

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:

R. Magdalena Berry

2. Email Address:

magdalenaberry@missouristate.edu

3. Campus Phone:

836-8841

4. Campus Location/Address:

SICL 301

5. College:

College of Arts & Letters

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

English

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

Yes

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?

Annual Assessment of ENG 221: Writing in the Professions

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

Incentivize faculty for the extra work involved in assessment

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.

individual stipends for participants in the assessment process

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 annual assessments provide an opportunity to review course success in meeting specific learning goals and objectives. This year (2018) we are assessing Learning Outcome 3.2: “demonstrate consistent use of important conventions particular to specific disciplines and writing tasks, including organization, content, presentation, and stylistic choices.” and LO3.3: “correctly use language that conveys meaning to readers.” Student proposal assignments will be evaluated using a rubric based on these goals.

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

The assessment will be conducted in August 2018

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

Results will be used to modify instructional techniques, if necessary, to enhance student learning and address any deficiencies.

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 periodic reviews assess all (rather than individual) learning goals and objectives for ENG 221. The results will be compared to previous annual reviews with regard to the individual goals and objectives, indicating progress in meeting the goals.

Assessments are conducted by examination of a sample of writing assignments from all course sections, using a rubric based on the goals and objectives to score student learning. Scores are tabulated, revealing strengths and weaknesses in student learning.