

Assessment Grant Proposal Form

Assessing student learning is an essential component of general education and in the major. This grant supports innovative practices in the assessment of student learning. The Assessment Grants are intended for faculty in their efforts to support and assess student learning in public affairs and general education.

Assessment Grant applications will be reviewed on a rolling basis throughout the Spring 2018 semester. For more information, contact Julia Cottrell via email at JuliaCottrell@MissouriState.edu.

Please fill out the form below which will become your grant proposal and click "submit" at the bottom of the page.

1. First and Last Name:

Nicole West

2. Email Address:

nmw2018@missouristate.edu

3. Campus Phone:

417-836-5223

4. Campus Location/Address:

Hill Hall 303

5. College:

College of Education

6. Please list the department and program to which you belong.

Counseling, Leadership, and Special Education; Student Affairs in Higher Education

7. Have you received written approval from your department head or dean?

11/15/2018 9:03:30 AM

8. Will your program, department, or college support this project in any way? This is not a requirement, but "matching" makes dollars stretch farther and the request may help a broader audience understand and support your work.

Yes

9. Provide the budget (FOAP) number to which funds should be transferred should the proposal be approved.

10. What is the title of your proposal?

Exploring Barriers to Effective Writing among Graduate Student Researchers

11. Please select from the eligible projects listed below. If "other", please contact an Assessment staff member for approval.

Support data analysis of teaching evaluation focus groups to improve graduate student writing in research courses

12. What do you plan to purchase or pay for? Please specify what line items will be funded through the assessment grant and what line items will be funded through other sources.

Purchase of qualitative data analysis software (assessment grant); Transcription of focus group data (departmental start-up funds)

13. What contributions will this work have on enhancing student learning? Briefly describe the learning, writing, or thinking need that you intend to address with this grant.

The goal of this project is to identify instructional (i.e., how the course is taught), course design(i.e., how the course is designed), and external factors (i.e., student effort, preparedness, capacity, etc.) that impede effective writing among graduate students in a four-course sequence of research and assessment classes in the Student Affairs in Higher Education (SAHE) M.S. program. It is believed the findings of this project will inform the development of teaching strategies and course design approaches that will enhance the writing skills of students in the courses that are the focus of this study, as well as in the SAHE program at-large.

14. What is your time frame for the proposed project?

Spring 2019

15. How will the results of this project be used for program improvement? Please describe any anticipated outcomes.

The findings will be used to revise the following courses, which will be offered in Fall 2019: Foundations of Research (SAE 729) and Assessment & Evaluation (SAE 767)

16. If funded, a short, written report is expected. The interim report will include the following information: Minutes of meetings (include attendees, date, items discussed, actions), project results, outcomes addressed, changes that will occur in the future due to this project, new learning, new curriculum, recommendations for future projects, and any handouts, student work, survey results, etc.

I agree to write a brief report before May 15, 2019.

17. Do you agree to share the funded project at the time of its completion? This may include sharing the proposal itself, outcome data from the grant's effect, or student work generated from use of the grant.

Yes

18. How do you plan to show evidence of student learning?

The research questions being addressed in the study are: (1) What instructional factors impede effective writing among graduate students in research and assessment courses?, (2) What course design factors impede effective writing among graduate students in research and assessment courses?, and (3) What external factors impede effective writing among graduate students in research and assessment courses?

Data will be collected during Spring 2019 from 1st year SAHE students regarding their experiences during Fall 2018 in Foundations of Research (SAE 729) and from 2nd year SAHE students regarding their experiences during Fall 2018 in Assessment & Evaluation (SAE 767). The findings will be used to revise these research and assessment courses, which will be offered in Fall 2019. In Spring 2020, a comparative analysis will be conducted to assess the impact of course revisions on the quality of final papers submitted by students in SAE 729 and SAE 767 during Fall 2018 and Fall 2019.

