# Assessment Project Mini-Grants 2019 Call for Proposals

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.  Up to ten grants of $1500 will be awarded.  The total number of grants funded is contingent on the final FY 2020 university budget.

Assessment mini-grant proposals should address one or more of the following areas:
1.  Program-Level Assessment – Examples of possible projects include but are not limited to:
    -   Engaging students in assessment planning
    -   Assessment of co-curricular learning and development experiences
    -   Organizing faculty or staff development specific to assessment in the discipline or program (developing/revising a program assessment plan and curriculum map, creating shared rubrics for assessing program-level learning outcomes, etc.)
    -   Involving adjunct or teaching assistants in assessment
2.  Course-Level Assessment – Examples of possible projects include but are not limited to:
    -   Revising course content and/or activities to align with course and/or program learning outcomes
    -   Developing or revising assessment methods used across multiple courses or activities (course-embedded assignments, exams, portfolios, etc.)
    -   Incorporating learning theory into course design and delivery
    -   Developing or revising and testing assignments for assessing learning
3.  Assessment Methods – Examples of possible projects include but are not limited to:
    -   Developing or refining rubrics for assessing learning
    -   Evaluating reliability and validity of multiple-choice tests
    -   Designing or revising surveys used for indirect assessments of student learning
    -   Conducting focus groups with students and/or other stakeholders

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

1.  Focus on Institutional Learning Outcomes – Examples of possible projects include but are not limited to:
    -   Developing, revising, and/or testing current program-level assessment methods to incorporate the institutional learning outcomes
    -   Revising or developing curricular or co-curricular learning opportunities aligned to the institutional learning outcomes
    -   Revising course assignments to explicitly address the institutional learning outcomes
2.  Proposals from new applicants who have not previously received an assessment mini-grant

Information about previously funded projects is available here: Past Assessment Mini-Grant Projects (scroll down to the section on Assessment Mini-Grants).

## Eligibility Requirements
- Faculty and staff on contract during FY 2020 (July 1, 2019-June 30, 2020).
- Academic, student affairs, and student academic success departments or programs that have student learning or development as part of the program mission
- Individuals or teams of two or more people may apply. Students may participate as team members; however, a faculty or staff member must serve as the PI for the project.
- Applicants may submit only one application on which the individual will serve as the PI.  There are no restrictions on the number of applications on which an individual may be listed as a team member.  The PI must be an active participant in the assessment project.

## Award Requirements
Successful applicants will be required to complete the following activities at the conclusion of the project:
- Submit a brief (no more than 3 pages) report describing the project, its outcomes, and how the results were or will be used. Due to the Office of Assessment by July 1, 2020.
- Give a poster presentation about the project at the 2020 UNC Teaching and Assessment Symposium. Presentations can discuss in-progress or completed projects.  An abstract request will be sent in early spring 2020.

## Allowable Costs
The grant may be used to fund any expense allowable under UNC fiscal policy.  Please note that costs associated with official functions 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 the applicant and the university.  All funds must be expended by the end of Fiscal Year 2020 (June 30, 2020).  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
- Signatures: Applicant/team leader, Chair or Director, Dean (electronic signatures okay)

Narrative (10 page limit)
The narrative should address the following:

1. The purpose of the project and its goals (be sure to explicitly describe how the project addresses one or more of the three assessment areas described above (program assessment, course assessment, assessment methods). **6 points**
2. Description of the project including the specific 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 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**

Sample Budget

| Description | Amount |
|---|---|
| 10 copies of book *Assessing Academic Programs* (10 @ $25.00/copy) | $250 |
| Hourly work study for student to collect and organize assessment documents ($11 x 20 hrs) | $220 |
| Honoraria and travel expenses to bring disciplinary assessment expert for full-day workshop | $1000 |
| Total | $1470 |

Priority Points
5. Focus on institutional learning outcomes that is clearly tied to the project purpose and activities described in the proposal.  **3 priority points**
6. New applicants – proposals from new applicants will receive **2 priority points**.

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

Proposals should be submitted by <u>March 1, 2019</u>, for priority review.  Proposals submitted after that date will be considered until all funds have been awarded.

Proposals may be submitted in hard copy to Kim Black, Director of Assessment, Carter 4008, Campus Box 9, via fax at (970) 351-1880, or scanned and emailed to [kim.black@unco.edu](mailto:kim.black@unco.edu).   Contact Kim Black at 970-351-1102 or [kim.black@unco.edu](mailto:kim.black@unco.edu) for additional information.

Assessment Mini-Grant Scoring Rubric

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|---|---|---|---|
| **Assessment question or topic** | Proposal does not address an assessment question or topic related to curriculum, pedagogy, learning, or program delivery. | Proposal addresses an assessment question or topic related to curriculum, pedagogy, learning, or program delivery but has limited potential for leading to improved practice or student outcomes. | Proposal addresses an assessment question or topic related to curriculum, pedagogy, learning, or program delivery, and has the potential for significant impact on improving practice or student outcomes. |
| **Project description** | Proposal does not provide a clear description of the project. | Proposal provides a description of the project but lacks details. | Proposal provides a detailed description of the project. |
| **Purpose and goals** | Project is not intended to improve curriculum, pedagogy, learning, or program delivery. | Project may contribute to improving curriculum, pedagogy, learning, or program delivery, but improvement is not the primary purpose. | Project's primary purpose is to improve curriculum, pedagogy, learning, or program delivery. |
| **Description of tasks and activities** | Proposal does not provide an adequate description of tasks and activities to be completed. | Proposal provides a description about tasks and activities but has some gaps. | Proposal provides a detailed description of the tasks and activities to be completed. |
| **Quality of tasks and activities** | Tasks and activities are not well-aligned to the purposes and goals of the project. | Tasks and activities are adequately aligned to the purposes and goals of the project. | Tasks and activities are well-aligned to the purposes and goals of the project. |
| **Timeline** | The timeline is not appropriate to ensure completion of the project within the funding period. | The timeline is likely to be completed within the funding period. | The timeline is well-designed to ensure the project is completed within the funding period. |
| **Sharing results** | No plan for sharing results is provided. | A plan for sharing results is provided but is vague. | A detailed plan for sharing results is provided. |
| **Using results** | Limited or no information is provided about how results will be used. | Proposal indicates results will be used but does not provide details. | Proposal describes in detail how the results will be used. |
| **Budget** | Budget request is not appropriate to the project's purpose and goals. | Budget request is adequately aligned to the project's purpose and goals. | Budget request is well-aligned to the project's purpose and goals. |
| **Budget narrative** | Budget narrative does not provide a sufficient rationale for how funds will be spent. | Budget narrative provides a rationale for how some funds will be spent but lacks some detail. | Budget narrative provides a clear rationale for how all funds will be spent. |
| **Priority 1: Institutional Learning Outcomes** | Proposal references the institutional learning outcomes but they are not a focus of the project goals and/or the planned tasks and activities. | Project discusses the institutional learning outcomes as a project goal, but the planned tasks and activities are not sufficient to accomplishing the stated goals related to the ILOs. | Proposal identifies the institutional learning outcomes in its purposes and goals AND the tasks and activities are well-aligned to accomplishing the stated goals related to the ILOs. |