

**Institutional Effectiveness/Assessment Report
2014-2015**

College or Division: Academic Affairs

Department/Unit: Maroon and Write (Quality Enhancement Plan-QEP)

Degree Program (not applicable for non-academic departments): N/A

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College/Division Mission Statement: The mission of the Office of the Provost and Executive Vice President is to oversee and coordinate the learning enterprise of Mississippi State University. This mission includes coordination of the delivery of quality undergraduate and graduate instruction, oversight of the faculty, and coordination of the academic programs in the various colleges and departments.

Unit/Department Mission Statement: Maroon and Write's goal is to improve student writing. Maroon and Write will encourage faculty to adopt writing pedagogies not only to improve students' writing skills, but also to strengthen the institution's writing across the curriculum program and writing-to-learn strategies. Maroon and Write will train faculty members (1) in a 3-week intensive workshop called Maroon Institute for Writing Excellence (MIWE) and (2) in faculty development seminars and workshops throughout the year.

Please select Goals in which your unit links to the State of Excellence (University Strategic Plan):

- Foster Teaching and Learning**
- Promote Research and Creativity**
- Expand Outreach and Engagement**
- Encourage Globalization**
- Enhance Institutional Culture and Environment**

Expected Outcomes	Assessment Procedure	Criterion	Assessment Results	Criterion Met	Use of Results
(Column 1)	(Column 2)		(Column 3)	Y/N	(Column 4)
1. Students will write documents that are appropriately organized, well developed, and clearly worded.	1a. Each year, Maroon and Write trains faculty on writing pedagogy in a program called MIWE. Students taught by MIWE faculty will be assessed on a formal writing assignment. The rubric that will be used to assess the assignment has a scale of 1-5 with 1 being poor and 5 being superior. The following skill components from that rubric will be used for this criterion: 1. Problem 2. Thesis statement 3. Support for thesis 4. Word choice	1a. In working toward its long-term goal, Maroon and Write has set annual benchmarks. For FY15, students taught by MIWE faculty will score 4 or higher as follows: 1. Problem: 49.9% 2. Thesis statement: 59.1% 3. Support for thesis: 47.8% 4. Word choice: 69.3%	1a. For FY15, the students scored 4 or higher as follows: 1. Problem: 67.3% (146 out of 217) 2. Thesis statement: 64.1% (139 out of 217) 3. Support for thesis: 56.7% (123 out of 217) 4. Word choice: 77.0% (167 out of 217) During focus groups and informal work sessions, faculty who participated in FY14 MIWE requested more structured guidance in development of formal writing assignments.	Y	1a. In all four writing components, Maroon and Write exceeded its FY15 benchmark but continues to work toward its long-term goal. Based on feedback from FY14 MIWE faculty, the FY15 MIWE program expanded instruction in the development of writing assignments and the importance of scaffolding activities.

	<p>1b. Maroon and Write will collect formal writing samples from senior students. The rubric that will be used to assess the assignment has a scale of 1-5 with 1 being poor and 5 being superior. The following skill components from the rubric will be used for this criterion:</p> <ol style="list-style-type: none"> 1. Problem 2. Thesis statement 3. Support for thesis 4. Word choice 	<p>1b. Senior students' mean scores will improve 2.5% annually. For FY15, the mean scores will be:</p> <ol style="list-style-type: none"> 1. Problem: 3.43 2. Thesis: 3.85 3. Support for thesis: 3.35 4. Word choice: 4.07 	<p>1b. For FY15, the students (n=850) scored as follows:</p> <ol style="list-style-type: none"> 1. Problem: 3.76 2. Thesis: 3.63 3. Support for thesis: 3.58 4. Word choice: 3.86 	<p>N</p>	<p>1b. Although Maroon and Write did not meet its FY15 benchmark on 2 of the 4 components, it should be noted that the average scores of the students who were taught by MIWE faculty members did reach the benchmark in all 4 areas. Therefore, Maroon and Write staff have collaborated with the Writing Center and the Center for Teaching and Learning to schedule faculty development activities during FY16, such as Brown Bag luncheons and the Maroon and Write Speaker Series, to help train non-MIWE faculty members.</p>
<p>2. Students will use Standard English correctly, avoiding errors in syntax, grammar, and usage</p>	<p>2a. Students taught by MIWE faculty will be assessed on a formal writing assignment. The rubric that will be used to assess the assignment has a scale of 1-5 with 1 being poor and 5</p>	<p>2a. For FY15, 60% of students taught by MIWE faculty will score a 4 or higher on the correctness component.</p>	<p>2a. For FY15, the students scored 57.1% (124 out of 217) on correctness.</p>	<p>N</p>	<p>2a. Although the writing coordinator collaborated with MIWE faculty in assignment design and classroom instruction, due to time constraints she was unable to devote extensive time to teaching and offering feedback on correctness. Therefore,</p>

