



## Assessment Mini-Grants 2024-25: Call for Proposals

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The University Assessment Council invites applications for assessment project mini grants. These grants are available for **faculty and staff** to support assessment projects that promote improvements in teaching, learning, program delivery, and curricular enhancements. \$15,000 will be awarded in individual grants with one of two areas of focus: \$1000 grants focused on course-level assessment projects and \$2000 grants focused on program-level assessment. Course-level grant proposals should detail the how the grant will support work of one or more faculty members while program-level grant proposals will need to describe how the grant will support broader collaboration among faculty within or among departments. All assessment mini grants are designed to support initiatives to promote and be informed by the assessment of student learning.

### *Purpose*

UNC's strategic vision, [Rowing, Not Drifting 2030](#), emphasizes a students' first approach with a strong focus on equity and inclusion. The Assessment Council supports the university's goals and priorities by funding projects and initiatives designed to improve or enhance student learning and other student outcomes as an important measure of student success.

### *Focus*

Proposals for the \$1000 assessment mini grants should address one or more of the following focused areas:

1. Course- or Activity-Level Learning Outcomes Assessment – Examples of possible projects include but are not limited to:
  - Assessments of learning outcomes in different modalities (face-to-face, online only, hybrid)
  - Assessing the impact of changes focused on improving DFW rates in a course
  - Piloting and evaluating the impact of inclusive assessment methods in a course or activity
2. Assessment Methods – Examples of possible projects include but are not limited to:
  - Developing/refining and testing rubrics for assessing learning at the course, activity, or program level
  - Evaluating the reliability and validity of an assessment instrument
  - Implementing and evaluating a new data collection strategy in a course (e.g., implementing Canvas outcomes assessment)
3. Alignment Project – Examples of possible projects include but are not limited to:
  - Developing/refining the alignment of course outcomes and assessments to program and institutional learning outcomes
  - Developing/refining one or more signature assignments to serve as summative assessment(s) in an LAC course to assess one or more GT Pathway competencies
  - Aligning a summative assessment with the multi-cultural and/or international studies rubrics

Proposals for the \$2000 assessment mini grants should address the following area:

1. Program-Level Learning Outcomes Assessment – Examples of possible projects include but are not limited to:
  - Disaggregating data to investigate equity gaps in student learning outcomes and implementing strategies in the program for reducing those gaps
  - Assessing the impact of program-level improvement strategies on student learning outcomes, retention, and/or graduation rates
  - Supporting the implementation of Canvas as an assessment data collection tool for program assessment

While all assessment-related proposals will be considered, additional points will be offered to proposals that meet the following priorities:

1. Proposals from new applicants who have not previously received an assessment mini grant.
2. Proposals that explicitly demonstrate direct alignment with the [Students First Framework](#) (e.g., improving retention and/or graduation rates, increasing student sense of belonging, etc.).

Information about previously funded projects is available here: [Past Assessment Mini-Grant Projects](#).

### *Eligibility Requirements*

- Faculty and staff on contract during FY 2025 (July 1, 2024–June 30, 2025).
- Any department or program that has student learning or development as part of its mission.
- Individuals or teams may apply. Students may participate as team members; however, a faculty or staff member must actively serve as the PI for the project.
- Individuals may submit only one application on which the individual will serve as the PI. There are no restrictions on the number of applications an individual may be listed as a team member. The PI must be an active participant in the assessment project.

### *Award Requirements*

Successful applicants are required to complete the following activities at the conclusion of the project:

- Submit a brief (no more than 5 pages) report describing the project, its outcomes, and how the results were or will be used. Due to the Office of Assessment by August 30, 2025.
- Give a presentation about the project at the 2025 UNC Teaching and Assessment Symposium. Presentations can discuss in-progress or completed projects. A request will be sent in early spring 2025 for the presentation details.
- Post project report, presentation file, and supplemental materials to the [Teaching and Assessment Symposium Event Community](#).

### *Allowable Costs*

The grant may be used to fund any expense allowable under UNC fiscal policy. Please note that costs associated with official functions, personal service agreements, and/or travel must meet current UNC policies for these expenses. Examples to consider include the following:

- Assessment books, resources, or instruments
- Assessment planning retreat(s)

- External consulting from disciplinary experts in assessment
- Hourly student employment to assist with data collection and/or analysis
- Faculty/staff development resources

The award of funds is a contract between grant recipients and the university. All funds must be expended by the end of Fiscal Year 2025 (June 30, 2025). Deviations from the proposed use of funds must be approved by the Director of Assessment in advance of the change.

