

Florida Atlantic University

Faculty Assessment Grants (Spring 2010)*

Florida Atlantic University's (FAU's) University Director of Assessment (Office of Institutional Effectiveness and Analysis) is requesting proposals for assessment grants designed to support student learning centered assessment. As a way to promote a faculty driven culture of assessment at FAU, the University Assessment Committee and the University Director of Assessment invite faculty to submit proposals to improve student learning outcomes in their academic programs and courses. Both courses in degree programs and general education/ intellectual foundations are eligible.

Individual faculty or teams of faculty (e.g., faculty teaching the same course or on a departmental assessment committee) are invited to apply for a grant (application deadline Tuesday, December, 1). The grants will be awarded later in December 2009 by the University Assessment Committee (including a representative from each FAU College). ** By awarding the mini-grant in December, the University Assessment Committee is expecting the proposal to be implemented during the spring 2010 semester. Grant recipients will be required to submit a preliminary report of their findings by the end of that semester, allowing individuals and/or teams to continue their data analysis process and formalization of findings over the summer. The final report will be due in September 2010. A Lunch and Learn faculty meeting will be organized around the final Assessment Grant Report. Up to ten grants may be awarded.

Suggested Topics

- **Investigative:** proposals designed to improve student learning outcomes and assessment plans and/or practices at the level of the course or degree program. College level proposal could be considered. It would be appropriate to have before and after tests of student learning outcomes if no control group was available. For example, curriculum in a course or program could be revised to better match and operationalize degree program critical thinking skills. Rubrics could also be used to examine the impact of curriculum modifications on critical thinking skills. Another example might entail revising curriculum to better match the skills required on the LSAT, GMAT, or MCAT exams.

- **Comparative:** proposals designed to take a side-by-side look at assessment practices in different sections of the same course or comparable classes within a degree program or within the General Education/Intellectual Foundations curriculum. For example, a proposal could compare the impact of using different learning tools (e.g., MAT and ALEX) on student learning in a math course. A proposal could compare using traditional lectures versus using simulation in two or more sections of a nursing, medical or engineering course. Another proposal might compare using two different types of rubrics (holistic and analytic) to assist students in writing courses to improve their writing. The rubrics would be used as a tool for learning which was shared with students, not just as a grading tool. The improving writing proposal might also use these rubrics for peer feedback.

Deadlines

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| Application Submission | December 1, 2009 (Tues. after Thanksgiving) |
| Awarding of Mini-Grants | December 21, 2009 |
| Preliminary written report of findings | May 16, 2010 |
| Final written Report of findings | September 1, 2010 |

Grant Amounts

Individual Assessment grants will be awarded in stipends of \$2,500 to the faculty grantee. Assessment grants of \$5,000 will be awarded to faculty teams or departmental faculty groups. Distribution of the team funds may be divided among faculty members or provided to the department. Please specify in the proposal how funds would be distributed. Grant funds cannot be used to substitute for departmental budgeted items such as hardware, etc. Half of stipend will be awarded initially and half will be provided with final report. In addition to the stipend, some limited funds may be available for additional expenses. If you are applying for funds *beyond the \$2,500 stipend*, a budget with expenses must be provided for the additional funds.

Additional Expenses

If additional expenses beyond the stipend are anticipated, please submit a budget with a description of each expected expense.

Example expenses that could be funded by these assessment grants are:

- Wages for temporary (student /research assistant) worker to assist faculty member with the collection, recording, compilation, and/or analysis of assessment data
- Acquisition of software program(s) and/or other commercial materials relevant to the grant work (no hardware purchases are supported)
- Faculty stipends for grading with a rubric in the context of the grant assessment and outside of normal class grading.
- Cost of student taking of standardized tests used in an assessment strategy that seeks to improve student learning.

Application Documents

When submitting your application, include the following:

- a.) Outline of project goals and matching outcomes
- b.) Brief summary of the project emphasizing how it is intended to improve student learning outcomes and assessment practices, especially evidence based assessments of student skills, knowledge, and performance that can be included in current or future assessment plans and reports.
- c.) Timeline
- d.) List of participants and the roles they are expected to assume
- e.) Identification of measure(s) of project effectiveness upon completion
- f.) Plan for the dissemination of the findings resulting from the grant work
- g.) If additional expenses beyond stipend are anticipated, please provide budget of expenses.
- h.) Cover sheet with sign-off from department chair.

Application Submission

Please submit proposal and scanned cover sheet via e-mail to: gwisan@fau.edu
(Dr. Gail Wisan, University Director of Assessment, IEA, SO 303)

*Modeled after Cleveland State's Assessment Grants' Program

**<http://www.fau.edu/iea/assessment/committee.php>