and other multicultural experience. Even if you change majors, you will need to submit a university portfolio. If you start a system for keeping portfolio materials now, compiling your portfolio later will be a snap.

Advising Issues for CMDS Sophomore Majors

- Re-read the CMDS Undergraduate Program Mission and Objectives – how are you doing?
- Make sure you are doing enough Clinical Observations to stay on track.
- Do a degree audit on TruView so you can check your progress toward graduation. Be aware of major and overall GPA requirements for graduation and doing the clinical senior capstone option.
- Not happy with your grades? Talk to your advisor about strategies for improvement!
- Considering study abroad? Considering General Honors, a minor or MAE? Plan this now with your advisor.
- Get connected! Join a student group that will help you explore your interests and possibly future career goals, such as the Communication Disorders Association (CoDA) student group or Truman Council for Exceptional Children chapter.
- Want more involvement in CMDS? Consider asking for a campus job in the dept., think about participating in a student research opportunity (McNair program, Dr. Cochran's TSR group, or Undergraduate Research Stipend, etc).
- Summer – take time to job shadow someone with a career you might like. Get a job that gives you experience working with people if you plan a career in communication disorders or teaching.

Communication Disorders Major Portfolio Junior Guidelines

What is a student portfolio?

A student portfolio is a collection of materials that reflect the experiences, achievements, and growth of the student based on participation in university coursework and extracurricular activities. Portfolio items may include papers, reports, tests, photos of artwork, slides, video or audio tapes, etc.

1. University Portfolio Taskforce Guidelines

All seniors will submit portfolios of their work to the university-wide Liberal Arts and Sciences Portfolio Taskforce. The faculty on this taskforce read and evaluate the portfolios in detail. These requirements change slightly from year to year. Specific directions for how to complete the portfolio graduation requirement are available on the university website each year.

<http://assessment.truman.edu/>.

2. CMDS Major Guidelines

Senior CMDS students will be asked to submit an additional CMDS Major portfolio. Most items requested for this purpose will be generated in CMDS or required support courses, so all you have to do is keep your work! Some items may be submitted for more than one purpose (e.g., a major project may be an ideal candidate for submission as both a CMDS item and a University taskforce item). Categories you will be asked to submit items for may include: Communication disorders, normal communication and development, cultural and individual variation in communication, speech and language analysis, scientific foundations, intervention and rehabilitation of communication disorders, professional ethics/ issues/and/or career awareness.

When will I have to submit my portfolio?

Seniors are required to submit their University portfolio about mid-way in their final semester on campus. University portfolios are normally submitted electronically, and are not normally returned to students right away. The exact deadline will be announced early each semester.

CMDS Major portfolios will also be due during the semester that you plan to graduate (Summer, Fall, or Spring). Detailed instructions will be made available. CMDS Major portfolios will most likely be submitted in hardcopy, and the intent will be to return your work to you prior to your graduation.

What should I do about my portfolio this year?

1. By now you should have a system for keeping your portfolio materials in a convenient, safe place. Back-up electronic copies of all major assignments on your network drive, in folders by course or by semester. Be sure the file names will be meaningful to you later (BAD: psyc101.doc GOOD: Child language paper PSYCH 260 F09 final.doc (translation: my paper on child language, from the Psych course in Child Dev I took in Fall 2009, final version). Note that if you Search for “child” or “language” or “F09” this paper will turn up. Get in the habit of TYPING your name, the course name & number, and the date at the top or on the cover page of all major assignments, whether required or not, so you have this information in the electronic copy. When possible, include the essay question or prompt to which your work responds.

2. By now your portfolio probably includes: at least one science lab report; an example of advanced mathematics; items that demonstrate excellent oral and/or written language ability; items that show analysis and synthesis of information or concepts; items that demonstrate understanding of human development; items that represent important content and skills in your major, and items that represent other important personal achievements or events.

3. Take a few minutes to look through your portfolio materials from the past 3 years.

- Has your writing changed?
- Are the assignments you are working on becoming more challenging and more complex?
- Do you see any connections between work in liberal studies courses and work you are doing in your major?
- What items are you most proud of?

4. Are there activities or opportunities or courses that you meant to take advantage of but haven't gotten around to yet? Make an appointment with your advisor and see if you can work them into your plan for the next few semesters.

What examples of my work this year should I keep?

