Overview
Learning improvement involves intentional changes in an academic program’s learning environment that lead to improved student achievement. The learning environment includes elements such as teaching methods, curricula, student habits/behaviors/development, learning support, and academic resources. Faculty and instructors are positioned to have the greatest impact on the learning environment because of their knowledge of current weaknesses and their ability to enact planned changes. Although assessment of student learning has been a focus for many years, there is too little evidence of the ways in which changes to the learning environment impact student learning. There are four essential steps for understanding the impact of an intentional changes: 1) Review student learning data to identify a knowledge, skill, disposition, or ability in which students have not met the expected goal; 2) Develop an intervention that is hypothesized to improve learning in this area; 3) Implement the intervention; and 4) Collect data to investigate the impact of the intervention on student learning. The focus of this program will be to support faculty in identifying student learning achievement gaps, developing evidence-based interventions, and analyzing results following implementation of the intervention.

The Scholarship of Assessment Faculty Learning Community grants will provide training and support for faculty who wish to complete a learning improvement project. We are offering two distinct tracks focusing on 1) Equity in Assessment and 2) Gradescope Integration. The funds associated with this project will provide faculty with professional development opportunities associated with their work. Faculty will participate three workshops this summer that will provide the opportunity to establish a working knowledge within the chosen track, identify an area of student learning to improve, and develop a learning improvement plan to implement during the 2021-2022 academic year. Next summer’s workshops will focus on examining the impact of the intervention on student learning and dissemination of the results.

The program will provide yearly grants of $1000 to selected individuals. Please note that second year’s funding is contingent upon the submission and approval of data collected during the 2021-2022 academic year and funding available to the Office of Assessment and Accreditation. The funds may be used to support faculty or graduate student stipends for attending the workshops and developing course materials.

1Tenets of Learning Improvement (2020, April) by the Learning Improvement Community


Eligibility
Equity in Assessment track – Any faculty member or team (in a multi-section course with the same assignments) that has an interest in developing classroom assessments or assignments that measure learning equitably in all students.
Gradescope Integration track – Any faculty member or team (in a multi-section course with the same assignments) that has an interest in utilizing Gradescope software to assist faculty in grading and providing feedback on student assignments may apply. Teams whose members teach in a multi-section course and will develop materials to be shared with others are strongly encouraged to apply.

Year One Application Materials and Procedure
An electronic copy of the following materials should be sent to Christine Robinson (crobinson@uncc.edu), Office of Assessment and Accreditation by 5 p.m. on April 2, 2021.

The following criteria will be used by the Office of Assessment and Accreditation to determine suitability for funding and, if there are more qualifying proposals than funding, to determine priority for funding:

A project proposal narrative (typed and double-spaced, not to exceed 1,000 words) including:
   a) A clear statement describing the potential to advance student learning in the course(s) that are the focus of this project.
   b) A rationale for the selected course(s), illustrating why it should be funded.
   c) The track of student learning that will be addressed. Please include any supporting data you have available that demonstrates a need for attention to this area. (i.e. assignment grades, specific assignment or test question scores, rubric scores, etc.).
   d) A description of possible modifications you are currently considering, including its relationship to the chosen track, and expected results of the proposed change.
   e) A list of participants, including titles and department or unit.

Selection Criteria
Proposals will be reviewed by members of the Office of Assessment and Accreditation staff. The criteria for selection include the following:
- Submission of all required application materials,
- Submission of a well written and complete narrative, and
- Impact of the project on student learning.

First Year Time Line
April 2 Proposals due to the Office of Assessment and Accreditation
April 30 Review of proposals completed and Awardees notified
May 24 Workshop #1 – Learning Best Practices
June 14 Workshop #2 – Designing Educational Intervention
July 19 Workshop #3 – Designing Implementation and Evaluation

Year Two Application
An electronic copy of the materials should be sent to Christine Robinson, Office of Assessment and Accreditation by 5 p.m. on April 1, 2022.

- A summary of the proposed plan (assignment structure, timing, delivery) developed during summer 2021 and a summary of how it was actually implemented in the classroom including a rationale for any changes from the plan developed during the summer 2021.
- Data collected during the fall 2021 semester, along with the associated student learning improvement plan. If data collection will not occur until spring 2022 or if additional data collection
is continuing in spring 2022, it will need to be submitted three weeks prior to the May 23rd workshop.

Second Year Time Line
April 1    Proposals due to the Office of Assessment and Accreditation
April 29   Review of proposals completed and Awardees notified
May 23     Workshop #1 - TBD
June 13    Workshop #2 - TBD
July 18    Workshop #3 - TBD