2018-2019 Assessment Mini-Grants

Option B – Analysis of Course-Level Assessment Data
(open to all courses, including general education courses)

Application deadline: October 12, 5:00 pm, applications submitted via UNO MavGrants

Application requirements:
- Proposal goals, description, and implementation timeline
- List of people involved and their roles
- Budget (assessment mini-grants cannot provide funds for travel)
- Approval of chair and dean (designee)

Eligible applicants:
- All UNO full-time faculty and instructors, department chairs
- All grants must have a full-time faculty, instructor, or department chair as the lead applicant. Part-time faculty members are encouraged to be involved in assessment mini-grants. Part-time faculty should consult with program chairs/directors and work closely with lead applicants to determine their involvement.

Funding:
- Competitive: Awards will be based on review and recommendations from the UNO Academic Assessment Committee and UNO General Education Assessment Committee. Reviewers will consider the extent to which a proposal addresses the mini-grant goals and the completeness and quality of the proposal description.

Awards:
- Awards will be announced in early November, all funded proposals must be completed by May 3, 2019.

Focus of mini-grants is based on:
- Continued efforts to support assessment of general education student learning outcomes
- Assessment report feedback (2016-17, 2017-18) provided by the Academic Assessment Committee indicating many programs, across campus and degree levels, are not yet meeting expectations regarding: 1) regular data collection and analysis and 2) decisions and actions based on available data
- Input from campus leadership regarding the need to emphasize continuous program improvement and increase the involvement of external stakeholders in the process

Mini-grant goals:
- Increase use of common rubrics and/or examination questions across multiple sections of general education courses
- Improve collection and analysis of student learning outcome data at the course and program levels
- Improve use of data to inform program-level improvement decisions and actions
- Increase involvement of external stakeholders in the continuous program improvement process
Requirements for Recipients of All Options

Participate in one assessment-related professional development activity of recipient’s choice (e.g. UNO Center for Faculty Excellence workshop, related reading, UNO Assessment Days, departmental data retreat).

Conduct project outlined in the proposal between January-May 2019.

Participate in Course or Program Improvement Cohort

<table>
<thead>
<tr>
<th>Month</th>
<th>Activity Details</th>
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<tbody>
<tr>
<td>November</td>
<td>Organizational meeting in November, date TBA</td>
</tr>
<tr>
<td>January</td>
<td>Reading one: Selected book chapter/article Attend discussion of reading one, choice of dates TBA Set project goal for February</td>
</tr>
<tr>
<td>February</td>
<td>Reading two: Selected book chapter/article Report on February goal Attend discussion of reading two, choice of dates TBA Set project goal for March</td>
</tr>
<tr>
<td>March</td>
<td>Reading three: Selected book chapter/article Report on March goal Attend discussion of reading three, choice of dates TBA</td>
</tr>
<tr>
<td>May 3 or prior (Commencement)</td>
<td>Submit final report, record 2-3 minute video interview to be shared across campus</td>
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Option B focuses on the analysis of data collected over multiple cycles (e.g. semesters, academic years) from a common assessment administered in all sections of a course.

Maximum Amount: $500.00 for courses with one or two sections/semester
$1,000.00 for courses with three or more sections/semester

Applicants Single or multiple faculty members

Proposal description must address how recipients will:
1) Collect assessment data from multiple cycles of data across all course sections
2) Analyze data in relation to course objectives and general education or program-level student learning outcomes
3) Share the analysis with internal stakeholders (e.g. program faculty who do not teach the course, General Education Committee, UNO Academic Assessment Committee)

Proposal examples include, but are not limited to, collection and presentation/visualization of data that are discussed at a departmental faculty meeting or incorporating recently collected data and analysis into an updated program or general education assessment report.

Final Report Requirements (submitted via MavGrants):
• Identification of assessment-related professional development completed by awardees
• Summary of project
• Data presented in tables or charts
• Analysis of the data
• Data analysis model-at-a-glance – attachment (see examples on pages 3 and 4)
• Other attachments as necessary (e.g. meeting minutes, updated assessment reports)
Option B – Analysis of Course-Level Assessment Data

Example of Model-at-a-Glance: Data Analysis

Models-at-a-glance are intended to provide your UNO faculty colleagues with a model they might use or adapt to meet their assessment needs. Programs should design a one-page graphic to represent the data analysis process related to the grant activity. At a minimum, models should include the following components:

1. Data which were analyzed and how the data were collected
2. List of people involved in the analysis and how they were selected
3. Description of the process/techniques used to analyze the data
4. Specific decisions or actions to be taken as a result of the analysis
5. Barriers/challenges encountered in the analysis and recommendations for addressing these

<table>
<thead>
<tr>
<th>Identify data to be analyzed and provide rationale</th>
<th>Outline data collection and analysis timeline and roles for those who will be involved in the process</th>
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<tbody>
<tr>
<td>Describe analysis strategy and identify challenges in analyzing the data</td>
<td>Specify decisions and actions related to the data</td>
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Data Analysis Model
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Questions you are trying to answer:

- Identify barriers & suggestions
- Determine reasonable decisions & actions
- List other data/information to consider
- Address extent to which data answered your questions
- Identify outliers & what might explain them
- Identify trends or patterns in the data
- List available data & who will analyze it