

# 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](mailto: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:**

Ruth Walker

**2. Email Address:**

[rvw0923@missouristate.edu](mailto:rvw0923@missouristate.edu)

**3. Campus Phone:**

417-836-4677

**4. Campus Location/Address:**

Glen Isle 142/ 901 South National Ave. Springfield, MO 65897

**5. College:**

College of Health & Human Services

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

Department of Psychology

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

My department head has approved this proposal.

**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. What is the title of your proposal?**

PSY 200 Standardization and Faculty Training

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

Support a meeting of dual courses, per course, and full-time faculty in a department

**11. 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.

Our goal is provide our per course and full-time faculty members attending the training with breakfast and lunch. The estimates below are based on the attendance of both 20 and 25 attendees, respectively. The psychology department is willing to provide the funds to cover the costs above \$500, should the training attract more than 20 attendees.

Item One: Cold Breakfast [Fresh fruit skewers, granola, hard-boiled eggs, muffins, coffee and assorted teas, low-fat milk, orange juice, and fruit infused water]. Cost of this item from Missouri State Catering services is \$10/per person. Estimated costs are \$250.00 (25 attendees) or \$200.00 (20 attendees).

Item Two: Classic Deli Buffet [Choice of three deli classics, two types of cheese, side salad, breads, housemade chips, assorted gourmet cookies, iced tea, and iced water]. Cost of this item from Missouri State Catering services is \$14/per person. Estimated costs are \$350.00 (25 attendees) or \$280.00 (20 attendees).

Total costs are estimated to be between \$480 (20 attendees) and \$600 (25 attendees). If costs go above \$500, the psychology department is willing to fund the additional costs.

**12. 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 PSY 200 Committee was established this semester in order to address concerns that the students in one of our department's core courses, statistical methods, were receiving varying levels of preparation for Experimental Psychology (PSY 302). To address this concern, the committee has created and adopted a set of unified learning objectives for all PSY 200 instructors that will adequately prepare our students for the expectations of both PSY 302 as well as graduate school. Additionally, we have decided to adopt a unified statistical program for both PSY 200 and PSY 302 - JASP. JASP is a free open-source statistical analysis program with a student-friendly user interface that is capable of all the necessary analyses for both PSY 200 and PSY 302. Moving to an open-source statistical program has multiple benefits, to include: (1) allowing students the flexibility of completing their lab assignments on their own laptops and home computers; (2) allowing students the comfort of familiarity when they move from PSY 200 to PSY 302; and (3) allowing students to focus more on learning and maintaining conceptual course material rather than focusing on learning a new statistical program when they move between courses. For the department and the university, it may eventually reduce the number of needed licenses for IBM SPSS, SAS, and other programs currently utilized in these courses in the future.

**13. What is your time frame for the proposed project?**

Our goal is to implement training for all PSY 200 and PSY 302 instructors prior to the beginning of the Fall 2018 semester. This training will cover course learning objectives and JASP.

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

After training, instructors will be prepared to adopt a unified set of course learning objectives and begin utilizing JASP, standardizing the statistical program expectations for our undergraduate students throughout the psychology department.

**15. 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 by the end of this fiscal year (June 30, 2018).

**16. 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

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

We plan to solicit feedback from PSY 302 instructors regarding the level of preparedness their students had for the PSY 302 course expectations; specifically, their level of familiarity with the statistical tests and statistical program covered in the course. Additionally, we will provide course syllabi, demonstrating the change to a unified set of learning objectives as well as a unified statistical program.