For your portfolio this year you should especially consider keeping selected items from CMDS courses in Speech Mechanism, Audiology, Aural Rehabilitation, Principles of Clinical Management, and Articulation and Phonology. Also consider items which demonstrate advanced foreign language skills, computer skills, research skills or interdisciplinary thinking (e.g., JINS course, Anthropological Linguistics, Experimental Psychology, Statistics).

Advising Points for CMDS Junior Majors

- Make sure you complete your 25 hours of Clinical Observation (graduation requirement)
- Do a degree audit on TruView so you can check your progress toward graduation. Be aware of major and overall GPA requirements for graduation and doing the clinical senior capstone option. Be aware that the Senior Capstone Seminar (non-clinic option) is available to any student (you can do both) but is only offered spring semester. Be sure all substitution forms and/or transfer credit is in place. Check to be sure that you will meet the 300-400 level course requirement if you stay on plan.
- Discuss your ideas about graduate school or other future plans with your advisor. Consider a visit to the Truman Career Center, and watch for information about the Career Fair or Expo for special summer jobs and other job opportunities.
- Summer – take time to find out about graduate programs you are considering or career opportunities you plan to pursue after graduation. Visit graduate programs and plan to take the GRE in late summer or very early fall of your senior year.

CMDS Senior Portfolio Review Procedures and Feedback Guidelines for Faculty

What happens to portfolios after they are submitted?

Portfolio evaluation:

A rubric for faculty and external reviewer use has been developed. We will use this rubric to review and evaluate student CMDS portfolios and to collect data for the purposes of program assessment. The rubric will not be returned to the student because it is not for the purpose of feedback.

At least once each year, each faculty member will participate in senior portfolio review, using the rubric. Periodically, in addition to faculty review, external reviewers will evaluate senior portfolios. The external review of the CMDS undergraduate program is a university requirement, and should be based in part on the review of senior student assessment tools, such as our CMDS portfolio requirement and CMDS Senior Survey.

Feedback to student:

The response to the student regarding CMDS senior portfolios will include the following:

- 1) Congratulations card signed by faculty
- 2) cover letter from department chair, including thanks and brief specific feedback
- 3) portfolio materials returned prior to the student's graduation

External reviewers:

It is anticipated that external reviewers will be engaged to examine a sample of senior portfolios using the same rubric as the faculty. This will permit a comparison of ratings and possibly some conclusions regarding reliability. In addition, external reviewers will look at previous data collected through the faculty's portfolio review and CMDS Senior Survey data to help us see any trends or important gaps that we may have missed.

It is anticipated that external reviewers who examine senior portfolios will be drawn from local alumni who are knowledgeable about the program but no longer have close ties. We intend this activity to become one that strengthens alumni relations and is seen by local alumni as an honor. In return for their service, local alumni will be invited to participate in a Truman CMDS-sponsored continuing education event (CE) at no cost.

**Faculty or External Review of Senior CMDS Portfolios
Individual Portfolio Summary Sheet**

Faculty Name: _____ Student: _____

As you review the items in this portfolio, please check the categories with artifacts according to the student, then rate the item to indicate how well in your view the item a) fit the category and b) demonstrated student competency in that category.

Portfolio category	How well artifact fit category 1=poor 2=adequate 3=great	Rate the level of student competence* demonstrated by the artifact 1=below expectation 2=as expected 3=exceeds expectation
__communication disorders		
__normal communication/ development		
__cultural or individual variation in communication		
__speech or language analysis		
__scientific foundations		
__intervention/rehabilitation of communication disorders		
__professional ethics/ issues/and/or career awareness.		
__ other		

* compared to other students at this level, not to graduate student expectations

Summarize the student's ratings of artifacts below by circling the highest rating for each characteristic that the student indicated on any portfolio artifact.

- | | | | |
|---|---|---|--|
| 1 | 2 | 3 | Encourage or promote strong oral and/or written communication skills |
| 1 | 2 | 3 | Encourage or promote collaboration with a faculty member or peers |
| 1 | 2 | 3 | Encourage or promote pursuit of your personal goals or interests |
| 1 | 2 | 3 | Encourage or promote connections to your studies in the liberal arts and sciences |
| 1 | 2 | 3 | Encourage or promote understanding of human development across the lifespan |
| 1 | 2 | 3 | Encourage or promote sensitivity to cultural and individual variations |
| 1 | 2 | 3 | Encourage or promote awareness of professional or ethical issues and/or appropriate professional conduct |
| 1 | 2 | 3 | Encourage or promote the value of lifelong learning |
| 1 | 2 | 3 | Encourage or promote the value of service to the others or the community |

Comments for student feedback letter:

Sample CMDS Senior Portfolio Feedback Letter

Dear (Student):

We commend you for completing the CMDS Major Portfolio graduation requirement. It has been exciting to see your progress and growth from your entrance into the program till now. We hope that in the process of compiling your Major portfolio, this progress and growth was evident to you, too. Regardless of how you plan to proceed with future personal goals or career plans, we are confident that your work in this major will have long-lasting benefits for you, and likely for others as well. Congratulations!

