

## Chapter XVII: SCHOLARSHIP OF ASSESSMENT GRANTS

Last year the *Assessment Almanac* chapter on Assessment Grants reported on the number of approved grant proposals from Summer 2007. This year's chapter gives an update on the 2007 Grants. Assessment Grant applications were not solicited for Summer 2008.

### **UPDATE: Summer 2007 Assessment Grants:**

There were two Assessment Grants awarded in 2007 to a total of three Truman faculty:

1. Development and Evaluation of a Learning Outcomes Assessment for Senior Psychology Majors
2. Developing a Senior Assessment for Communication Disorders

Results from the Psychology Grant were presented to the Psychology Department and results from the Communication Disorders Grant will be presented once its long-term impact has been assessed. The full Psychology and Communication Disorders reports can be viewed online through the assessment website at <http://assessment.truman.edu/grants/2007.asp>.

The Psychology Grant set out to evaluate an assessment method which identifies psychology majors' reported gains in target knowledge, skills, and attitudes and how they believe they achieved those gains. Data using this assessment method was collected from all psychology senior capstone sections at the end of the fall 2006, spring 2007 and summer 2007 semesters with 109 of 115 enrolled students participating in the voluntary survey. For gains in the three areas indicated above, the means were in the range of 1.97-2.56 with 0 indicating no gain and 3 indicating large gain. Students indicated that the majority of their gains were a result of taking Psychology courses rather than doing research or internships. Also, there were correlations between this data and MFAT scores and grade point averages. For example, larger gains in learning to conduct meaningful psychological research appeared to be related to higher psychology grade point averages and higher scores on the MFAT. A negative relationship was that students who reported gained knowledge of how to implement knowledge in occupational settings and how to improve their communication skills had lower MFAT scores possibly due to these students entering college with a lower academic level and needing to make rapid gains throughout college. However, according to the report, "All scales demonstrated adequate internal consistency and marked facets of the same construct. Moreover, students reported moderately large gains in all areas assessed." For complete information on this grant report, go to [http://assessment.truman.edu/grants/report\\_Vittengl.pdf](http://assessment.truman.edu/grants/report_Vittengl.pdf).

The purpose of the Communication Disorders (CMDS) Grant was to develop an undergraduate assessment package for the Communication Disorders Program to serve as its senior test. In the past, CMDS students have taken the GRE as their senior test although a more discipline-specific senior test has been desired. This assessment package will begin with first-year students and continue throughout their undergraduate career culminating in a final product that reveals the importance of assessment and how students have met the CMDS Program's and the University's objectives. CMDS students will receive various materials each year to keep them on track and

progressing towards the final product. So far, the CMDS mission statement and objectives have been posted in the CMDS office and on the CMDS website; discussions have been held amongst CMDS faculty concerning the implementation of key assignments in various courses to support the portfolio assessment; a rubric for the senior CMDS portfolio has been created; and 117 CMDS students were surveyed in fall 2007 about meaningful experiences in the CMDS major and the survey's results now form the CMDS Senior Survey. Because the assessment package will start with freshmen and end with seniors, it will be four years before the first class will complete the process fully. Included with the grant report is a Timeline of Implementation that began this fall 2008. CMDS faculty received orientation; new CMDS students and sophomores were given the CMDS Freshmen and New Major Orientation Packet and sophomores received the CMDS Major Portfolio Sophomore Guidelines; and the CMDS Senior Survey is scheduled to be administered to seniors in the Speech Science course (CMDS 474) this fall semester. For complete information on this grant report, go to [http://assessment.truman.edu/grants/report\\_Gooch\\_Cochran.pdf](http://assessment.truman.edu/grants/report_Gooch_Cochran.pdf).