

## **Assessment Grant Initiative Implementation Report**

Awardees of all grants are asked to share their assessment projects/pilots and results with the greater UMaine community. Therefore, we are asking awardees to submit a brief summary of their findings to OIRA the year following their award. Please complete the form below and give a summary of your findings. This summary should be less than 500 words.

If you were funded for an assessment project, please report on the results of the project, any challenges encountered during implementation, and future plans.

If you were funded for a Brightspace course pilot, please reflect upon the experience, including the benefits and challenges of implementation, and future plans for rolling out your use of the learning outcomes tools. These summaries will be posted on the OIRA website.

Title of Proposal: ***Undergraduate Assessment in Communication Sciences and Disorders***

Department or Program: CSD

Faculty Member(s) or Staff Member(s): Jane Puhlman

Academic Rank or Title: Assistant Professor

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### **The problem :**

Prior to the Fall of 2022, the department of Communication Sciences and Disorders was dependent on adjunct faculty to teach the majority of the undergraduate courses. This led to a fragmented undergraduate program and little consistency across coursework. The program struggled with both recruitment and retention of undergraduate students and the fragmentation of courses and course sequence was partially to blame.

### **Strategy for improvement:**

In an effort to create an undergraduate department that built on the prior knowledge of students and challenged their learning, the CSD faculty created [program learning outcomes](#). These program outcomes target skills undergraduate students need to be successful in graduate programs for speech language pathology, audiology and the workforce. The outcomes not only targeted the students' foundational knowledge of typical speech, language, communication and hearing development, but also sought to develop their communication and research skills. As a unified department, leveled outcomes were also written as a way to demonstrate learning growth towards the program outcomes throughout the students' four years in the CSD major.

Once program and leveled outcomes were developed, the department used a faculty retreat to examine the undergraduate course sequence and how each program outcome was met across the students' four years. These were displayed in a [curriculum map](#). From this conversation the course sequence was altered so that the faculty had contact with students each year of their program and that each program outcome was targeted at least one time per academic year.

The funding awarded was used to pay a graduate assistant to collect data for each student in each cohort (freshman, sophomore, junior, senior) for the fall 2021, spring 2020 and fall 2022. To do this, she first connected with each faculty member teaching at the undergraduate level and shared the program outcomes that the department hoped would be targeted within their course. Then, she supported the faculty in identifying course outcomes that aligned with the department program outcomes. Once these course outcomes were identified, the graduate assistant worked with faculty to identify how the students would be assessed on their learning of each course outcome.

The graduate student created a data file that contains every student in each course and their scores on the faculty-identified assessments. This information was collected by the research assistant as the faculty entered in grades on brightspace. The grades were then changed to nominal data (emerging, approaching, achieving, exceeding). See example for csd 130 with student names removed:

		Students will be able to label assessment strategies used for individuals with communication disorders	Students will be able to demonstrate an introductory understanding of intervention strategies for treatment of speech, language and hearing disorders	The student will orally deliver information related to introductory aspects of typical anatomy of speech.		The student will accurately convey information through a written format.		Students will be able to identify relevant information from a peer reviewed article
		<b>In-class Assessments Task (Mar 29)</b>	<b>Intervention Strategy Assignment (Apr 12)</b>	<b>Anatomy Video Assignment (Mar 1)</b>	<b>APA Format Assignment (Feb 15)</b>	<b>Exam 1 APA Q.39, Q.47 (Feb 22)</b>	<b>Peer Review Assignment (Feb 3)</b>	<b>APA Format Assignment (same as column F)</b>
xxxxxxx	0	0	0	Achieving	took test lat	Exceeding	Achieving	
xxxxxxx	Exceeding	Achieving	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	
xxxxxxx	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	
xxxxxxx	Achieving	Exceeding	Exceeding	Exceeding	Exceeding	Achieving	Exceeding	
xxxxxxx	Achieving	Emerging	Exceeding	Approaching	Exceeding	Approaching	Approaching	
xxxxxxx	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	
xxxxxxx	Achieving	Achieving	Exceeding	Exceeding	Exceeding	Exceeding	Exceeding	
xxxxxxx	Exceeding	Achieving	Exceeding	Exceeding	0	Exceeding	Achieving	
xxxxxxx	Exceeding	Exceeding	Exceeding	Achieving	Approaching	Approaching	Achieving	

**Moving forward:**

Data for the fall 2021, spring 2022, fall 2022 is currently being compiled for students that are in a traditional course sequence. We removed transfer students from our analysis because they are often given permission to join classes without prerequisite courses. Their data would not give information on how the foundational information is built upon for each course.

Using this data, the faculty can answer the following questions:

- 1) Are dynamic assessments being used to demonstrate student learning for each program outcome?
- 2) Are students demonstrating learning growth from their 1st year to their 4th year in the CSD major?
- 3) Does the current course sequence support continued learning?
- 4) Are there program outcomes that can be omitted as targets in courses? Are there program outcomes that need to be added as targets for courses?

The CSD department is grateful for the funds to pay the research assistant and we look forward to the program analysis as a result of her data collection.