

# Assessment Grant Final Reports

Jeffrey Jones

- 1. How were the results used to improve student learning?**  
 The grant help fund the attendance of two students to participate in the Center for Inquiry's Student-Focus Group Workshop held at MSU on March 7-8, 2019. From this training, we will conduct student focus groups related to the issue of participation in student organizations in the FGB Department during the FA19 semester. Two student researchers (Patrick Howley and Jasmine Pennington) will receive course credit in FA19 for conducting this research project.
- 2. Start and End Dates of the Project (Fall semester, spring semester, summer?)**  
 Fall 2019-Spring 2020
- 3. What did you want students to be able to do based on this project?**  
 We wanted students to be able to gain the skills necessary to conduct a student focus group, prepare a written summary of the major findings, and present these findings to the appropriate stakeholders (student org leaders and faculty advisors).
- 4. What information/evidence did you gather to improve student learning?**  
 focus groups
- 5. Estimated number of students impacted by the project**  
 2 directly, approximately 150 indirectly
- 6. What colleagues were involved?**  
 Dr. Stan Leasure
- 7. Answer one or all of these questions. The main goal is to understand what you learned about student learning. Questions to Help You Think That Through: What were the factors that affected student learning in your project? Or, how does what you learned about student learning add to research in the field or your own research? What did you learn about students as a result of this project?**
- 8. Examine and reflect on whether your action improved student learning as you had hoped. How did the strategy you used work?**  
 Participation in the student-focus group workshop certainly prepare the two student attendees to be leaders on conducting their own focus groups.
- 9. What contributions did this project have on student learning?**  
 The primary contribution will be to identify the reasons why students do or do not participate in a student organization in the FGB department. We believe that involvement with our student organizations leads improves student retention and possible career outcomes for the student.
- 10. Rate how helpful the assessment grant was to your assessment process. (1=very little; 5=very helpful)**  
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- 11. Rate the ease of the assessment grant process (from proposal to final project) (1=very difficult; 5=very easy).**  
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- 12. Name**  
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