As you can see from the CMDS program objectives, our goals for you were broad and ambitious. It was a pleasure to see evidence in your portfolio that you have embraced these goals too. In particular, reviewers of your portfolio pointed out:

(personal examples/comments about this student's portfolio excerpted from faculty review)

As we return this collection of work to you, please accept our thanks and our kudos! We appreciate your participation in the CMDS Senior Assessment Program, because this is one way we obtain information that can help us continuously improve. It is quite something to finish your bachelor's degree at an institution such as Truman, and we are very proud of you!

On behalf of the Communication Disorders faculty and staff,

(signed)

Janet Gooch, Ph.D., CCC-SLP
Chair, Communication Disorders Department

Timeline of Implementation of new CMDS Senior Assessment Components Fall 2008 – Fall 2012

Components to be implemented include:

CMDS New Major/Freshmen Survey

CMDS Senior Survey

CMDS Senior Portfolio Requirement

CMDS Senior Portfolio Review – Internal (Truman faculty) and External (local alumni)

Fall 2008

- Faculty receive orientation to new CMDS Senior Assessment components at August retreat
- New students receive **CMDS Freshmen and New Major Orientation Packet**
- CMDS sophomores receive both **CMDS Freshmen and New Major Orientation Packet** and the **CMDS Major Portfolio Sophomore Guidelines** during Phonetics class. They will be the first class required to submit senior portfolios, beginning with graduation **Fall semester, 2010**.
- CMDS Senior Survey will be administered to seniors during CMDS 474 Speech Science

Spring 2009

- New students receive **CMDS Freshmen and New Major Orientation Packet**
- Faculty will review the results of the first CMDS Senior Survey administered fall 2008 during a regularly scheduled faculty meeting during Spring, 2009
- Suggested changes to the CMDS Senior Survey will be made
- Advisors will be reminded of points to include for sophomore academic advising

Fall 2009

- Faculty review CMDS Senior Assessment components at August retreat
- New students receive **CMDS Freshmen and New Major Orientation Packet**
- CMDS sophomores receive **CMDS Major Portfolio Sophomore Guidelines** during CMDS 261 Phonetics class.
- CMDS juniors receive **CMDS Major Portfolio Junior Guidelines** during CMDS 470 Speech Mechanism class.
- CMDS Senior Survey will be administered to seniors during CMDS 474 Speech Science

Spring 2010

- New students receive **CMDS Freshmen and New Major Orientation Packet**
- Faculty will review the results of the first CMDS Senior Survey administered fall 2009 during a regularly scheduled faculty meeting during Spring, 2010
- Advisors will be reminded of points to include for sophomore and junior academic advising

Fall 2010

- Faculty review CMDS Senior Assessment components at August retreat
- New students receive **CMDS Freshmen and New Major Orientation Packet**

- CMDS sophomores receive **CMDS Major Portfolio Sophomore Guidelines** during CMDS 261 Phonetics class.
- CMDS juniors receive **CMDS Major Portfolio Junior Guidelines** during CMDS 470 Speech Mechanism class.
- CMDS Seniors receive **CMDS Senior Assessment Packet** during class meeting of CMDS 474 Speech Science, and complete CMDS Senior Survey. Questions about portfolio requirements will be answered.
- **First CMDS Senior Portfolios will be collected and reviewed by CMDS faculty for students graduating Fall 2010. (this should be a very small group of about 5)**

Spring 2011

- New students receive **CMDS Freshmen and New Major Orientation Packet**
- Faculty will review the results of the first CMDS Senior Survey fall 2010 AND the comparable New Student survey administered fall 2008 during a regularly scheduled faculty meeting during Spring, 2011.
- Advisors will be reminded of points to include for sophomore and junior academic advising
- **CMDS Senior Portfolios will be collected and reviewed by CMDS faculty for students graduating Spring 2011. (this should be a large group of about 30)**