### *Proposal Process and Deadlines*

Provide a written proposal that includes the following:

#### Cover Page

- Applicant or team leader’s name, title, and contact information
- Applicant’s department or program
- Name, title, and department or program of other team members if applicable
- Project title
- Level of grant (Course-level @ \$1000 or Program-level @ \$2000)
- Signatures: Applicant/team leader, Chair or Director, Dean/AVP (electronic signatures okay)

#### Narrative (10-page limit)

The narrative should address the following:

1. The purpose of the assessment project and its goals (be sure to explicitly describe how the project addresses one or more of the four assessment areas described above (Course- or Activity-Level Learning Outcomes Assessment, Assessment Methods, Alignment Project, or the Program-Level). **6 points**
2. Description of the project including the specific data collection and assessment tasks and activities that will be completed along with a timeline for completion. **12 points**
3. Description of a plan for sharing and using the assessment results. **6 points**
4. A budget and budget narrative that explains why the expenses described in the budget are necessary and appropriate for completing the project. Describe any additional funds that will support the project if applicable. **6 points**
5. Priority Points – **3 points** (one point for priority area 1 and two points for priority area 2)

#### Sample Budget (Course-level)

Description	Amount
Copy of book <i>Rethinking Grading: Meaningful Assessment for Standards-Based Learning</i> (@ \$26.00/copy)	\$26
Assessment webinar registration fee	\$125
Hourly wage for graduate student to collect and organize documents (\$15 x 20 hours)	\$300
Disciplinary expert consultation fee for rubric validation	\$500
<b>Total</b>	<b>\$951</b>

#### Sample Budget (Program-level)

Description	Amount
5 copies of book <i>Assessing Academic Programs</i> (5 @ \$25.00/copy)	\$125

Hourly wage for graduate student to collect and organize documents (\$15 x 50 hrs)	\$750
Faculty assessment 2-day retreat (Official function – 6 people @ \$50 per person)	\$300
External disciplinary assessment consultant honorarium	\$750
<b>Total</b>	<b>\$1925</b>

See rubric at the end of this document for more details about the scoring criteria.

Proposals should be submitted by Friday, April 19<sup>th</sup>, 2024 for priority review. Proposals submitted after that date will be considered until all funds have been awarded.

Proposals may be submitted electronically to the Office of Assessment at [assessment@unco.edu](mailto:assessment@unco.edu).

## Assessment Mini-Grant Scoring Rubric

	Inadequate	Sufficient	Superior
<b>Assessment Question or Topic</b>	Proposal does not address a question or topic sufficiently related to the categories in the call for grant proposals.	Proposal addresses an assessment question or topic related to the categories in the call for grant proposals with limited potential for positive impacts on student success.	Proposal addresses an assessment question or topic related to the categories in the call for grant proposals with significant potential for positive impacts on student success.
<b>Project Description</b>	Proposal does not provide a clear description of the project.	Proposal provides a general description of the project, but the project details may require clarification.	Proposal provides a detailed description of the project.
<b>Purpose and Goals</b>	Project is not intended to improve curriculum, pedagogy, learning, or program delivery.	Project may contribute to improving curriculum, pedagogy, learning, or program delivery, but more detail may be needed to focus on improvements.	Project's primary focus is to improve curriculum, pedagogy, learning, or program delivery using assessment data.
<b>Description of Tasks and Activities</b>	Proposal does not provide an adequate description of assessment-related tasks and activities to be completed.	Proposal provides a description about assessment-related tasks and activities, but some elements may require additional detail.	Proposal provides a detailed description of the assessment-related tasks and activities to be completed.
<b>Quality of Tasks and Activities</b>	Tasks and activities are not effective or clearly aligned to the purposes and goals of the project.	Tasks and activities are adequate and generally aligned to the purposes and goals of the project.	Tasks and activities are effective and well-aligned to the purposes and goals of the project.
<b>Timeline</b>	The project timeline is not clear or not appropriate to ensure completion of the project within the funding period.	The project timeline is provided and is likely to be completed within the funding period.	The timeline is clear and well-designed to ensure the project is completed within the funding period.
<b>Sharing Results</b>	No plan for sharing results is provided.	A plan for sharing results is provided but is vague or includes only the required presentations and submissions.	A detailed plan for sharing results is provided that describes plans for internal and/or external communication of results beyond the required presentation and submissions.
<b>Using Results</b>	Insufficient information is provided about how results will be used.	The proposal indicates how results will be used but additional details may be required.	Proposal describes in detail how the results will be used.
<b>Budget</b>	The budget request is not appropriate to the project's purpose and goals.	The budget request is adequately aligned to the project's purpose and goals.	Budget request is well-aligned to the project's purpose and goals.

<b>Budget Narrative</b>	The budget narrative does not provide a sufficient rationale for how the funds will be spent.	The budget narrative provides a rationale for how funds will be spent but additional details may be required.	Budget narrative provides a clear, effective rationale for how all funds will be spent.
<b>Students First Framework</b>	The proposal does not describe how project contributes to the Students First Framework.	The proposal references the Students First Framework, but the description of how the project contributes may be unclear or need additional detail.	The proposal explicitly describes how the project contributes to the Students First Framework.