	being superior. The skill component for correctness from the rubric will be used to assess this criterion.				Maroon and Write hired a second writing coordinator to meet MIWE faculty and student demand; in addition, Maroon and Write hired two graduate assistants for FY 16 to work individually with MIWE students.
	2b. Maroon and Write will collect formal writing samples from senior students. The rubric that will be used to assess the assignment has a scale of 1-5 with 1 being poor and 5 being superior. The skill component for correctness from the rubric will be used to assess this criterion.	2b. Senior students will improve the mean scores by 4% each year on the correctness component. For FY15, students will score 3.2 or higher.	2b. For FY15, the mean score for correctness was 3.35 (n=850).	Y	2b. For FY16, Maroon and Write doubled financial support for the Writing Center to expand tutoring to include the area of correctness. It should be noted that students taught by MIWE faculty scored higher (3.51) than their counterparts (3.29).
	2c. The ETS Proficiency Profile national examination will be administered to a sample of MSU seniors each spring semester. This criterion focuses on the writing portion of	2c. For FY15, the following percentages of students will score Proficient in the writing component of the ETS Proficiency Profile: Level 1: 74.1%	2c. For FY15, the following percentage of students scored Proficient: Level 1: 75.8% Level 2: 30.4% Level 3: 17.4%	Y	2c. Although MSU achieved its benchmark, Maroon and Write noticed unevenness in the scores. Students who were taught by MIWE faculty had higher ETS scores than their counterparts. Maroon and Write sponsored or co-

	<p>the exam, which assesses students' writing proficiency across three levels, identified as Level 1, Level 2, and Level 3. These 3 levels correspond with certain writing competencies. Each level is evaluated in terms of Proficient, Marginal, or Not Proficient.</p>	<p>Level 2: 23.9% Level 3: 13.6%</p>			<p>sponsored faculty development activities for FY16 (such as the Maroon and Write speaker series) to inform non-MIWE faculty about writing pedagogy.</p>
<p>3. Students will be more engaged in writing activities.</p>	<p>3a. Seniors will complete the National Survey of Student Engagement (NSSE) in the spring semester. Students will be assessed on the survey item "Prepared two or more drafts of a paper or assignment before turning it in." The response choices for this question will consist of Never, Sometimes, Often, and Very Often.</p>	<p>3a. The percentage of senior students responding Often or Very Often will be the equal to or higher than the responses from FY14. The response in FY14 was 43.4%.</p>	<p>3a. For FY15, 40% (342 out of 844) of the senior students responded Often or Very Often on this question.</p>	<p>N</p>	<p>3a. The co-directors held two focus groups, one with students who had been taught by a MIWE faculty member and a second with students who had not. Although MIWE students had completed multi-draft writing assignments, their responses indicated that they were unfamiliar with the purpose and concepts associated with such assignments. The Directors learned through follow-up questions that MIWE students had written extensively and had completed at least one</p>

					<p>multi-draft assignment. Maroon and Write has worked to communicate the presence and importance of writing during new student orientation sessions for freshman and transfer students. During summer of 2015, Maroon and Write addressed 4,554 students at 11 orientation sessions, compared to 3,253 students at 8 orientation sessions in 2014.</p> <p>Furthermore, Maroon and Write has added a question to the FY16 exit survey that more accurately measures this outcome.</p>
	<p>3b. Seniors will complete the National Survey of Student Engagement (NSSE) in the spring semester. Students will report that faculty “Provided feedback on a draft or work in progress” in terms of Very little, Some, Quite a bit, and Very much.</p>	<p>3b. The percentage of senior students responding Very much or Quite a bit will be equal to or higher than the responses from FY14. The response in FY14 was 61.5%.</p>	<p>3b. For FY15, 60% (477 out of 790) of the senior students responded Very much or Quite a Bit on this question.</p>	N	<p>3b. Maroon and Write sponsored or co-sponsored faculty development activities for FY16 (such as the Maroon and Write speaker series) that address the importance of providing written feedback to students. To assist MIWE faculty members in providing written feedback to students, Maroon and Write hired an additional</p>

					writing coordinator and two graduate assistants for FY16.
	3c. Students will be offered the opportunity to compete in the university's Maroon Edition essay competition for both freshmen and upperclassmen.	3c. The number of essay submissions will be greater than or equal to the number of submissions from FY14. FY14 had 12 submissions (3 freshmen and 9 upperclassmen).	3c. In FY15, 102 (90 freshmen and 12 upperclassmen) students participated in the competition, which is an 850% increase over FY14.	Y	<p>3c. To encourage students to participate in writing activities, the following marketing strategies occurred: announcement at each of the orientation sessions during summer of 2015, flyers distributed to students at the Freshman Convocation in fall 2015.</p> <p>Maroon and Write staff discussed adding more opportunities to incorporate writing opportunities outside of the classroom to reinforce engagement in writing activities. For FY 16, Maroon and Write staff members have been scheduled to work with the Day One program in developing writing activities and writing instruction. Also, a writing component</p>

					was added to the New Maroon Camp in 2015.
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