Fall 2011

- Faculty review CMDS Senior Assessment components at August retreat, including the results of the first portfolio submissions. Adjustments in directions and requirements will be made. Plans for the first external review of portfolios will be discussed.
- New students receive **CMDS Freshmen and New Major Orientation Packet**
- CMDS sophomores receive **CMDS Major Portfolio Sophomore Guidelines** during CMDS 261 Phonetics class.
- CMDS juniors receive **CMDS Major Portfolio Junior Guidelines** during CMDS 470 Speech Mechanism class.
- CMDS Seniors receive **CMDS Senior Assessment Packet** during class meeting of CMDS 474 Speech Science, and complete CMDS Senior Survey. Questions about portfolio requirements will be answered.
- **CMDS Senior Portfolios will be collected and reviewed by CMDS faculty**

Spring 2012

- New students receive **CMDS Freshmen and New Major Orientation Packet**
- Faculty will review the results of the first CMDS Senior Survey administer fall 2011 during a regularly scheduled faculty meeting during Spring, 2012. It will be determined whether there is a need to actually compare New Student Survey data to Senior Survey data, or whether the purpose of the New Student Survey is primarily fulfilled by them seeing and thinking about it.
- Advisors will be reminded of points to include for sophomore and junior academic advising
- **CMDS Senior Portfolios will be collected and reviewed by CMDS faculty AND External Reviewers for students graduating Spring 2012**

Fall 2012

- Faculty review CMDS Senior Assessment components at August retreat, including the results of the previous portfolio submissions and External Reviewers comments. Adjustments in CMDS Senior Assessment components (directions, requirements, etc.) will be made as deemed necessary.
- CMDS faculty will meet with University Assessment personnel or committee members to present results to date and ask for suggestions.
- New students receive **CMDS Freshmen and New Major Orientation Packet**
- CMDS sophomores receive **CMDS Major Portfolio Sophomore Guidelines** during CMDS 261 Phonetics class.
- CMDS juniors receive **CMDS Major Portfolio Junior Guidelines** during CMDS 470 Speech Mechanism class.
- CMDS Seniors receive **CMDS Senior Assessment Packet** during class meeting of CMDS 474 Speech Science, and complete CMDS Senior Survey. Questions about portfolio requirements will be answered.
- **CMDS Senior Portfolios will be collected and reviewed by CMDS faculty**

**Communication Disorders Senior Assessment Packet
Truman State University**

Contents

- Communication Disorders Undergraduate Program Mission
- Communication Disorders Undergraduate Program Objectives
- CMDS Major Portfolio Senior Guidelines
- CMDS Major Senior Portfolio Cover Sheet and Checklist
- CMDS Major Senior Portfolio Artifact Cover Sheets
- CMDS Major Senior Portfolio Missing Artifact Form
- CMDS Major Senior Survey

If you have questions about how to proceed with your Major Portfolio requirement, contact Dr. Cochran or Dr. Gooch.

CMDS Senior CMDS Portfolio Guidelines
Truman State University (DRAFT v.2)

Purpose and Rationale:

Senior portfolios are being required as part of the Truman Senior Assessment for Communication Disorders Majors. Your portfolio will be used to help us assess the CMDS program as a whole, and will be reviewed by external reviewers who evaluate the program's senior assessment. You will not receive a grade, but submitting a portfolio is a graduation requirement.

Your graduate portfolio will primarily consist of CMDS assignments/projects (artifacts) that you have been collecting throughout your work in the major.

It is our intention to review your portfolio very soon after it is submitted, so that it can be returned to you before you leave campus (graduation). With this in mind, however, you should still keep original copies of any documents that are especially meaningful to you. High-quality photocopies are acceptable in the portfolio.

As with any summative evaluation, this is a chance to look back on your achievements. We hope that collecting and reviewing these materials will help you gain a useful perspective on your growth and your accomplishments as a student. In particular, we hope that collecting and reviewing your portfolio items will help you realize how far you have come in achieving the objectives of the CMDS undergraduate major. Congratulations!

DIRECTIONS to Students:

Prior to your graduation, please submit the documents listed below in the portfolio that we provide. **PLEASE SEE POSTED DUE DATES.**

How should you choose items for your portfolio? Please review the categories below and consider what artifacts/items you have that fit the categories. Choose the item that for you best demonstrates the intent of the category, and fill out the Artifact Cover Sheet for that category. Cover Sheets should be attached to the item to which they refer.

