**Learning Community Mini Grant Application**

**Effective date:** Beginning in the2012-13 academic year, this policy will replace the previous policy of awarding $500 per instructor per LC course each time the LC is offered.

**Mini-Grant guidelines:** In 2012-13, we want to promote prompt feedback and teaching clarity and organization. According to the Wabash National Study, these high-impact practices are correlated with several positive learning outcomes, including "moral reasoning, leadership, openness to diversity and challenge, and attitudes toward literacy." In order to qualify for a mini-grant, faculty should assess students using the following questions as guides (an application for a mini-grant follows, p. 3):

**Indicators of prompt feedback (from NSSE questions)**

How often have:

* faculty informed you of your level of performance in a timely manner?
* faculty checked to see if you learned the material well before going on to new material?
* you received prompt written or oral feedback from faculty on your academic performance?

**Indicators of teaching clarity and organization (from NSSE questions)**

How often did your faculty:

* give clear explanations?
* make good use of examples and illustrations to explain difficult points?
* effectively review and summarize the material?
* interpret abstract ideas and theories clearly?
* give assignments that helped in learning the course material?
* present material in a well-organized way?
* come to class well prepared?
* use class time effectively?
* clearly explain course goals and requirements?
* have a good command of what they were teaching?

During a term that you designate, we would like you to study how you and your partner might improve feedback, and clarity and organization.  Mark Salisbury, the Director of Institutional Research and Assessment, can assist faculty in designing an assessment appropriate for their course. We encourage you to design a study of particular strategy, collect relevant data and share your outcomes with other LC instructors. The grant money will be paid when the LC instructors complete and report their assessment.

**Works Consulted**

Kuh, G.D. (2008).  High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Washington, DC: Association of American Colleges & Universities.

Wabash National Study of the Liberal Arts summary. http://www.liberalarts.wabash.edu/storage/High-Impact\_Practices\_Summary06.01.09.pdf

**Mini-Grant Application**

Faculty name(s):

Term:

LC title and courses:

Description of what you intend to do:

Designation of pre-course data that you will gather to serve as a basis line that will then be repeated at the end of the course to measure your effectiveness:

Indicate how you might share the results of your study.

Proposals submitted for Innovative Teaching Mini-Grants will be evaluated by the Assessment Committee using the following questions:

 Is a clear strategy or focus identified and described?

 Are adequate measures put in place?

 Is this a feasible project?

 (When applicable) How have the faculty members involved made use of previous mini-grants?