Complete and sign the index coversheet (attached), so we know what you included. Put a check mark beside items that you included from the recommended list. If necessary, substitute similar items and fill in a brief title/description. **REMOVE ALL IDENTIFYING**

CLIENT INFORMATION from any clinical documents. Please do not give us originals of documents that you would like to keep (although we intend to return the portfolio to you). Legible photocopies will be acceptable.

Frequently Asked Questions:

Can the same items be used in both my CMDS and University portfolios? If they suit the required categories, yes – but you will need to submit them separately.

Can one item be used to fulfill multiple categories in my CMDS portfolio? Yes – but we'd really like to see a diverse collection of artifact, if possible. Obviously, you'll have multiple examples to choose from for some categories, so please include different items when possible.

What should I do if I don't have a good submission for a category? If you either 1) lost the appropriate artifact or 2) don't believe that you have an appropriate submission, you should submit a Missing Artifact form to substitute. This will let us know what happened and whether it has implications for CMDS program development or not.

What if I have something that is not on paper? We prefer hard copies of all documents/papers; mixed media projects such as PowerPoint presentations may also be included, either on disk or printed out. If you have something else in mind, please talk to the Portfolio Coordinator.

What does "scientific foundations" mean? We're trying not to prescribe exactly what you should submit, so we get some insights into how YOU view these experiences in retrospect. So, we hesitate to specify a single course or assignment as THE expectation for a category. However, generally we view this category as the underlying concepts and content that a person needs in order to understand and progress in communication disorders – for example, familiarity with anatomy and physiology, phonetics, acoustics, scientific method, etc.

CLINIC DOCUMENTS: Remember to remove all identifying information (address, case number, etc) from any clinic documents you submit.

CMDS Senior Portfolio Cover Sheet and Checklist

Name of Student _____

Degree Sem/year: _____

Category	Course in which Artifact was generated	Suggested Item	Actual Item Submitted
Communication disorders			
Normal communication and development			
Cultural and individual variations in communication			
Speech and language analysis			
Scientific foundations			
Intervention and rehabilitation of communication disorders			
Professional ethics, issues, and career awareness			

The information and documents included in this portfolio represent my work and are accurate to the best of my knowledge.

Date: _____ Student's signature: _____

Name of your academic advisor: _____

CMDS Senior Portfolio Artifact Cover Sheet

Please complete and attach a copy of this form for each artifact in your portfolio

Name: _____

Title of Artifact _____

Portfolio category that artifact fulfills (check one – or more if this is the only submission for that category)

communication disorders

normal communication/development

cultural or individual variation in communication

speech or language analysis

scientific foundations

intervention/rehabilitation of communication disorders

professional ethics/ issues/and/or career awareness.

Approximate date of completion: _____

Source of artifact (name of course, experience, event) _____

Consider the artifact you are submitting and review the list of possible connections below. Rate the extent to which the experience associated with this artifact did or did not connect to these additional CMDS program objectives.

Circle the best rating in your opinion: 1 = not at all, 2= somewhat , 3= definitely

Did this assignment:

- | | | | |
|---|---|---|--|
| 1 | 2 | 3 | Encourage or promote strong oral and/or written communication skills |
| 1 | 2 | 3 | Encourage or promote collaboration with a faculty member or peers |
| 1 | 2 | 3 | Encourage or promote pursuit of your personal goals or interests |
| 1 | 2 | 3 | Encourage or promote connections to your studies in the liberal arts and sciences |
| 1 | 2 | 3 | Encourage or promote understanding of human development across the lifespan |
| 1 | 2 | 3 | Encourage or promote sensitivity to cultural and individual variations |
| 1 | 2 | 3 | Encourage or promote awareness of professional or ethical issues and/or appropriate professional conduct |
| 1 | 2 | 3 | Encourage or promote the value of lifelong learning |
| 1 | 2 | 3 | Encourage or promote the value of service to the others or the community |

CMDS Senior Portfolio Missing Artifact Form

Name: _____

Portfolio category that you have no item for (check one – use a different form for each category)

- communication disorders
- normal communication/development
- cultural or individual variation in communication
- speech or language analysis
- scientific foundations
- intervention/rehabilitation of communication disorders
- professional ethics/ issues/and/or career awareness.

Why is your artifact missing? Check any that apply.

- lost media or computer breakdown
- don't think I have done anything at Truman that fits the category

Comment: _____

know I had an appropriate artifact, but I just can't find it

other (please explain) _____

IF you know you had an appropriate artifact, but just can't find it, tell us the following about it:

Approximate date of completion: _____ Name of item you have in mind: _____

Source of artifact (name of course, experience, event) _____